

**GURU GHASIDAS VISHWAVIDYALAYA,  
BILASPUR (C.G.)  
(A Central University)**

**Syllabus  
of  
M.Ed.**

**DEPARTMENT OF EDUCATION**

# 1. PHILOSOPHICAL FOUNDATIONS OF EDUCATION

## COURSE OBJECTIVES

**Theory: 35 Marks**

The philosophical component of this (Foundation) core paper for a post-graduate course in Education (Professional) aims at developing the following competencies amongst the scholars.

1. Understanding the nature and functions of philosophy of education.
2. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
3. Understanding and use of philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers – Indian and Western.

## COURSE CONTENTS

### UNIT I

- Philosophy of Education : Its nature – Directive Doctrine; A Liberal Discipline; An activity
- Its Function – Speculative, Normative, Analytical

### UNIT II

- Metaphysical Problems and Education related to Nature, Man and Society
- Impact of Philosophical suppositions on education made by –Idealism, Realism, Pragmatism, Existentialism, Vedanta (Advaita & Veshitadvaita only), Sankhya School of thought

### UNIT III

- Epistemology and Education: Knowledge; methods of acquiring valid knowledge with specific reference to Analytic philosophy, Dialectical approach, scientific inquiry, Nyaya, Yoga.

### UNIT IV

- Axiology and Education: Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita, and Islam to education in terms of value formulation.

### UNIT V

Contribution of Vivekananda, Tagore, Gandhi, Aurobindo, Plato, and Dewey to educational thought and practice with special reference to their views on man and process of development, socio-cultural scenario and global perspective.

Modern concept of Philosophy: Analysis-Logical analysis, Logical empiricism and positive relativism

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**INTERNAL EVALUATION-(Total Marks: 15)**

- Attendance- (05marks)
- One Class Test -(10 marks)

Or

One assignment /presentation on a given topic (5 marks) and  
Writing Annotated Bibliography (5 marks)

## **2. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-I (DEVELOPMENT, LEARNING & INDIVIDUAL DIFFERENCE)**

### **COURSE OBJECTIVES**

**Theory: 35 Marks**

1. To enable the student to understand concept and principles for Educational Psychology as an applied science.
2. To enable the learner to understand implications of learning and other psychological theories for education.
3. To enable the students to understand the concept of individual differences.
4. To acquaint the learner with the process of development of various abilities and traits.

### **COURSE CONTENTS**

#### **UNIT I**

Educational Psychology: Concept, concern and scope of Educational psychology, contribution of psychology to education.

#### **UNIT II**

- Human Development: Concept, principles, sequential stages of development; factors influencing development and their relative roles, general characteristics and problem of each stage.
- Theories of Piaget and Bruner- major concepts and stages and implications for education.

#### **UNIT III**

Learning : Concept, kinds, levels of learning, various view points of learning, Gagne's conditions of learning cognitive view point and information processing; issues related to learning. Educational implications of the view points on learning

#### **UNIT IV**

Individual Difference: Concept of intra–inter difference in reference to

- a) Interests, attitude and values.
- b) Adjustment of teaching – learning process to suit individual difference – learning style and teaching strategies

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#### **UNIT V**

- Intelligence and cognitive abilities, identification and its measurement.
- Creativity – Nature, Process Identification, fostering and guiding creative children.

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**INTERNAL EVALUATION-(Total Marks: 15)**

- Attendance- (05marks)
- Administration and interpretation of total three psychological tests/experiments out of the following: (05 marks)  
(Students have to maintain a record book)
  - Transfer of learning
  - Fatigue
  - Measurement of Creativity
  - Measurement of Attitude
  - Level of Aspiration

Viva-voce on the above three selected tests      -(05 Marks)

### **3. FOUNDATIONS OF EDUCATIONAL RESEARCH**

#### **COURSE OBJECTIVES**

After undergoing this course the students will be able to:-

1. Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
2. Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
3. Explain and adopt different strategies of research to solve educational problems.
4. Write research proposals.

#### **COURSE CONTENT**

**Theory: 35 Marks**

##### **UNIT I: Nature of research, knowledge and inquiry**

- Nature and sources of knowledge. Scientific method of inquiry and its role in knowledge generation.
- Meaning and nature of research, its need and purpose and scope of educational research.
- Fundamental, applied and action research.

##### **UNIT II: Formulation of Research Problem**

- Research Problem: Sources, characteristics and delimitation.
- Delineating and operationalizing variables
- Setting objectives of the study.
- Hypothesis : Its types, sources and characteristics of a good hypothesis, different types of hypothesis, difference between assumptions and hypotheses

##### **UNIT III: Sampling**

Concept of population and sample.

Various methods of probability and non-probability sampling.

Characteristics of a good sample.

Sampling errors and how to reduce them.

##### **UNIT IV: Major Approaches/Methods of Research- I**

- Descriptive research – Normative survey, Developmental (longitudinal and cross-sectional approach), Ex-post facto, Case study
- Historical research- Primary and secondary resources, internal and external criticism.

### **UNIT V: Major Approaches/Methods of Research -II**

- Experimental research –Experimental designs, internal and external validity
- Qualitative approach of educational research – Ethnographic study, naturalistic inquiry, and Phenomenological research
- Steps in preparing research proposal.

### **INTERNAL EVALUATION-(Total Marks: 15)**

- Attendance- (05marks)
- One Class Test -(10 marks)

Or

One assignment /presentation on a given topic (5 marks) and  
Review of a research papers published in educational journals/Review of a Ph.D.  
Thesis or M.Phil. Dissertation in Education. (5 Marks)

## **4. OPTIONAL PAPER (GROUP – I)**

### **4.1 EDUCATIONAL TECHNOLOGY**

**Theory Marks: 70**

#### **COURSE OBJECTIVES**

1. To enable the students teacher to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
5. To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.

#### **COURSE CONTENTS**

##### **UNIT I: Concept of Educational Technology**

- Meaning, Nature, Scope and significance of ET.
- Components of ET: Software, hardware.
- Educational technology and instructional technology.

##### **UNIT II: Communication and Instruction**

- Concept, Nature, Process, Components, Types, Modes and barriers of communication, Classroom Communication (verbal and non verbal). Mass media approach in Educational Technology.
- **Designing Instructional System:** Formulation of instructional objectives, Task analysis, designing of instructional strategies such as lecture, team teaching, discussion, panel discussion, seminar and tutorials.



### **UNIT III: Teaching levels, Strategies & Models**

- Memory, Understanding and Reflective levels of teaching.
- Teaching strategies: Meaning, Nature, Functions and Types
- Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
- **Modification of teaching behaviour:** Micro teaching, Flander's Interaction Analysis, Simulation.

### **UNIT IV: Programmed instruction**

- Origin and types – linear and branching.
- Development of the programmed instruction material
- Teaching machines
- Computer Assisted Instruction

### **UNIT V: New Trends in Educational Technology**

- Educational technology in formal, non-formal and Informal Education, Open Learning Systems and Educational Technology.
  - Emerging trends in Educational Technology, Videotape, Radio-vision,
  - Tele conferencing, CCTV, INSAT – Problems of New Technologies.
  - Evaluation and Educational Technology.
  - Resource Centers for Educational Technology, CIET, UGC, State ET Cells, AVRC, EMRC, NIST etc. – their activity for the improvement of teaching learning
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### **INTERNAL EVALUATION-(Total Marks: 30)**

- Attendance- (05marks)
- One Class Test/ power point presentation on a given topic -(10 marks)
- One Class Test -(15 marks)

Or

Preparation of a Programmed Instructional Material -(15 marks)

## 4.2 EDUCATIONAL MEASUREMENT & EVALUATION

**Theory Marks: 70**

### **COURSE OBJECTIVES**

To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.

To help the student understand relationship between measurement and evaluation in education.

To orient the student with tools and techniques of measurement and evaluation.

To develop skills and competencies in constructing and standardizing a test.

To make the students understand how various requirements of education are measured, evaluated, interpreted and their result recorded to help learners.

### **COURSE CONTENTS**

#### **UNIT I: The Measurement and Evaluation Process**

- Concept, scope and need, Taxonomies of educational objectives, norm-referenced and criterion-referenced measurement.
- Evaluation: Functions of evaluation, and the basic principles of evaluation.
- Evaluation and Curriculum
- Interrelationship between measurement and evaluation in education.

#### **UNIT II: Tools of Measurement and Evaluation**

- Basic characteristics of a good tool.
- Types of Tool.
- Subjective and objective tools, essay test, objective test, scales, questionnaires, schedules, inventories, performance tests.

#### **UNIT III: Test Construction**

- General principles of test construction and its standardization
- Writing test items – objective type, essay type and interpretive type.
- Item analysis procedures for norm-referenced and criterion referenced, mastery tests.
- Standard scores: T-scores, and C-scores. Interpretations of test scores.

#### **UNIT IV: Measurement of psychological traits and their interpretations**

Measurement of

- Achievement,
- Aptitudes,
- Intelligence,
- Attitudes,

- Interest

#### **UNIT V: Recent / New trends in education**

Grading

Semester system

Continuous Internal Assessment /Continuous Comprehensive Evaluation.

Question Bank

Use of Computers in Evaluation

Qualitative analysis

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#### **INTERNAL EVALUATION-(Total Marks: 30)**

- Attendance- (05marks)
- One Class Test/ power point presentation on a given topic -(10 marks)
- One Class Test -(15 marks)

Or

Construction of an Achievement Test (15 marks)

# SEMESTER-II

## 7. SOCIOLOGICAL FOUNDATIONS OF EDUCATION

### COURSE OBJECTIVES

**Theory Marks: 35**

1. To enable the student to understand concept and process of social organization, social stratification and institution.
2. To enable the student to understand relationship between culture, society and education.
3. To enable the student to know issues of equality, excellence and inequalities in education.

### COURSE CONTENTS

#### UNIT I

- Concept and nature of sociology of Education, Difference between sociology of Education and Educational Sociology.
- Social organization; social groups; social stratification; social mobility and factors influencing so.
- Social organization, characteristics of social organisation; institutions, attitude and Values.

#### UNIT II

- Education and Culture – meaning and nature of Culture, Role of education in cultural context; Education and cultural change.
- Education and modernization
- Education and religion

#### UNIT III

- Education and Society – Education as a social system, as a socialization process and a process of social progress and change.

- Meaning and nature of social change, Constraints on social change in India (caste, ethnicity, class, language, religion, and regionalism)

#### **UNIT IV**

- Issues of equality of educational opportunity and excellence in education. Equality vs. equity in education
- Education of socially and economically disadvantaged sections of society with special reference to SC, ST, Women, Rural population, and Disabled

#### **UNIT V**

- Education and Democracy, Constitutional provisions for education; Nationalism and Education; Education for national integration and International understanding
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#### **INTERNAL EVALUATION-(Total Marks: 15)**

- Attendance- (05marks)
- One Class Test -(10 marks)

Or

One assignment /presentation on a given topic (5 marks) and  
Book review (one) (5 Marks)

## **8. PSYCHOLOGICAL FOUNDATION OF EDUCATION-II**

### **(PERSONALITY, ADJUSTMENT AND MENTAL HEALTH)**

#### **COURSE OBJECTIVES**

**Theory Marks: 35**

1. To acquaint the learner with the process of assessment of personality.
2. To enable the students to understand a concept of group dynamics.
3. To make them understand the concept of adjustment and mental health.
4. To develop the skill of administration and interpretation of psychological tests.

#### **COURSE CONTENTS**

##### **UNIT I**

- Group Dynamics: Group process, interpersonal relations, sociometric grouping, social emotional climates of the classroom and influence of teacher characteristics.

##### **UNIT II**

- Personality: Concept, development, structure and dynamics of personality.
- Theories of personality – Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behaviour approach – Miller, Dollard and Bandura; Humanistic approach – Roger, Maslow

##### **UNIT III**

Assessment of Personality – Techniques

- a) Personality inventories – rating scales
- b) Projective techniques : Rorschach, TAT,SAT,WAT

##### **UNIT IV**

Adjustment

- a) Concept,
- b) Mechanism of adjustment –
- c) Defense mechanism-escape, withdrawal, compensation, etc.

##### **UNIT V**

Mental Health

- a) Introduction to common forms of neuroses, psychosis and somatic disorders.
  - b) Principles of mental hygiene – preventive, constructive, curative measure,
  - c) Implications for education
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**INTERNAL EVALUATION-(Total Marks: 15)**

- Attendance- (05marks)
- Administration and interpretation of total three psychological tests/experiments out of the following: 05 Marks

(Students have to maintain a record book)

An individual (performance) test of Intelligence

A group test of Intelligence

Measurement of Personality

Adjustment Inventory

Anxiety Scale

-Viva-voce on the above three selected tests

05 Marks



## **9. TOOLS, TECHNIQUES AND METHODS OF DATA ANALYSIS**

**Theory Marks: 35**

### **COURSE OBJECTIVES**

After undergoing this course the students will be able to:-

1. Develop the vision to carry out qualitative and quantitative research.
2. Develop various types of research tools for data collection.
3. Apply important qualitative and quantitative statistical techniques for analyzing and interpreting research data.
4. Write scientific reports.

### **COURSE CONTENTS**

#### **UNIT I: Tools and Techniques of Data Collection**

- Observation; Interview; Socio metric techniques.
- Questionnaire, Schedules, Rating Scales with special reference to summative scales
- Reliability and validity of data collection tools.

#### **UNIT II**

- Nature of educational data: Quantitative and Qualitative.
- Scales of Measurement – Nominal, Ordinal, Interval, and Ratio
- Organization and representation of data: Frequency distribution, Frequency polygon, Histogram, Ogive, Smoothed frequency curve

#### **UNIT III**

- Brief review of measures of central tendency and measures of variability
- Correlation: Partial and multiple correlation, Bi-serial, Point Bi-serial, Tetra choric, and Phi-coefficient

#### **UNIT IV**

- Properties and uses of the Normal Probability Distribution

#### **UNIT V**

- Inferential statistics: Standard errors, confidence limits
- Hypothesis testing- type I and type II errors.
- Test of significance, two tailed and one tailed tests.
- The t-test.

- ANOVA and ANCOVA: Conceptual inputs (computation is not necessary)

Chi Square test

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**INTERNAL EVALUATION-(Total Marks: 15)**

- Attendance- (05marks)
- One test/presentation on a given topic (5 marks)
- Development of a research proposal (other than the topic selected for M.Ed. dissertation) (5 marks)

OR

Construction of one research tool of data collection (5 marks)

# 10. OPTIONAL PAPER (GROUP – II)

## (Any One)

### 10.1 GUIDANCE & COUNSELLING

**Theory Marks: 70**

#### **COURSE OBJECTIVES**

1. To help student understand concept, need and view point of guidance
2. To help student understand principles, and problems of different types of guidance.
3. To help student understand concept and needs and guidance for the children with special needs.
4. To help student understand the concept and process of counselling
5. To acquaint the student with the aim and principles of guidance programme
6. To develop in student an understanding of various procedures of organizing various guidance services.

#### **COURSE CONTENTS**

##### **Unit I: Concept & its Types**

- Concept, assumptions, issues and problems of guidance
- Needs, scope and significance of guidance
- Types of guidance – Educational, Vocational and Personal, Group guidance
- Role of the teacher in guidance
- Agencies of guidance – National, State level

##### **Unit II: Educational and Vocational Guidance**

###### **Educational Guidance:**

- Principles of educational guidance
- Guidance and curriculum, guidance and classroom learning

###### **Vocational guidance:**

- Nature of work

- Various motives associated with work
- Career development – Super’s Theory about guidance
- Approaches to career guidance, Vocationalisation of secondary education and career development

**Unit III: Guidance of Children with special needs**

- Problems and needs
- Guidance of the gifted and creative students
- Guidance of under achiever and first generation learners
- Role of the teacher in helping children with special needs.

**Unit IV: Counselling and Group Guidance**

- **Counselling Process**
  - Concept, nature, Principles of counselling
  - Counselling approaches – directive, non-directive
  - Group counselling vs. individual counselling, Counselling for adjustment
  - Characteristics of good counselling
- **Group Guidance**
  - Concept, concern and principles
  - Procedure and techniques of group guidance

**Unit V: Organization of Guidance and Counselling Programme**

- Principles of organizing guidance and counselling programme
- Implications of organizing guidance and counselling programme
- Various types of services – individual inventory, information, orientation, placement and follow up services .
- Evaluation of guidance and counselling programme.

**INTERNAL EVALUATION-(Total Marks: 30)**

- Attendance- (05marks)
- One Class Test/ power point presentation on a given topic -(10 marks)
- One Class Test -(15 marks)

Or

Appraisal of five students with the help of any three of the following techniques such as – observation, anecdotal records, rating scale, cumulative, records, pupil data questionnaire and interview and preparation of report (15 marks)

OR

Visit to an organisation engaged in social guidance and counseling services and preparation of report (15 marks)

## 10.2 SPECIAL EDUCATION

**Theory Marks: 70**

### **COURSE OBJECTIVES**

1. To enable the prospective teacher to acquire knowledge and understanding of special education.
2. To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Physically impaired, Visual, Hearing & Orthopaedically impaired, mentally retarded).
3. To acquaint the prospective teachers with Government Policies, Legislatures & National Institutes related to the disabled.
4. To acquaint the prospective teacher with Educational programmes, Equipments and Aids for education of the disabled.
5. To acquaint the prospective teacher with the role of parents, peers and society in rehabilitation of the disabled.

### **COURSE CONTENTS**

#### **UNIT – I:** Concept and Objectives of Special Education

- Concept of Impairment, Disability, Handicap
- Concept of main-streaming, Integration, Inclusion and Barrier-free Society
- Historical perspective of Special Education

#### **UNIT -II:** Definitions, Characteristics and various degrees/types of children with disability:

- (1) Hearing Impaired (2) Visually Impaired (3) Orthopaedically Impaired (4) Mentally retarded, and (5) Learning Disabled

#### **UNIT III:** Etiology and prevention of (i) Hearing Impairment, (ii) Visual Impairment and (iii) Mental Retardation

#### **UNIT -IV:** Educational Programme for Special Children – Hearing, Visually, Orthopaedically impaired, mentally retarded, and learning disabled

Role of parents, Peers and society in rehabilitation of Hearing, Visually, Orthopaedically impaired, mentally retarded and Learning disabled.

#### **UNIT – V:** Gifted and Creative children: Characteristics, needs and educational

programme for these Children  
Juvenile Delinquents: Characteristics, educational programme and rehabilitation

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**INTERNAL EVALUATION-(Total Marks: 30)**

- Attendance- (05marks)
- One Class Test/ power point presentation on a given topic -(10 marks)
- One Class Test -(15 marks)  
Or  
Report submission after special school visit (15marks)  
OR  
Preparation of one teaching aid/model to teach special need children (15 marks)