

R. 51-A :

A deficiency of one mark in either Part shall be condoned for every one by which the total marks gained by a candidate in the whole examination exceed 40% of the total marks for the examination provided that the deficiency condoned shall not exceed 10 marks.

Degree of the Master of Education (M.Ed.)

O. 188 :

Any person who has taken the Degree of Bachelor of Education of this or a Degree of another University recognized as equivalent thereto may be at the examination for the Degree of Master of Education, after having fulfilled requirements as laid down in the following Ordinances and Regulations :

R. 52.:

The M.Ed. Degree can be taken only by Papers and dissertation.

1. M.Ed. Examination by Thesis

R. 53 : Deleted.

O. 189 : Deleted.

R. 54 : Deleted.

R. 55 : Deleted.

R. 56 : Deleted.

2. M.Ed. Examination by Papers and Dissertation

R. 57 :

(a) A candidate desiring to appear for the M.Ed. by papers and dissertation

(i) if he is a full-time student, undergo a regular course of study at an institution recognized for the purpose for *one academic year* at the B.Ed. Examination;

(ii) if he is a part-time student, undergo a regular course of study at an institution recognized for the purpose for *two academic years* at the B.Ed. Examination.

Explanation :

A full-time student is a student who is not employed and who is attending an institution recognized for the purpose for not less than four hours per day for the purposes of lectures, tutorials and library work.

Note.—Attention of the candidates is drawn to the following rule regarding post-graduate studies :

"No Post-graduate student will be eligible to appear for an exam-

papers for a post-graduate degree unless he has attended *not less than two-third* of the number of lectures delivered in the subject.

(b) A candidate may also appear for M.Ed. Examination by papers and dissertation, he has worked under the guidance of a recognized teacher for period of *at least* 6 years after passing the B.Ed. Examination.

The scheme of the M.Ed. Examination by papers and dissertation shall be as follows :

58 :

(1) Dissertation (obligatory) 200 marks

(2) *Compulsory paper :*

Paper I : Philosophy of Education — 100 marks — 3 hours.

Paper II : Advanced Educational Psychology — 100 marks — 3 hours.

(3) *Optional papers :* Every candidate shall appear in two papers (each of three hours' duration and carrying 100 marks) from any one of the following five optional groups :

Group I : Education in Modern India — Paper I and Paper II.

Group II : Administration of Education — Paper I and Paper II.

Group III : Comparative Education — Paper I and Paper II.

Group IV : History of Educational Thought — Paper I and Paper II.

Group V : Experimental Education — Paper I and Paper II.

59 :

The dissertation shall be on an educational topic approved by the Vice-Chancellor. The student shall submit to the University in the beginning of the Second term the topic which he proposes to work for the purpose of his dissertation. Such approval should formally be communicated to the student before the end of December following. If a subject suggested by any student is not approved, he will be at liberty to suggest other subject or subjects provided that in all such cases the student concerned shall get his subject approved by the end of January at the earliest.

59-A :

The recognised Post-graduate teacher guiding students for the M.Ed. dissertation shall be paid an honorarium of Rs. 100/- per year per dissertation submitted and accepted to maximum of Rs. 300/- in all in any particular year.

60 :

A student appearing at the M.Ed. Examination shall submit his dissertation latest 30th of April of the year in which he proposes to appear,

R. 61 :

Two copies of each dissertation shall be submitted.

R. 62 :

The following shall be the syllabus for the papers :

Syllabus for the M.Ed. Examination

Compulsory Paper I

Philosophy of Education :

1. The Scope and Functions of Educational Philosophy.
2. The Sociological, Psychological and Philosophical Aspects of Education.
3. Realism, Naturalism, Pragmatism and Idealism in Education.
4. Ideals of Education—Individualistic and Social, Democratic and Fascist.
5. Education in relation to Socio-economic and Political Systems.
6. Education and Social Reconstruction with special reference to Basic Education.
7. The Principles of Curriculum making.
8. The Problems of Religious Education with special reference to India.
9. Education and National Culture
10. Education for International Understanding.

Compulsory Paper II

Advanced Educational Psychology :

- I. The Scope of Educational Psychology :
 - (a) Man's Equipment.
 - (b) The Nature of Growth and Adjustment—General and Normal, Individual and Abnormal.
- II. The main schools or branches of Psychology (Behaviourism, Purposive, Neo-genesis Gestalt Psychology, Social Psychology and Psychoanalysis) their general approach to the problems of Educational Psychology.
- III. Special Problems for Study—General and Normal :
 - (a) *Learning :*
 - (i) Nature and Scope of the Learning Process.
 - (ii) Theories of Learning and Laws of Learning.
 - (iii) Factors that Condition Learning.
 - (iv) Transfer of Training.
 - (v) Fatigue in Learning.
 - (vi) Psychology of School subjects.
 - (vii) Application in Education.

(b) *Integration of Character and Personality :*

- (i) The Psychology of Character and Personality.
- (ii) Application in Education.

IV. Special Problems for Study—Individual :

- (a) Intelligence and its Measurement.
- (b) Special Abilities and their Measurement.
- (d) Acquired Abilities and their Measurement.
- (c) Vocational Guidances and Selection.

V. Special Problems for Study—Abnormal :

- (a) Repression and the Unconscious.
- (b) Abnormalities of Behaviour—Complexes—Neurosis.
- (c) The Study of Delinquency.
- (d) Mental Hygiene and Child Guidance.

GROUP I

Education in Modern India.

Paper I: History of Education in India from 1698 onwards:

1. Life, ideology and contribution of eminent educationists.
2. A study of the following documents :
 - (a) Adam's reports; Enquires by Elphinstone and Munro.
 - (b) Minutes on Education by Macaulay, Elphinstone and Auckland.
 - (c) Wood's Education Despatch.
 - (d) Report of the Indian Education Commission.
 - (e) Report of the Indian Universities Commission, 1902.
 - (f) Government Resolution on Educational Policy, 1904 and 1918.
 - (g) Report of the Calcutta University Commission.
 - (h) Report of the Hartog Committee.
 - (i) Report on Post-war Educational Development in India, 1944.
 - (j) Indian Universities Commission, 1949.
3. Education for primary, secondary, university, vocational and adult education.
4. Organisation of educational administration and finance.
5. Education and renaissance in Modern India: Growth of National Education.

Paper II: Problems of Indian Education :

1. The problem of the national language, and the place of English in education in Free India.
2. The spheres of the Central Government, State Governments, and Local Authorities in education. Their relations with each other in matters of educational administration and finance.

3. Problems of the Universities in India with special reference to types of organisation, functions, medium of instruction and finance.
4. Problems of secondary education with special reference to —
 - (a) Relationship with primary and university educations,
 - (b) Curriculum and examinations,
 - (c) Finance, and
 - (d) Administration and supervision.
5. Problems of primary education with special reference to —
 - (a) Compulsory education,
 - (b) Basic education,
 - (c) Curriculum and examinations,
 - (d) Finance, and
 - (e) Administration and supervision.
6. Pre-primary education.
7. Adult education with special reference to liquidation of illiteracy and 'Social Education'.
8. Training, emoluments and condition of service of primary and secondary teacher
9. Problems of professional and vocational education.
 - (a) Vocational institutions in India such as Vishwa-Bharati, Jamia-Millia, and the Indian Women's University.
11. Education of the handicapped.
12. Problems of education of backward communities and aboriginals.

GROUP II

Administration of Education

Paper I : Principles of Educational Administration and Finance

1. Scope of educational administration and the factors determining the character
2. The State in relation to education with reference to the legislature, the Ministry and the Central, the State and the Local Governments.
3. Supervision—concepts, principles, planning and organisation. The importance of research in supervision.
4. Parent-teacher co-operation
5. Educational finance.

Paper II : Educational Administration and Finance in India with special reference to the State of Bombay :

(a) The Central Government

1. (a) The rôle of the Central Government in education from 1773 to the present day.
- (b) The Central Advisory Board of Education.

- (c) The University Grants Commission.
- (d) Central Grants to education in the past and present.
- (e) Comparison of the role of the Central Government in education to that of the Federal Government in the U.S.A.
- (f) Educational clauses in the Constitution of India.
- 2. The sphere of the Provincial or State Governments, in education under the Government of India Act of 1919 and 1935 and under the new Constitution.
- 3. Organisation of the Ministry of Education.

(b) Educational Administration in the State of Bombay

- 1. Government and its advisory bodies.
- 2. The Education Department—its organisation and functions.
- 3. The Universities in the State. Their relation to the Government and the Education Department. University teaching and finance.
- 4. Private educational enterprise and the Bombay Grant-in-Aid Code.
- 5. Secondary education and its problems.
- 6. The Bombay Primary Education Acts and Rules.
- 7. Problems of Primary Education in the City of Bombay.
- 8. Technical education and special institutions.
- 9. Training of teachers.
- 10. Finance of education.
- 11. Problems of education reconstruction.

GROUP III

Comparative Education

Paper I : Systems of Education :

A study of Pre-primary, Primary, Secondary and University education in the U.K., the U.S.A., the U.S.S.R., China and Japan.

Paper II : Special Problems of Education :

- 1. A study of the problem of liquidation of illiteracy in the U.S.S.R., the Phillipines, the Mexico and China.
- 2. A study of social education, vocational education, teacher training and educational finance in the U.K., Denmark, Turkey, the U.S.A., the U.S.S.R. and Japan.

GROUP IV

History of Educational Thought

Paper I : History of Educational Thought in the East :

(a) Prahmanic Education

- 1. Educational Ideals with reference to (1) The Vedas; (2) The Brahmanas; (3) The Upanishads.

2. Educational rituals.
3. Educational Agencies and Institutions.
4. The Student and the Teacher.
5. "Gurukula" system.
6. Curriculum—Methods of teaching and Examinations.
7. Vocational education.
8. Education of girls.

(b) Buddhist Education

1. Educational Ideals.
2. Curriculum—Methods of teaching and Examinations.
3. The Buddhist Universities—Nalanda, Vikramshila, Conjeevaram and Odantpu with special reference to—
 - (a) Origins, development and decline;
 - (b) Contribution to culture, and
 - (c) Teachers and methods.
4. Monastic and Secular Education.

(c) Chinese Education

1. Secular Education in Ancient China.
2. Education Ideas of Confucius, Mencius and Lao tse.
3. Influence of Buddhism on Ancient Chinese Education.
4. Monastic Education in China.

(d) Islamic Education

1. The Ideals of Muslim Education with reference to the Koran, Hadis and thinkers like Al Ghazali.
2. The types of Educational Institutions—their organisations and curriculum.
3. Types of Education—(a) Liberal education, (b) Professional education, Education of the Prince, (d) Education of Girls.
4. Methods of teaching.
5. Famous Centres of Education.
6. Examinations, Convocations and Degrees.
7. Development of Educational Thought in Islamic countries.
8. The Contributions of prominent Muslim kings of India to the Development

Paper II : Educational Thought in Europe and America:

1. Greek and Roman Education—Socrates, Plato, Aristotle and Quintilian.
2. Education in the Middle Ages; Monasticism; Scholasticism and Mediaeval Universities.
3. The Renaissance; Humanistic Education; Humanistic Realism—Montaigne Educational Influences of the Reformation. The early Scientific Movement Bacon, Comenius.

4. The Disciplinary concept of Education—John Locke.
5. Naturalism in Education—Rousseau.
6. The Psychological Tendency—Pestalozzi, Herbart Froebel.
7. The Scientific Tendency—Herbert Spencer, Thomas H. Huxley.
8. The Sociological Tendency and Nationalism to Education.
9. Current Tendencies in Education—John Dewey, Sir T. P. Nunn, Dr. Maria Montessori.

GROUP V

Experimental Education

Paper I : Statistics and Techniques in Education :

Educational Statistics; Statistical methods of conducting a research. First principles of Factorial Analysis of Mental abilities. Techniques of individual and Group measurement of rating and interviewing of measuring personality traits; Techniques and methods of research in the various fields of Education.

Paper II : Experimental Psychology :

The Psycho-physical method. Sensation. Perception. Attention. Reflex action—Reaction time. Work and Fatigue. Suggestion Feeling and Emotion Imagery. Association, Learning and Memory. Imagination. Higher Thought Processes. Language Development. Intelligence Tests.

- Notes.**—(1) Students are expected to perform at least fifty experiments on the topics enumerated above.
- (2) Candidates are required to maintain a log-book of the experiments performed and to produce a Certificate of having performed the experiments.

or

Paper II : Vocational Guidance :

Theory

- (i) Need for Guidance—individual benefit and benefit to society.
- (ii) Different types of guidance activities—personal guidance, personal-social guidance, educational guidance, vocational guidance.
- (iii) Principles of guidance—guidance based on differences among individuals and differences in occupations.
- (iv) Agencies co-operating in guidance—School, home, social welfare agencies, medical agencies.
- (v) Set-up of a Vocational Guidance Bureau—study of individuals collection and dissemination of occupational information, guidance, placement, follow-up, research.
- (vi) Case study—aims and techniques.
- (vii) Tools used in Guidance—Psychological tests and Cumulative record card.
- (viii) Testing intelligence, attainments, aptitudes, personality and interests.
- (ix) Principles of standardizing psychological tests.
- (x) Interviews—aims, types, techniques.

- (xi) Collection and dissemination of occupational information—sources of information, techniques of dissemination, pamphlets, conferences, exhibitions, visits, etc.
- (xii) Principle of matching individual and job profiles.
- (xiii) Follow-up work—need and techniques.
- (xiv) Organisation of Guidance services in other countries.

Practical Work

- (1) Guiding 12 cases, guidance being based on tests of intelligence, special abilities, personality, interests and achievements.
- (2) A thorough study of any one occupational field by personal investigation.

Note—Candidates are expected to maintain a log-book of the tests administered and the guidance work carried out along with a record of the study of the occupational field selected.

Standard for Passing

R. 63:

To Pass the M.Ed. Examination—

- (i) A student will be required to obtain at least 36 per cent of marks in each paper and at least 43 per cent of marks in the dissertation, and
- (ii) at least 48 per cent of total marks obtainable in grand total.

Those of the successful students obtaining 60 per cent or more of the total marks obtainable will be placed in the First Class and those obtaining less than 60 per cent of the total marks will be placed in the Second Class. Provided that a candidate whose marks are carried over under R. 64 shall not be eligible for the First Class or any University awards.

Note.—Any candidate who having appeared at the M.Ed. Examination in April 1965 or prior thereto has failed thereat and obtained not less than 45 per cent of marks but less than 48 per cent of marks in his dissertation shall be deemed to have obtained 48 per cent of marks therein and shall be given credit in the statement of his marks accordingly.

R. 64:

If a candidate passes in the dissertation but fails in the papers, the marks obtained by him in the dissertation shall be carried over to the subsequent year or years. If a candidate passes in the papers and fails in the dissertation only, the marks obtained by him in the papers shall be carried over to the subsequent year or years and he shall be at liberty to revise or re-submit the dissertation or to submit another dissertation in the subsequent year or years. Provided always that no such carrying over shall be permitted unless the candidate has obtained at least 48 per cent of full marks in the dissertation or in all the papers taken together as the case may be.
