SHRI GOVIND GURU UNIVERSITY

CBCS : Master of Education (M.Ed.) CURRICULUM
(For Two Years)

In Force From – June : 2016

Index

CBCS

M.Ed. SYLLABUS

SEMESTER - I

Note:

1. In this semester all the course carries of four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60 hours.
3. Evaluation Weightages for each unit is 25%.

FUNDAMENTAL CONCEPTS OF EDUCATIONAL RESEARCH

Objectives:
To enable student to understand
1. The meaning of research, characteristic, Need & Importance and types of research in education and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. The different steps of Educational Research.
4. Various steps in the research processing
5. The techniques of developing a research proposal.
6. The meaning of techniques of research hypothesis & Sampling.
7. Various type of Hypothesis and their testing

Unit – 1: Research in Education
1. Meaning of Research & Educational Research
2. Characteristic of Educational Research
3. Need & importance of Educational Research
4. Types of Research
   ✓ Basic, Applied and Action research.(Meaning, characteristic and Limitation for each types)
5. Importance of Educational Research for Teachers
6. Ethical Considerations in Educational Research.

Unit – 2 : Steps in the research process
1. Identifying the problem
2. Objectives and Hypothesis or Research Question
3. Reviewing related Literature
4. Variables :
   a) Identification
   b) Types : Dependent, Independent, Control, Moderate, Intervening
   c) Operational Definitions
   d) Manipulating
   e) Controlling
5. Methods of research
6. Sampling procedure
7. Tools to be used and preparation there of
8. Data collection
9. Statistical analysis and interpretations
10. Writing a research report

Unit – 3: Selection of Research Problem and Drafting the Proposal
1. Sources of research problem
2. Characteristics of a good research problem
3. Criteria used in a selecting the problem
4. Narrowing the range of the problem
5. Drafting a research proposal

Unit – 4 : The Research Hypothesis and Sampling Techniques

4A : The Research Hypothesis
1. Meaning, Types and Forms of Hypothesis
2. Criteria for construction and Evaluation of Hypothesis
3. Involving variables in hypothesis
4. Testing Hypothesis
   a) Parametric methods
   b) Non parametric methods
5. Criteria for accepting or rejecting hypothesis

4B: Sampling Techniques
1. Meaning of Population and Sample
2. Importance of sampling
3. Characteristics of a good sample
4. Size and appropriateness of sample
5. Sampling techniques :
   a) Probability samples : Simple random sampling, stratified random sampling, systematic sampling, cluster sampling
   b) Judgment samples : Incidental sampling, Purposive sampling, Quota sampling
   c) Other sampling techniques : Sampling by pairs, double sampling, sequential sampling, snow ball sampling
6. Advantages and limitations of different types of sample
7. Sampling errors and non-sampling errors

Suggested Practical Work:
1. Identify Suitable research problem for your dissertation work.
2. Prepare five reviews of previous dissertation work and present in your group.
3. Prepared the research proposal for your research problem and present in Seminar.

Reference Books:
1. Best, John W. (2005): Research in Education (10th ed.) Englewood Cliffs N.J.: Prentice Hall, Inc.
2. Borg, W.R. & Gall M.D. (2006): Educational Research – An Introduction (8th ed.) New York; Longman Inc.
3. Burroughs, G.E.R. (1975): Design and Analysis in Educational Research (2nd ed.) Oxford: Alden & Mow bray Ltc.
4. Bruce W. (2012) : Conducting Educational; Research New York : McGraw Hill Book Co.
5. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
6. Gilbert, S. (1979) : Foundations of Educational Research Englewood, Cliffs, New Jersey : Prentice Hall Inc.
7. Hyman H.H.(1955) : Survey : Design and Analysis Principles, Cases, Procedures New York : The Free Press

8. Kerlinger F.N. (1999) : Foundations of Behavioral Research (4th ed.) Educational & Winston Inc.

9. Koul Lokesh (2009) : Methodology of Educational Research (4th ed): New Delhi: Vani Educational Book.

10. Levin, J. (2009): Elementary statistics in Social Research (11th ed.): London, Pearson.

11. Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.

12. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd ed.)

13. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Bool Depot.

14. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th ed.) Agra: Vinod Pustak Mandir.

15. Travers, R.M.V. (1978): An Introduction to Educational Research (4th ed.) London: The Macmillan Co.

16. Tuckman B.W. (2012): Conduction Educational Research (6th ed.)New York: Harcourt Brace Jovenovich Inc.

17. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.

18. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication

19. Patel R.S. (2015) Research Methodology (3rd ed. Gujarati Version), Ahmedabad, Jay Publication.

20. Patel R.S. (2015) Research Methodology (1st ed. English Version), Ahmedabad, Jay Publication.

21. Patel, R.S.: February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.

22. Patel, R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.

23. Desai H.G. (1979) : Style Manual For Dissertation / Theses Rajkot, Saurashtra University.

PSYCHOLOGY OF LEARNING & DEVELOPMENT

Objectives:
1. Students understand the nature of human development
2. Develop a view to study development in different areas
3. Frame Indian perspectives on human nature and development
4. Understand learning as a process and factors affecting it.
5. Connect learning and living in the contemporary times

Unit-1 Major Theories of Human Development
1. Concept and Types of Human Development
   (i) Growth and development (meaning, stages and principles)
   (ii) Types of development: emotional, social, intellectual, normal
   (iii) Implication for education
2. Themes in the study of human development
   (i) Nature of Nurture
   (ii) Active or Passive
   (iii) Continuity or Discontinuity
   (iv) Holistic development
3. Viewpoints in human development
   (i) Erikson: Significant events and social influences
   (ii) Piaget: Four stages of cognitive development
   (iii) Donald Hebb: Left brain, right brain learning

Unit-2 Bhartiya Thinking on Human Development
1. Development of Panchkosh
2. Need for extinction of mind
3. Nature and development of three gunas: Satva, Rajas &Tamas
4. Ashtang Marg for Holistic development

Unit-3 Understanding Learning as a Process
1. Analysis of definitions and concept of learning (from behaviorism to Information Processing)
2. Factors affecting Learning: interest, attention, anxiety, learning styles, self-efficacy
3. Learning and Motivation: concept, Maslow's theory and implications

Unit-4 Dimensions of Learning in 21st century
1. Competences for 21st century
2 Co-Learning to be: Self-awareness
3 Learning to live together: Empathy
4 Learning to learn: meta-cognition

Suggested Practical Work:
1. To organize seminar on Current topic of educational psychology.
2. Take Visits of Psychological lab and get skills use of all equipments.
3. To prepare any one tool on cognitive or Emotional Intelligence or self-efficacy and it's administered on five Students.

4. Conducting case study on one student who has difficulties in learning in primary years.
5. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.

Reference Books:

1. Ahlawat Neeta (2010) Development of Psychology Jaipur, RBSA Publishers.
2. Coon Rennis and Mittere J. O. (2007) Introduction to Psychology UK, Thomas press.
3. S.S. Mathus (2012) Education Psychology Agra, Agrawal Publications.
4. B. R. Hergenhahn and Matthew H. Olson (2008) An introduction to Theories of Learning New Delhi, Prentice Hall of India.
5. Morgan, C.T. (1961) Introduction to Psychology McGraw Hill, New York
6. S. S. Chauhan (1978) Advanced Educational Psychology New Delhi, Vikas Publishing House.
7. Driscoll, M. (1994) Psychology of Learning for Instruction Needham Heights, Allyn and Bacon.
8. S.S. Srivastav (ed.) (2007) Bhartiya Shiksha Manovignan Lakhnow, Bhartiya Shiksha Shodh Sansthan (In Hindi)
9. LkLkw¼kR ËkUøkk (2012) yæÞkÃkLk {Lkkurð¿kkLk{kt Lkðe rËþkyku hksfkux, rLkÂßsLk MkkkÞfku MkuLxh.
10. S. K. Mangal (2008) Advanced Educational Psychology New Delhi, PHI Lerning Private Ltd.
11. Wilson, A.R., Rockbeck, M.C. & Micheal, N.B. (1979) Psychological Foundations of Learning and Teaching Mc Grand Hill, New York.
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EDUCATIONAL STUDIES

Objectives: To enable students understand
1. The meaning, aims, purposes of education
2. The philosophical, sociological and historical dimensions of education.
3. To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them
4. Divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations
5. The capacity to establish peace within oneself.
6. The capacity to establish harmony within a group and methods of conflict resolution.
7. The meaning of leadership and develop attitudes and skills of a catalyst.
8. The basis of social disharmony, the factors those contribute to it and ways to facilitate change.

Unit 1 Conceptualizing Education
1. Education as Human Development (Indian and Western View)
2. Education as Para and Apara Vidya
3. Criteria of Education
4. A view of Futuristic Education

Unit 2 Analysis and Interpretation of Detritions of Education, Learning and Teaching
1. Philosophical
2. Sociological
3. Psychological
4. Technological
5. Towards a holistic discussion of Education

Unit 3 Global Trends in Education
1. Globalization and Education
2. Liberalization, democracy and Education
3. Privatization, market and Education
4. Localization and Education

Unit 4 A critical view on Education through selected Documents
1. Shikshavalli of Taitiriya Upnishad
2. Basic Education Draft
3. Macaulay's Minutes / Letter to a teacher by Lincoln
4. MDG / NCF

Suggested Practical Work:

1. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy (any one). And presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
2. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of Gujarat State, vision of school education in India.

Reference Books:

1. Tom Burns (2008) Essential Skills, Sage Publication, USA
2. Valsa Koshy (2009) Action Research for Improving Educational Practice, Sage Publication, USA
3. Graig A. Martier (2008) Action Research Teaches as Researchers in the Classroom
4. Micheal Papa and Wendey H. Papa (2005) Sage Publication, USA
5. Rohan Samarjan & Ayesha (2007) ICT Infrastructure in Engaging India, Sage Publication, USA
6. Pritam Sing & Subir Kerva (2010) Organizing and Managing in the era of Globalization, Sage Publication, USA
7. Rastogi, P.N., (2009) Management & Technology and innovation, Sage Publication, USA
8. Sunil Unny Guptan (2007) Meandering A Practiceners Guide, Sage Publication, USA
9. Power, K.B. (2000)(Editor) Higher Education for Human Development(AIU-New Delhi)
10. Nagraj, Manav Vyavahar Darshan (Hindi) Divya Path Sansthan, Amarkantak.
11. Nagraj, Vyavaharvadi Samajshastra (Hindi) Divya Path Sansthan, Amarkantak.
12. A Nagraj, 1998, *Jeevan Vidya ek Parichay* Divya Path Sansthan, Amarkantak.
13. Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry *(*available in Hindi*)*.
14. Dalal, A.S. (2001). Our Many Selves. Pondicherry India: Sri Aurobindo Ashram.
15. Harmpal: Collected Writings Vol. III, The Beautiful Tree (Indigenous Indian Education in the Eighteenth Century), Other India Press, Mapusa Goa. (Gujarati/ Hindi Translation is available with the title: RALIYAMNU VRUKSHA Punarutthan Trust,9/B, Anannd Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad- 28)
16. Frankl, V. (1946). Man's Search for Meaning New York: Pocket Books.
17. Joshi, K. (ed) (2005). The Aim of Life. Auroville India: Saiier.
18. Krishnamurti, J. (1953). Education and the Significance of Life Ojai, California, USA: Krishnamurti Foundation Trust.
19. NCERT, (2006). Education for Peace Position Paper. New Delhi: NCERT.
20. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Value Education.
21. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.

Semester – 1
Elective Course: MED0E101
HISTORICAL, POLITICAL AND ECONOMICAL CONCERNS OF EDUCATION

Objectives: To enable students understand
1. Growth and development of Education in various period of time.
2. Concept, ideas, aims, objectives methods, status of women education, reports of various commissions and the relevance.
3. Concept of economics of Education
4. Importance and relation between Education and Economic Development and cost benefit analysis.

Unit: 1 EDUCATION IN BRAHMANIC, BUDDHIST PERIOD AND MEDIEVAL PERIOD
1. Aims and objectives of Education
2. Teacher student relationship and their duties.
3. Curriculum, methods of teaching- Maktab and Madrasa
4. Relevance to the present day education.

Unit: 2 EDUCATION - A HISTORICAL VIEW
1. Growth and development of Education under East India Company: Major aspect
2. Roots of Indian higher education: zone historical
3. Higher Education after independence major approach of UGC act 1956
4. Sadler Commission 1917-19, Seargent Report 1943-44

Unit: 3 ECONOMICS OF EDUCATION: INTRODUCTORY CONCEPT
1. Economic Thoughts on Education: Classical, Neo-Classical and Modern
2. Concept, Need, and Scope of Economics of Education
3. Relationship between Education and Economics, Education as Industry: A critical analysis
4. Education as an Economic Good, Education as Consumption and Investment

Unit: 4 EDUCATIONS, ECONOMIC DEVELOPMENT AND COST-BENEFIT ANALYSIS
1. Concept and Importance of Human Capital, Education and Human Capital Formation
2. Contribution of Education to Economic growth: Critical and Empirical Analysis, Social and Private Cost, Opportunity Cost and Unit Cost
3. Direct (Social & Private) and Indirect benefits of Education (spill-over and externalities)
4. Cost Benefit Analysis of Education and Criteria for Financing Education

Suggested Practical Work:

1. Prepare an exhibition on history of education.
2. Conduct an action research / comparative research to find out unit cost in Education.

Reference Books:

1. Agrawal, J.C: *Land Marks in the History of Modern Indian Education* New Delhi
2. Brubacher, John.S: *A History of the Problems of Education Education and National Development: Report of the Kothari Commission on Education* New Delhi, 1966.
3. *Dharmpal: Collected Writings Vol. III, The Beautiful Tree (Indigenous Indian Education in the Eighteenth Century), Other India Press, Mapusa Goa. (Gujarati/ Hindi Translation is available with the title: RALIYAMNU VRUKSHA Punarutthan Trust,9/B, Anannd Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad- 28)*
4. Keay,F.E: *Indian Education in Ancient and later Times*
5. Mookerji, R.S: *Ancient Indian Education,*
6. Mukerji, S.N: *History of Education in India-* Modern period Aacharya Book Depot; Baroda
7. Nurulla & Naik: *A students History of Education in India*
8. Pandey, R.S: *Development of Indian system of Education*
9. Rawat, P.L: *History of Indian Education*, Agra

(For Economics of Education)

1. Ansari, M.M., (1987) **Education and Economic Development** New Delhi, AIU Publication.
2. Blaug Mark (1987) **Economics of Education & the Education of an Economist** New York, University Press.
3. Blaug Mark, (1980) **An Introduction to Economics of Education** England, Penguin Books Ltd.
4. Garg, V.P. (1985) **The Cost Analysis in Higher Education** New Delhi, Metropolitan Book Co.,.
5. Harbison & Myers (1968) **Education, Manpower and Economics growth** New Delhi, Oxford & IBH. (Indian Edition).
6. Kneller, G. F. (1968) **Education & Economic Growth** New York, John Wiley.
7. Nagpal C.S. & Mittal A.C. (eds)
8. Pandit, H. N (1969) **Measurement of cost Productivity & Efficiency of Education** New Delhi, NCERT.
9. Prakash Sri. & Choudhury, S. (1994) **Expenditure on Education: Theory, Models and Growth** New Delhi, NIEPA.
10. Pscharo Pulos, G. & Woodhall, M (1985) **Education for Development- An Analysis of Investment choices** London*,* World Bank Publisher.
11. Schultz, T. W (1963) **The Economic Value of Education** Columbia, Columbia University Press.
12. Sethi, Vinita (1997) **Educational Development and Resource Mobilization** New Delhi, Kanishka Publication.
13. Sodhi, T. S. (1978) **Education and Economics Development** Ludhiana, Mukand Publications.
14. Tilak, J.B.G. (1987) **Economics of Inequality in Education** New Delhi, Sage Publications.
15. Vaizey John (1962) **Economics of Education** London, Faber & Faber.
12. Pscharo Pulos, G. & Woodhall, M (1985) **Education for Development- An Analysis of Investment choices** London*,* World Bank Publisher.

13. Schultz, T. W. (1963) *The Economic Value of Education* Columbia, Columbia University Press.
14. Sethi, Vinita, (1997) *Educational Development and Resource Mobilization* New Delhi, Kanishka Publication.
15. Sodhi, T. S. (1978) *Education and Economics Development* Ludhiana, Mukand Publications,.
16. Tilak, J.B.G. (1987) *Economics of Inequality in Education* New Delhi, Sage Publications.
17. Vaizey John (1962) *Economics of Education* London, Faber & Faber.

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Semester – 1
Elective Course: MED0E102
APPLICATION OF DESCRIPTIVE STATISTICS IN RESEARCH
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Objectives: To enable students understand
1. The scope and application of educational statistics.
2. To acquire oneself with statistical theories and its application in Educational Research.
3. To appropriate the role of parametric and non-parametric statistics in various types of educational research.
4. The importance of educational statistics and its relationship with educational research.

Unit – 1 Introduction and Descriptive Measures of Statistics
   a. Measures, Scales, Nominal, Ordinal, Interval, Ratio : Scales of Measurement
   b. Graphical representation, Histogram, Frequency polygon, Smoothed frequency, Cumulative frequency graph
   d. Measures of central tendency Mean, Median, Mode, Combined Mean, Merits and demerits with calculation
   e. Measures of variability
      1) Range, Quartile deviation, Mean deviation, Standard deviation, Combined standard deviation
      2) Shepherd's correction
      3) Co- efficient of variation
      4) Merits and demerits and uses

Unit – 2: Norms and
   Probability a) Norms
         Percentile, Percentile rank, Cumulative percentage curve or ogive, Use of percentile and percentile rank in establishing norms, Limitations of percentile and percentile rank, Standard scores meaning, Types, Calculation and its uses
   b) Normal probability curve
         Probability, Equation of normal probability curve, Skewness and kurtosis of N.P.C., Uses of N.P.C. (with computation)

Unit – 3: Correlation& Regression
         Meaning, Methods to calculate correlation, Interpretation of co-efficient of co-relation method of correlation- Karl Pearson's method. Meaning of regression, Regression line, Regression equation, Prediction, Standards error, Co-efficient of alienation

Unit – 4: Statistical inference
   1) Significance of mean, Standard error, Confidence interval, Degrees of freedom, Sampling distribution, Significance of median, Standard Deviation, Percentage and correlation of sampling testing of hypothesis
   2) α error and β error, Significance of mean difference, C.R., One tailed and two tailed tests, Significance difference of median, Significance difference of Co-efficient of co-relation and percentage

Suggested Practical Work

1. Prepare a critical assessment of statistical techniques used in a research report Preparation of graphic designs of data obtained in a research study.
2. Collect the result of two classes and apply mean and SD on this data and prepared a comparative report.
3. Prepare the percentile rank and T-Score of above collected data and compare them

Reference Books:

1. Blommers, Paul and Lindquist (1965): Elements Statistical Methods University of London press ltd.
2. Dowine N.M., R.W. Heath (1970): Basic Statistical Methods New York (3rd ed.) Harper & Row.
3. Edwards, A.L. (1963): Statistical Methods of Behavioral Science New York: Hall, Rinhert and Winston.
4. Ferguson, G.A.(1989): Statistical Analysis in Psychology and Education (6th ed.) New York: McGraw Hill & Co. Inc.
5. Garrett, H.E. (2005): Statistics in Psychology and Education Bombay: Allied Pacific Pvt. Ltd.
6. Guilford J.P. (1965): Fundamental Statistics in Psychology and Education New York: McGraw Hill Co. Inch.
7. Lindquest, E.F. (1968): Statistical Analysis in Educational Research Oxford and IBH Publication Co.
8. Patel, R. S. (2009): Statistical Mehods for Educational Research Ahmedabad: Jay Publication
9. Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
10. Siegel Sidney and N.J. Castdlan (1988): Non Parametric Statistic, New York: McGraw Hill Book Company.
11. I+J[NL DG]EF. VG[ALP I]P 5FZ[B s1984f o IX1F6DF\ VF\S0FXF:+ VDNFJFN o I]lGJI;"8L U|\Y IGDF"6 AM0"P
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14. p4el Aar. Aes. sZ__)f•iµity Aav<i]a– o X{1FI6S ;\XMWG DF8[VF\S0FXF:+LI 5wWITVM VDNFJFN o HI 5a,LS[XGP
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PSYCHOLOGICAL TESTING

Objectives:

A student teacher will be able to;

Understand the meaning and nature of Psychological testing underlying principles Know the process of test construction and test standardization

Score tests and interpret results.

Appreciate the need to have a wide range of test material in the school. To know the test standardization

To know the statistical concepts of different test measurement

Unit 1 Introduction to Psychological Tests and Constructions and Standardization Test

1.1 The Meaning Nature and Definition of Psychological Testing

1.2 Types of Tests e. g. Individual vs. Group, Norm reference vs. Criterion referenced, Paper-Pencil test and performance test, etc.

1.3 Characteristics of a good test, Uses of Tests, Miss-use of Psychological Tests and Safeguards for avoiding misuses

1.4 Steps of Standardization :

• Preparing a list of behaviors-trait selection (content of universe) • Item construction • Different try out of the tests and its objectives: Pro-Piloting, Piloting • To decide time factor • Item analysis • Finalization of Instruction • Internal consistency of items, etc. •Item analysis qualitative as well as quantitative • Item selection •Special factors to be considered in test-construction, format, time, administration, mode of answer, scoring, etc. • Sampling procedures – need and purpose, major types, sample for pilot studies, item analysis and final run. • Standardization of administration procedure for final run. • General procedure from the selection of traits to establishing reliability and validity.

Unit 2 Norm, Reliability and Validity of Standardized test:

2.1 Need and definition

2.2 Different types

2.3 Its estimation procedures

2.4 Pros and cons of each type

2.5 Relationship between Reliability & Validity

Unit 3 Testing of Intelligence, Achievement and Aptitudes:

3.1 Concept

3.2 Types of Intelligence, Achievement and Aptitudes:

• Intelligence Test: (i) Group Test (ii) Individual Test (Concept, Advantages & Limitation of different types of test) and (1) Stanford Binet Adaptation, (2) Weschsler Adaptation

• Achievement Test: Standardization and Constructed by teachers

• Aptitudes Test: Multifactor Test Batteries: DAT, GATB, other tests of special abilities and professional aptitudes.

3.3 Uses of Intelligence, Achievement and Aptitudes

3.4 Information about tests available in Gujarati.

Unit 4 Measurement of Interest, Attitude and Personality:

4.1 **Measurement of Interest:**

• Nature of Interest, kinds of interest, different approaches for the assessment of interest

• Relation between interest and aptitude,

• Kuder's and Strong's interest inventories

4.2 **Measurement of Attitude:**
  • **Methods of constructing attitude scales:** Likert, Thurston and Guttmann, Merit & Limitation of each method.
4.3 **Measurement of Personality:**
  • Different views about the concept of personality.
  • Different approaches for its measurement, rating scale, inventories.
  • Projective techniques – information about Rorschach and TAT, Situational tests.
  • Work done in Gujarati in the field of Personality Assessment, ESPQ, HSPQ, CPQ and 16PFQ

Suggested Practical Work:
1.   To collect different psychological test.
2.   To construct some question of one psychological test.
3.   To find out the reliability and validity of the constructed test.
4.   To apply that test into classroom.
5.   To interpret that psychological test.

Reference Books:

Anastasia A: Psychological Testing, New York, Macmillan Publishing Co. (7th ed.)

Buros, E.K.(ed): The Seventh Mental Measurement Year Book Highland Park, N.J. Gryphon Press, 1972

Cronbach, L.J.: Essential of Psychological Testing New York, Harper, (3rd ed.) 1982. Freeman, F.S.: Theory and Practice of Psychological Testing New Delhi: Oxford and

IBH Co. 1980.

Garrett, H.E.: Statistics in Psychological and Education Bombay: Vakils, Feffer and Simons Pvt. Ltd., 1985

Helmstaller, G.C.: Principals of Psychological Measurement London: Methuen Co., Ltd. 1966

Long, L. and Mehta, P.H.: The First Measurement Handbook for India New Delhi, NCERT, 1966.

Nunnally, L.C.: Psychometric Theory New York, Mc-Graw Hill Book op. Inc.,1967

Nunnally, J.C.: Educational Measurement and Evaluation New York, Mc-Graw Hill 1972

Patel, R. S. (2009) Statistical Methods for Educational Research Ahmedabad: Jay Publication.

Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.

Pareek, U and Sound, S.: Directory of Indian Behavioral Science Research, Delhi, Acharan Sahakar, 1971

Super, D.E. and Crites, J.C.: Appraising Vocational Fitness by Means of Psychological Tests

Elective Course: MED0E104
EDUCATIONAL MEASUREMENT & EVALUATION

OBJECTIVES:
A student teacher will able to understand
1. The basic concepts and practices adopted in Educational Measurement and Evaluation.
2. To the relationship between measurement and evaluation in Education and the existing models of evaluation.
3. To orient with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make how various aspects of education are measured, evaluate, interpreted and results are recorded to help learners.

Unit – 1 The Measurement and Evaluation Process
1. Concept of Measurement and Evaluation
2. Inter-relationship between Measurement and Evaluation in Education
3. Scope and Need of Evaluation
4. Functions of Evaluation
5. Basic principles of Evaluation
6. Evaluation and Curriculum
7. Examination: Openbook exam, Online exam (Concept, Need, Characteristics) Traditional Exam.

Unit – 2 Taxonomies of Educational Objective
1. Classification of Objective of Cognitive Domain: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation (Meaning, Specific objectives and expected behavioral changes).
2. Classification of objective of Affective Domain: Attending Responding, Valuing, Organization Characterization (Meaning specific objectives and expected behavioral changes).
3. Classification of objectives of Psychomotor Domain: Visualization, Concentration, Responses under guidance, learning of working, Mastery (Meaning specific objectives and expected behavioral changes).

Unit – 3 Norm Reference and Criterion Reference testing
1. Concept of norm reference and criterion reference test
2. Difference between criterion reference and norm reference test
3. Steps for construction of norm and Criterion Reference Test
   ✓ Instructional intent specifying the domain
   ✓ Item development
   ✓ Item review
   ✓ Test development
4. Use of criterion referenced test and NRT
5. Item analysis procedure for norm reference and criterion referenced mastery tests

Unit – 4 Evaluating Results

1. Marks and marking system, need problems
2. Marking : Traditional V/S Grading
3. Grading : Concept and process of grading
4. Semester
5. Continuous internal assessment
6. Question bank : Meaning importance, Steps for construction
7. Formative and Summative Evaluation
8. Progress report : Nature and use
9. Use of Computers in Evaluation

Suggested Practical Work

10. Choose any one of Psychological Test and find out the reliability and validity of the constructed test.
11. Apply Standardized test into classroom and interpret the result.
12. Prepare a note on measurement and Evaluation.

Reference Books:

1. Blooms, et. Al., (1966): Taxonomy of Educational Objectives: Hand Book, (1) Cognitive Domain, New York: David Mckay Co.
2. Bloom Hatings and Madaus (1971): Handbook on Formative & Summative Evaluation of Student Learning New York: McGraw Hill Book Co.
3. Eble Robert, L (1966): Measuring Educational Achievement New Delhi: Prentice Hall.
4. Furst, E.J. (1958): Constructing Evaluation Instrument New York: David Mckay Co.
5. Groundland, N.E. (1958): Constructing Evaluation Instruments New York: David Mckay Co.
6. Groundland, N.E. (1976): Measurement and Evaluation in Teaching (3rd ed.) New York: Macmillan Co.
7. Hills, J.R. (1976): Measurement and Evaluation in the classroom Columbus, Ohio: A Bell Howell Co.
8. Krathwoh, et.al. (1966): Taxonomy of Educational Objectives: Handbook: 2, Affective domain, New York: David McKay Co.
9. Lindquist Evert F. (1955) (Ed.): Educational Measurement Washington, America council on Education.
10. Meherens W.A. & Lehman J.J. (1973): Measurement and Evaluation in Education in Education and psychology New York: Holt, Rinehart & Winston, Inc.
11. Mager Robert F. (1962): Preparing Instructive Objectives Palo, Alto, California: Fearin Publishers.
12. Nunnaly, J.C. (1964): Educational Measurement and Evaluation New York: McGraw Hill Book Co.
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16. Thondike Robert, L & Elizabeth P. Hagen (1961): Measurement and Evaluation in psychology and Education (2nd ed.) New York: Wiley.
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CBCS

M.Ed. SYLLABUS

SEMESTER - II

Note:

1. In this semester all the course carries of four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60 hours.
3. Evaluation Weightages for each unit is 25%.

METHODS OF EDUCATIONAL RESEARCH

Objectives:
To enable student to understand
1. The characteristics of Philosophical, Psychological and Sociological researches in education.
2. The different strategies, approaches of educational research.
3. The broad canvas of Educational Research
4. The different methods of educational research

Unit – 1: Historical Research Method
1. Concept of Historical Research Method
2. Importance of Historical Research in Education
3. Objectives of Historical Research
4. Steps of Historical Research Method
5. Errors Made by New Researchers
6. Criteria to Evaluate Historical Research
7. Subjects of Historical Research

Unit – 2: Descriptive Research Method
1. Concept, Use, Objective and Characteristic of Descriptive Research Methods
2. Types of Descriptive Research Methods (Concept, Characteristic, Steps, Types and Elastration for each Method)
   a. Survey Method
   b. Developmental

Unit – 3: Qualitative Research Method
1. Content Analysis Method
2. Correlation Method
3. Ethnographic Method (Concept, Characteristic, Steps, Types for Qualitative Research Method in all above three method)

Unit – 4: Experimental Research Method
1. Meaning and characteristic in experimental research
2. Method of control, criteria for the experimental design, appropriateness, adequacy of control, internal & external validity
3. Various types of experimental designs including quasi experimental design

Suggested Practical Work:
1. Term paper or seminar based on a research method: nature, steps for doing research, popularity of the method and vice-versa
2. Prepare term paper for Ethnographical study Method.
3. Conduct an Experiment for small group of any one class for their diagnosis work.

Reference Books:

1. Best, John W. (2005): Research in Education (10th ed.) Englewood Cliffs N.J.: Prentice Hall, Inc.
2. Borg, W.R. & Gall M.D. (2006): Educational Research – An Introduction (8th ed.) New York; Longman Inc.
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7. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
8. Gilbert, S. (1979): Foundations of Educational Research Englewood, Cliffs, New Jersey: Prentice Hall Inc.
9. Hyman H.H.(1955) : Survey : Design and Analysis Principles Cases Procedures New York : The Free Press
10. Kerlinger F.N. (1999): Foundations of Behavioral Research(4th ed.): Educational & Winston Inc.
11. Koul Lokesh (2009) : Methodology of Educational Research(4th ed.): New Delhi : Vani Educational Book.
12. Levin, J. (2009) : Elementary statistics in Social Research (11th ed.) London, Pearson.
13. Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology Allyn and Bacon Inc.
14. Patel, R.S. (2009) Statistical Methods for Educational Research Ahmedabad: Jay Publication.
15. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
16. Patel R.S. (2015) Research Methodology (3rd ed. Gujarati Version), Ahmedabad, Jay Publication.
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20. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd ed.)
21. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Bool Depot.
22. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th ed.) Agra: Vinod Pustak Mandir.
23. Travers, R.M.V. (1978): An Introduction to Educational Research (4th ed.) London: The Macmillan Co.
24. Tuckman B.W. (2012): Conduction Educational Research (6th ed.) New York: Harcourt Brace Jovenovich Inc.
25. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction New York: McGraw Hill Book Co.
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METHODS OF EDUCATIONAL RESEARCH
PHILOSOPHY OF EDUCATION

Objectives:- To enable student to
1. Understand the scope and application of educational philosophy and sociology.
2. Acquaint him with the philosophical and sociological theories underlying educational principles.
3. Appreciate the role of education in development of an individual and society in their cultural perspective.
4. Understand the relationship existing between education of one hand and social, politic and economic system on the other.
5. Understand the role of education in the emerging Indian society.

Unit – 1 EDUCATIONAL PHILOSOPHY
1. Nature, Definition, Concept, Function and understanding of Philosophy and Educational Philosophy.
2. Scope of Philosophy
3. Relationship between Philosophy and Education
4. Fundamental philosophical Issues
   a. Meta physical Issues: The issues with special reference to ontology, cosmology and theology
   b. Epistemological Issues: The issues special reference to Reality & objectivity, worth of knowledge and Truth.
   c. Axiological Issues: Ethics and aesthetic branch. Its origin and scope.

Unit – 2 A COMPARATIVE STUDIES OF THE SCHOOLS OF PHILOSOPHY
1. Idealism
2. Naturalism
3. Realism
4. Pragmatism
5. Existentialism
   Keeping in view the following aspects
   a) Meaning
   b) Fundamentals
      1. Metaphysics 2. Epistemology 3. Axiology 4. Logic
   c) Principles and general maxims
   d) Aims of Education
   e) Curriculum
   f) Teaching Methods
   g) Discipline
   h) Teacher-pupil relationship and their place in education.
   i) Beliefs about nature of knowledge, Morality, Values.

Unit – 3 INDIAN SCHOOL OF PHILOSOPHY
1. Buddhism
2. Jainism
3. Bhagvad Gita
4. Upnishad
   Keeping view the following points

(a) Thematic Content   (b) Concept and Aims of Education

(c) Curriculum   (d) Teaching Methods   (e) Discipline

Unit – 4 IMPACT OF EDUCATIONAL PHILOSOPHY OF SOME INDIAN PHILOSOPHER

1. Ravindranath Tagore
2. Maharshi Arvind
3. Mahatma Gandhiji
4. Dr. J. Krishnamurthy

    Keeping mind the following points.

    ✓ Life Narrative
    ✓ Concept and Aims of Education
    ✓ Effect of their contribution.
    ✓ Specific contribution and its relevance with contemporary educational practice.

Suggested Practical Work

1. Term paper or seminar based on a school of philosophy such as epistemological aspects and its practice in education.
2. Preparing handbook for teacher selecting teacher related maxims from Upanishad, Bhagavad-Gita
3. Autobiography of Rousseau, John Dewey, Plato, Sartre, J. Krishnamurthy, Sri Aurobindo

Reference Books:

1. Brodlldy Harry (1967): Building a philosophy of Education,Engleword : Cliffs,Prentice Hall Inc.
2. Brown Francis J. (1961): Educational Sociology New York: Prentice Hall Inc.
3. Brubacher G. S. (1962) : Modern Philosophy of Education (International Student Edition) Tokyo : Mc Grow Hills.
4. Chaube S. P. (1981) : A Philosophical and Sociological Foundations of Education Agra : Vinod Pustak Mandir
5. Ottaway A. K. G. (1953): Education and Society, London : Routledge and Kagan Paul.
6. Rurk Robert R. (1956): The Philosophical Bases of Education Boston : Houghton Mifflin.
7. Shastri Manoj C. (2014): Philosophical Foundation of Education Ahmedabad: SSTCT Publication.
8. Shastri Manoj C .(2010): Fundamental concept of Educational Philosophy Ahmedabad: Akshar Publication.
9. Shastri Manoj C. (2012): Right to Education & Basic Needs Reference to VEDAS Germany: LAP LAMBERT Academic Publishing GmbH & Co. KG.
10. Shastri Manoj C. (2013): The Philosophy of Rabindranath Tagore Ahmedabad: SSTCT Publication.
11. Shastri Manoj C. (2013): Shree Aurobindo Ahmedabad: SSTCT Publication.
12. Stanely C. William (1957) : Social Foundations of Education New York : The Dryden Press Ic.
13. Thomson Godfrey (1957) : A Modern Philosophy of Education London : Gesrge G. Garper & Colts.
14. Wynee John P. (1947) : Philosophy of Education New York : Prentice Hall Inc.

METHODS OF EDUCATIONAL RESEARCH
PERSPECTIVES IN TEACHER EDUCATION

Objectives:

    To enable the students to understand
1. The Role and function of National and state level agencies of Teacher Education.
2. The Professional Organization and status of Teacher Educator and teachers in India.
3. The Major Issues and Problems of Teacher Education.
4. The In-service Education of Teachers and Teacher Educators.

Unit -1: Role and function of Agencies of Teacher Education
  (a) Role and function of National Level Agencies:

    University Grant Commission (UGC)
        National Council of Education Research and Training
        (NCERT) National Council for Teacher Education (NCTE)
        India Council of Social Science and Research (ICSSR)
        Tata Institute of Social Science and Research (TISSR)
        Center of Advanced Studies in Education (CASE-MSU)

  (b) Role and function of State Level Agencies:

    State Institutes of Education (SIE)
        Gujarat Councils of Educational Research and Training
        (GCERT) District Institute of Educational and Training (DIET)
        Centers of Continuing Education Teachers
        State Boards of Teacher Education
    University Department of Education

Unit- 2: Professional Organization and status of Teacher Education
  (a) Professional Organizations:

        University, State, National and International level of professional organization for teacher educators and teachers.
        Their objectives and activities. Objectives and activates of Ph.D. Guide Association of Teacher Educators.
        Comparative struggle among Teacher Educator's Organizations, need for collective and united action by Teacher Educators

  (b) Status of Teacher Educator's & Teacher's :

        Status and dignity of Teacher Educator's & Teacher's Profession.
        Roles and Responsibilities of Teacher Educator's & Teacher's.
        Role of Teacher Educators in Classroom and Outside classroom
        Teaching Opportunities for Professional growth.
    Academic freedom
    Participation in civic rights
        Code of ethics and its
        enforcement Working conditions
    Provision for necessary facilities and equipment

(c) Economic Status:

Economic Status

Salary system

Service conditions

(d) Social Status:

Social Status

Social Image of Teachers and Teacher Educators.

Teacher's social image in ancient time.

Teacher's Social Image in current time.

Social Status of teachers and teacher Educators.

Unit -3: Major Issues and Challenges of Teacher Education

1. Major challenges of Teacher Education in Current time.
2. Issues and challenges of Admission procedures and Remedy for it in Current time.
3. Provision to prepare teachers for special education, physical education, and teachers for arts & craft education.
4. Professional Competences of teacher Educators. Teacher's contribution in social, Economy and Cultural field.
5. Staffing pattern, qualification and mode of recruitment of academic

staff. 6. Issues related to administration of teacher education institutions.

7. Lack of co-ordination in man-power planning.

Unit- 4: In-service Teacher Education for Teachers and Teacher Educators:

(a) In-service Teacher Education programme.

Meaning and objectives of In-service teacher education programme. Planning of in-service teacher education programme.

Needs of in-service teacher education programme.

Main functions and objectives of Extension Service.

Special objectives of in-service teacher education at primary and secondary Level.

(b) Continuing in-service Education:

Concept and Scope of continuing education.

Differential needs of continuing education for teachers and teacher educators. Extension Services Department: Their nature, role and functions.

Methods and techniques of continuing education for teachers/teacher educators.

Suggested Practical Work

1. To organize seminar on Current topic of Teacher Education.
2. Take Visits of Teacher Education Agencies at state level and National

Levels. 3. To know five activates of Teachers Association

4. To take Visits of Pr-service and In-service Teacher Education Institutions.
5. To take Visits Continuing Education Center and to know five Methods and techniques of continuing education.
6. Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject.
7. Design an instructional plan of a unit in a subject at elementary level Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
8. Critical study of existing teacher education curriculum of a state
9. Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions

Reference Books:

1. Altekur, A.S., Education in Ancient India Nand Kishore Bros, Banaras, 1951.
2. Buch, M. B. and Palasane, M.M., Reading in In-service Education Sardar Patel University, Anand, 1947.
3. Basu, A.N., Education in Modern India Orient Book Co., Calcutta, 1947.
4. Buch, M. B., Second Survey of Research in Education Centre of Advanced Study in Education Baroda, 1978.
5. Buch, M. B., First Survey of Research in Education Centre of Advanced Study in Education Baroda,1947.
6. Bruner, J.S., Towards a Theory of Instruction the Baltanap Press, Massachuseffs, 1966.
7. C.E.R.T., Innovation in In-service Education and Training of Teachers : Practice and Theory OECD, Paris, 1978.
8. Chaurasia, G., New Era in Teacher Education Sterling Ponlication, Delhi, 1967.
9. Chaurasia, G., Innovations and Challanges in Teacher Education Vikas Publications, New Delhi, 1977.
10. Devgowda, A.C., Teacher Education in India Bangalore Book Bureau, Banglore, 1973.
11. Dutt, S., The Teachers and His World Sukumar Dutt, Soamibagh, Agara, 1972.
12. Ebel, R.L. (ED), Teacher Education Americal Association of Colleges, for Teacher Education, Queenta, 1956.
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14. Government of India Secondary Education Commission Ministry of Education, Govt. of India, New Delhi, 1953.
15. Government of India University Commission, Government of India, New Delhi, 1947.
16. Government of India Education and Development: Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.
17. Government of India Report of the Working Group to Review Teachers Training Programme in the light of the need for value-orientation, Ministry of Education and Culture, New Delhi, 1953.
18. Hilgased, FH (ED) Teaching the teachers: Trandsin Teacher Education George Allen and Union Ltd. London, 1971.
19. Harvilas, S. and Naik, J.P. A History of Education in India Macmillan and Co. Bombay, 1951.
20. Jangire, N. K., Technology of Classroom Questioning National Publication House, Daryaganj, New Delhi, 1982.
21. I.A.A.T.C., Symposium on Teacher Education in India The Indian Publications, Ambala Cantt, 1964.
22. Jangira, N. K. & Singh, A. Core Teaching Skills: MIcroteaching Approach NCERT, New Delhi, 1982.
23. Jangira, N. K., Professional Enculturation: Innovative Experiments in Teaching and training Book worth of India, New Delhi, 1984.
24. Jangira, N. K., Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education National Publication House, Delhi, 1984.
25. Jingara N.K., Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education National Publication House Delhi, 1978.
26. Lynch,J and H.D. Many, Teacher Education and Culture Change England France West Ger Plunkett Plunkeet H.D. George Allen and Unwin Ltd. London 1973.

27. Mitzal H.E. Encyclopedia of educational Research (Section on Teacher Educational Programmes) The Foree Press New York, 1982

28. Mukorji S.N.(ed) Education of teacher of india (Vol.1) S. Chand and Co. Delhi. 1968

29. N.C.T.E., Teacher Education Curriculam : A Frame Work,NCERT, New Delhi 1978.

30. NCERT, The Third Indian Year book on education NCERT, NEW Delhi 1968

31. NECRT, Elementary Teacher Education NCERT, New Delhi 1970

32. Pandey B.N., Second National Serve of Secondary Teacher Education in India NCERT, New Delhi 1969

33. Pandey B.N. and Khosla D.N. Student Teaching and Evaluation NECRT, New Delhi 1970

34. Passi, B.K., Becoming Better Teacher : Micro Teaching Approach Sahitya Mudranalya Ahmedabad

35. Ryon Kevin, Teacher Education- The Seventy Fourth Year Book of National Society For the Study of Education (Part II) Chicago 1975.

36. Sabharwal N. Innovative Practice in Elementary Education institutions in India Vol.I NCERT New Delhi 1979

37. Sabharwal N., M.Ed. Dissertations on Teacher Education in India (1967-75), NCERT, New Delhi, 1981.

38. Sabharwal N. Studies and investigations on Teacher Education in India (1973-75), NCERT, New Delhi,1981

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40. Shukla R.S., Emerging Trends in Teacher Education Chugh Publication Allhabad 1978

41. Singh L.C., Micro Teaching: An innovation in Teacher Education National Psychological Corporation Kacher Ghat, Agra 1979

42. Singh L.C., Third National Survey of Secondary Education in India NCERT, New Delhi. 1983

43. Singh T., Diffusion of innovations among Training Collages Bharat Sharati Prakashan Jaunpur 1978.

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46. Upasani N.K., Effective College teaching : Foundation and Strategies S.N.D.T. Women's University,Bombay 1982

47. Upasani N,K, Evaluation in Higher Education S.N.D.T. Women's University, Bombay 1982

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METHODS OF EDUCATIONAL RESEARCH
CURRICULUM STUDIES AND EDUCATION

Objectives:

On completion of this course the students will be able to:

1. Define curriculum
2. Identify the components of curriculum
3. Describe the various principles of curriculum development
4. Explain various determinants of curriculum
5. Describe and analyze various approaches to curriculum development
6. Explain and compare various types of curriculum
7. STATE the meaning of curriculum development
8. State major issues to be addressed through curriculum
9. Describe various modes of curriculum development
10. Explain various considerations for curriculum development
11. Describe various guiding principles for selection and organization of learning experiences.
12. Discuss various issues in curriculum development

Unit 1- Nature, Principles and Determinants of Curriculum

1. Meaning and concept of curriculum;
2. Curriculum as a body of organized knowledge, inert and live curriculum.
3. Components of Curriculum: Objectives, content, transaction mode and evaluation
4. Philosophical and ideological basis of curriculum
5. Principles of integration
6. Theories of curriculum development.
7. Preservation of Culture
8. Relevance, flexibility, quality, continuality and plurality
9. Determinants of Curriculum

Unit 2- Approaches and types to Curriculum Development

1. Subject centred
2. Core curriculum
3. Learner centred
4. Community centred.
5. Curriculum Frameworks of School Education and Teacher Education
6. Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
7. Social reconstructionist curriculum: characteristics, purpose, role of the teacher in reconstructionist curriculum

Unit 3- Models of Curriculum Development

1. Tylers-1949 model
2. Hilda Taba 1962 model
3. Nicholls and Nicholls-1972 model
4. Willes and Bondi-1989 model
5. Need assessment model
6. Futuristic model
7. Vocational/Training model

(With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation).

Unit 4- Selection and Organization of learning experiences and Issues

1. Principles and criteria for developing learning experiences
2. Points to be considered while selecting learning experiences
3. Designing integrated and interdisciplinary learning experiences.
4. Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts
5. Infusion of environment related knowledge and concerns in all subjects and levels.
6. Learning to draw upon resources other than text books including local history and geography
7. Centralized vs. decentralized curriculum
8. Diversity among teachers in their competence.
9. Problem of curriculum load
10. Participation of functionary and beneficiaries in curriculum development

Suggested Practical Work:

1. Reading of original documents i.e. National Curriculum Frameworks developed by NCERT, 2005, NPE-1986 (modified version 1992) POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE and examine the documents with respect to various aspects of foundation and presentation in groups.
2. Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum.
3. Maintaining of reflective diary on institutions i.e. GCERTs, School Boards observed visited and analysis of the own experiences.
4. Evaluation of syllabus related to teacher education of any state either at elementary or at secondary level.

Reference Books:

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
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6. NCERT (2000). National Curriculum Framework for School Education NCERT, New Delhi.
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11. Reddy, B. (2007): Principles of curriculum planning and development
12. Taba Hilda (1962) Curriculum Development: Theory and Practice New York, Harcourt Brace, Jovanovich Inc.

Semester – 2
Elective Course: MED0E106
ICT IN EDUCATION

Objectives:

To enable the student teacher to:

1. Understand the Concept, need and importance of ICT.
2. Prepare their students to become ICT skilled teachers.
3. Get acquainted with ICT supported teaching learning strategies.
4. Prepare the students to select to appropriate ICT facilities.
5. Get acquainted with the new trends in ICT.
6. Get information about computerized multimedia

UNIT 1: ICT IN EDUCATION

1.1 Concept, Need and Importance of ICT in Education.
1.2 Paradigm Shift due to I C T from 'Teaching' to 'Learning'.

(A) Curriculum   (B) Methods of Teaching   (C) Role of Teacher
(D) Classroom Environment   (E) Evaluation procedure
(F) Education Management

1.3 Challenges and Barrier to integration of I C T in Indian schools Classrooms
1.4 ICT Skilled Teacher – ICT Skills and Qualities of ICT teacher
1.5 Safe use of ICT – Virus management, Net safety, Legal and Ethical Issues

UNIT2:- ICT SUPPORTED TEACHING LEARNING STRATEGIES

2.1. E-Learning and Web base learning–concept, features and educational application
2.2. Co-operative and Collaborative Learning –concept, features and educational application
2.3. Project based Learning -–concept, features and educational application
2.4. Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki, Internet forum, News Groups. Different mobile app group
2.5. Social Networking as an effective Communication Tool.

UNIT 3:- NEW TRENDS IN ICT

3.1. Virtual Classroom - concept, elements, advantages and limitations
3.2. Smart class room – concept, elements, advantages and limitations
3.3. Edusat - concept, elements, advantages and limitations
3.4 Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.

UNIT 4 : MEDIA CHARACTERISTICS

4.1 Concept and type of educational media
4.2 Application of educational media
4.3 Educational use of radio and television
4.4 Concept and uses of computerized multimedia

Suggested Practical Work:

1. Critical analysis of Teaching aids and their applications in instruction and learning
2. Critical analysis of a computer based media packages with reference to its use in learning process.
3. Critical analysis of the different instructional packages developed by different agencies/institutions.
4. Interventions of educational technology in the current practices of teacher training programmes in India.

5. Preparation of Learning Object Repository (LOR).
6. Preparation and presentation of slides for teaching any topic at the school level.
7. Critical analysis of database software including open source.
8. Critical analysis of the different research reports based on data analysis and interpretation.
9. Preparation and presentation of research report based on empirical data.

Reference Books:
1. Alessi, S. M.., & Trollip, S. R. (1991). *Computer based instruction* New Jersey : Prentice Hall.
2. APLET ( ). *All ten volumes of aspects of educational technolog*y London: Pitman.
3. Association of Indian Universities.(2000). *Information technology in higher educatio*n New Delhi: Author.
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Semester – 2
Elective Course: MED0E107
GUIDANCE AND COUNSELING

Objectives:
      To enable the students to understand
1. The Counseling process & Group guidance programme.
2. The Organization of a Guidance Programme.
3. The Testing in Guidance Service.
4. The Human adjustments and mental health & hygiene.

Unit – 1 Counseling process & Group guidance:
1. Counseling process
2. Concept, nature, principles of counseling
3. Counseling approaches – directive, non-directive
4. Group counseling vs. Individual counseling, Counseling for adjustment
5. Characteristics of goods counseling
6. Activities of Group guidance
7. Concept, concern and principles of group guidance
8. Procedure and techniques of group guidance

Unit – 2 Organization of a Guidance Programme:
1. Principles of organization
2. Characteristics of well Organized Guidance.
3. Eclectic Counseling service and Individual inventory service- Testing Service.
4. Information orientation service, placement service and follow up programme

Unit – 3 Testing in Guidance Service
1. Use of tests in guidance and counseling
2. Tests of intelligence, aptitude, creativity, interest and personality
3. Administering, scoring and interpretation of test scores
4. Communication of test results as relevant in the context of guidance programme

Unit – 4 Human Adjustments and Mental Health:
1. Definition and meaning of Adjustment.
2. Role of motivation in adjustment Process: Meaning and definition of motivation, Five Steps of Adjustment process.
3. Role of Positive Motivation and Negative Motivation in adjustment process.
4. Role of perception in adjustment: Perception and adjustment, Factors of actual Perception, Teacher and Perception.
5. Definition and Meaning of Mental Hygiene. Objectives of Mental Hygiene.
6. Principles of mental hygiene and their implication of effective adjustment.
7. Mental health and development of integrated personality.

Suggested Practical Work:
1. To arrange seminar, career conference & career days.
2. To provide Guidance and counseling of Students.
3. To visit work places and related institutes.
4. To visit institutes of who providing Guidance and Counseling.
5. To collect information or paper cutting about career development of students.
6. To administrate any five psychological tools and its analysis for guidance and counseling.
7. To provide Guidance and counseling of Students.

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SPECIAL EDUCATION

Objectives:
A student teacher will be able to;
1. Understand the meaning, nature and concept of special education
2. Get the knowledge & functions of institutions for special education
3. Understand the meaning, nature and concept of special education for physically challenged
4. Get the knowledge & functions of special education for exceptional students
5. Know the function of special education at every stage of school.

UNIT – 1 INTRODUCTIONTO SPECIAL EDUCATION
1.1 The meaning and definition of a Special Education
1.2 The objectives and principles of a Special Education
1.3 The characteristics and need of a Special Education
1.4 National and International views about Special Education

UNIT - 2 INSTITUTIONS OF SPECIAL EDUCATION
2.1 Special Schools
2.2 General Schools
2.3 Institutions of Integration and inclusion education
2.4 Roll of government and non-government organizations
(Definition, Criteria, Classification, Characteristics, Different approaches: Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials of each)

UNIT – 3 SPECIAL EDUCATION FOR PHYSICALLY CHALLENGED
3.1 Visually Challenged
3.2 Hearing Challenged
3.3 Orthopedically Challenged
3.4 Mentally Challenged
(Definition, Criteria, Classification, Characteristics, Diagnosis and remedial Education, Different approaches: Medical/ Clinical, Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials for each challenged)

UNIT – 4 SPECIAL EDUCATION FOR EXCEPTIONAL STUDENTS
4.1 Learning disabled students: Meaning and Definition, Criteria and characteristic, causes of disabilities, type and classification, educational programme for the learning disabled, research on learning disabilities.
4.2 The Gifted students: Meaning, criteria and characteristics, Educational problems and programmes for the gifted; Enhanced programmes for the gifted in normal school setting.
4.3 The Gifted students: Creativity, Intelligence and giftedness, recent research on psychology and Education of the gifted, enhancement and Acceleration programmes in normal school settings.
4.4 Guidance for the Exceptional students in normal school setting.

Suggested Practical Work:
1. To review of literature related to education of children with diverse needs presentation of reports in a seminar.
2. To make a list of existing institutions of special education in the local area and discuss their use and limitations based on survey.
3. To list the special needs of different physically challenged.
4. To interviewed the different gifted students and make notes
5. To make the list of activities for learning disabled
6. To visit the guidance and counseling Centre

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Official Websites of

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- ✓ NIVH   - http :/ WWW.nivh.org.in/
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- ✓ AIISH   -http :/ WWW.aiishmysore.in/en/index.html/
- ✓ NIMHANS -http :/ WWW.nimhans.kar.nic.in/default.asp/
- ✓ AIIPMAR   -http :/ WWW.aiipmr.gov.in/
- ✓ CIP   -http :/ cipranchi.nic.in/
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        -http:/www.disabilities about com/cs/education
        -http:/www.mohfw.nic.in/

Format of Question Paper for M.Ed. Programme

Section-1		
Q.1 **From Unit-1 & 2**	Answer any two out of three from the following questions. Each answer should be in about 750 words. (One or Two essay type applied question is to be asked From Unit-1 & 2) Each question carries 10 Marks	**20 Marks**
Q.2 **From Unit-1 & 2**	Q.2 - (A) Answer any two out of three from the following questions. Each answer should be in about 125 words. Each question carries 05 Marks. From Unit-1 & 2	**10 Marks**
	Q.2 - (B) Answer the following five questions in short. Each question carries 01 Marks. From Unit-1 & 2	**05 Marks**
Section-2		
Q.3 **From Unit-3 & 4**	Answer any two out of three from the following questions. Each answer should be in about 750 words. (One or Two essay type applied question is to be asked From Unit-3 & 4) Each question carries 10 Marks.	**20 Marks**
Q.4 **From Unit-3 & 4**	Q.2 - (A) Answer any two out of three from the following questions. Each answer should be in about 125 words. Each question carries 05 Marks. From Unit-3 & 4	**10 Marks**
	Q.2 - (B) Answer the following five questions in short. Each question carries 01 Marks. From Unit-3 & 4	**05 Marks**
Total Marks		**70 Marks**

SHRI GOVIND GURU UNIVERSITY
M.Ed.
Dissertation Evaluation Report

Code Number of Dissertation: ……………………………

Title of the Dissertation:

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Special Features of the Dissertation:

1. ……………………………………………………………………………………………..
2. ……………………………………………………………………………………………..
3. ……………………………………………………………………………………………..
4. ……………………………………………………………………………………………..
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Suggestions regarding Dissertation:

1. ……………………………………………………………………………………………..
2. ……………………………………………………………………………………………..
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Questions for VIVA VOCE:

1. ……………………………………………………………………………………………..
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5. ……………………………………………………………………………………………..

Date: …………………….

Name and Signature of Examiner

SHRI GOVIND GURU UNIVERSITY
GODHRA

M. Ed. Dissertation Evaluation Marksheet

Name of the Examiner: ....

Sr. No.	Particular	Marks	Code no. of the students					
1	Introduction, Importance, Statement of the problem	10						
2	Objectives, Hypothesis	10						
3	Limitations, Definitions of the terms (Key Words), Variables	05						
4	Review of related literatures	15						
5	Population and Sample	10						
6	Tools for data collection	10						
7	Methods of data collection and Data analysis.	05						
8	Classification of data, tabulation and data interpretation	40						
9	Summary of research	10						
10	Conclusions/Findings	10						
11	Educational Implication and suggestions	10						
12	Foot Note/References/Bibliography	05						
13	Overall Impression	10						
	Total	150						

Date : ....   Signature of the Examiner

Appendix – B

SHRI GOVIND GURU UNIVERSITY
GODHRA

M. Ed. Dissertation **V I V A** E v a l u a t i o n M a r k s h e e t

N a m e   o f   t h e   E x a m i n e r : . . . .

Sr. No.	Particular	Marks	Code number of the Students									
1	Knowledge about special features of the dissertation	10										
2	Clarity regarding suggestions	20										
3	Questions related to the report	20										
	Total Marks	50										

Date: ....

Signature of the Examiner