

CURRICULUM
FOR
MASTER OF EDUCATION (M. Ed.)



BHAVNAGAR UNIVERSITY
BHAVNAGAR-364 002
(Gujarat)

JULY 2002

BHAVNAGAR UNIVERSITY, BHAVNAGAR-364 002

Curriculum for

Master of Education (M. Ed.)

(In Effect from July 2002)

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Bhavnagar University, Bhavnagar-364 002 (Gujarat)

Curriculum for

**Master of Education (M. Ed.)
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General Structure of M. Ed. Programme

Introduction

M. Ed. Programme is post-graduate professional studies in Education. This curriculum is developed on the basis of UGC Model Curriculum of 2001 for M. Ed. and 4 (b), (c), and (d) of NCTE norms and standards of 2001 for M. Ed.

The purpose of the M. Ed. programme is to prepare learners for higher level functions in education including teacher education who have a broad understanding of all the contemporary concerns of education like curriculum, educational planning and management, research in education, measurement and evaluation, guidance and counseling, and educational technology. The purpose is to develop educational leaders with vision.

The M. Ed. programme is consisted of three parts A, B, and C. The details of each part are given below:

Courses of Study

A. Papers	No.	Marks
<i>Foundation Papers</i> Compulsory Paper I: Psychology Applied to Teaching Compulsory Paper II: Methodology of Educational Research Compulsory Paper III: Philosophical and Sociological Foundations of Education	3	3 X 100 = 300
<i>Optional Group Papers</i> Paper IV and V (Specialization)	2	2 X 100 = 200
B. Field-based experiences related to organizing and supervising practice teaching and/or internship-in-teaching programme of B. Ed. students.		50
C. Dissertation		150
TOTAL		700

Mode of Evaluation: For five theory papers, out of total marks of each paper 30% and 70% are to be internally and externally evaluated, respectively. Total 150 marks will be distributed in 100 marks for Dissertation and 50 marks for Viva Voce on Dissertation. There will be 50% internal and 50% external evaluation for both Dissertation and Viva. Students' performance in field-based experiences related to organizing and supervising practice teaching and/or internship-in-teaching programme of B. Ed. students will be evaluated internally. *Minimum 36% in both internal and external evaluations for each area of curriculum (A, B, C), and minimum 40% aggregate will be the passing standard.*

Duration: M. Ed. Full Time Programme will be of the duration of One Year (Two Terms). If NCTE will sanction recognition, M. Ed. Part Time Programme will be of the duration of Two Years (Four Terms).

Optional Groups and Their Papers for Specialization

Detailed in-depth study of a group of specialization comprising two theory papers (Paper IV and Paper V) including a well-articulated component of practical or fieldwork should be preferred to specialization in one area. One Specialization Group may be chosen out of the offered groups from the following:

Group 1: Guidance and Counseling

Paper 1: Principles and Techniques of Guidance and Counseling

Paper 2: Psychological Testing and Test Statistics

Group 2: Measurement and Evaluation

Paper 1: Educational Measurement and Evaluation

Paper 2: Statistical Methods in Education

Group 3: Educational Technology

Paper 1: Fundamentals of Educational Technology

Paper 2: Advanced Aspects of Educational Technology

Group 4: Computer Application Skills in Education (CASE)

Paper 1: Using Packages and Operating Programs

Paper 2: Using Internet

Group 5: Teacher Education

Paper 1: Fundamentals of Teacher Education

Paper 2: Programmes and Problems in Teacher Education

Group 6: Education Management

Paper 1: Education Management: Organizational Aspects

Paper 2: Education Management: Systems and Processes

Note: The number of optional groups offered for preference from the above-mentioned optional groups will depend upon the availability of staff and other infrastructure facilities at the Department each year.

Course Contents of M. Ed. Programme

Compulsory Paper 1: Psychology Applied to Teaching

Objectives

A student teacher will be able to:

1. Apply psychological knowledge to make decisions about and to solve the problems of teaching.
2. Understand the nature of teaching and psychology.
3. Take into account what students of secondary and higher secondary schools are like by considering typical characteristics as well as cultural diversity and pupil variability.
4. Specify what is to be learned by formulating instructional objectives.
5. Provide instruction by applying what is known about learning and motivation.
6. Determine if students have learned by evaluating mastery of objectives.
7. Maintain an effective learning environment by managing classroom and becoming a better teacher.
8. Use cases, journal writing, and reflective practice for applying psychology to teaching.

SYLLABUS

Unit 1: Applying Psychology to Teaching (16%)*

1. Nature of Teaching
2. Nature and Values of Science Of Psychology in terms of the study of behavior and mental processes
3. Models of Learning and Decision Making in Teaching
4. Becoming a Reflective Teacher
5. Uses of Cases and Journal Writing in Teaching

Unit 2: Considering Student Characteristics (16%)*

1. Introduction of Erikson's, Piaget's, and Kohlberg's Stage Theories of Development
2. Physical, Cognitive, Emotional, and Social Characteristics of Secondary and Higher Secondary school Students
3. Assessing Pupil Variability
4. Dealing with Pupil Variability
5. Instructing Students with Learning Disability, Emotional Disturbance, Cultural and social Disadvantage, and Giftedness and Talent

* This percentage indicates the weightage of a unit in terms of Instructional time and Marks.

Unit 3: Specifying What is to Be Learned (10%)

1. Reasons for Thinking about Objectives
2. Taxonomies of Objectives
3. Ways to State and Use Objectives
4. Multiple Values of Objectives
5. Evaluations of the Effectiveness of Objectives

Unit 4: Providing Instruction (25%)

1. Behavioral Learning Theories: Operant Conditioning and Social Learning Theory
2. Information Processing Theory
3. Cognitivist and Constructivist Approaches to Meaningful Learning
4. Humanistic Approaches to Education
5. Nature, Views, and Enhancement of Motivation for Learning

Unit 5: Evaluating Performance (16%)

1. Measurement and Evaluation of Classroom Learning
2. Measurement Techniques
3. Evaluation Methods
4. Grading Methods
5. Alternative Performance-Based Approaches to Classroom Measurement and Evaluation

Unit 6: Maintaining an Effective Learning Environment (17%)

1. Classroom Management
2. Techniques of Classroom Management
3. Handling Problem Behavior
4. Becoming a Better Teacher-1: Use of Educational Technology and Gagne's Theory of Instruction
5. Becoming a Better Teacher-2: Self-Evaluation, Student Evaluation, and Self-Regulation

SUGGESTED PRACTICALS AND ACTIVITIES

- 1 Readings of assigned chapters from reference books and articles from journals
- 2 Presenting seminars on relevant themes and issues
- 3 Presenting and discussing Cases
- 4 Writing and sharing personal journals
- 5 Observation and analysis of classroom events
- 6 Practicing Reflective Teaching
- 7 Preparing and presenting educational autobiography and narratives of Learning and Teaching, and analysis of own beliefs about learning and teaching
- 8 Searching suitable materials from Internet

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Course Contents of M. Ed. Programme (Continued)

Compulsory Paper II: Methodology of Educational Research

Objectives

A Student Teacher will be able to:

1. Understand the place of research in education.
2. Become familiar with various sources for research and review the literature.
3. Get acquainted with various types, approaches, and methods of research.
4. Understand the process of educational research in terms of its plan, proposal, problem selection, and design.
5. Get conversant with tools and procedures of collecting data and techniques of analysis.
6. Initiate into research by undertaking a piece of research and preparing a dissertation.
7. Achieve skills in writing and interpreting research reports.
8. Know and apply the criteria by which a research report is evaluated.

SYLLABUS

Unit 1: Research and Education (10%)*

1. Concepts of Research and Educational Research
2. Need of Educational Research
3. Impediments to Research Impact on Education

Unit 2: Types of Educational Research (10%)

1. Types of Research based on Functions: Basic, Applied, and Practitioner Research (Action Research and Self-Study)
2. Types of Research according to Topic: Areas of Educational Research

Unit 3: Sources for Educational Research and Review of Related Literature (10%)

1. Types of Sources (Preliminary, Secondary, Primary, and Supplementary): Their Meaning, Use, and Examples
2. Study Skills for Educational Researcher: Skills for Literature Search, Library Skills, Reading skills, and Note Taking Skills.
3. Review of Related Literature: Meaning, Importance, and Procedure
4. Introduction to Integrative Research Review and Meta-Analysis (Application is not expected)

* This percentage indicates the weightage of a unit in terms of Instructional Time and Marks.

Unit 4: Planning Educational Research (10%)

1. Major Steps of the Process of Educational Research
2. Selection and Definition of the Problems of Research
3. Formulation and Types of Hypothesis
4. Preparation of Research Proposal
5. Ethical Principles in Educational Research

Unit 5: Methods of Educational Research (15%)

1. Survey
2. Correlational and Causal-Comparative Studies
3. Experimental Research: Definition; Major Experimental Designs and their Internal and External Validities; Limitations of Experimental Research
4. Historical Method: Primary and Secondary Sources, Criticizing Source Materials (Internal and External Criticism)

Unit 6: Sampling Procedures (5%)

1. Population and Sample
2. Types of Sampling: Random, Stratified Random, Systematic, Cluster, Purposive, and Incidental Sampling
3. Sample Size: Important Considerations in Determining Sample Size, and Estimating Needed Sample Size
4. Common and Occasional Mistakes in Sampling

Unit 7: Tools of Research (10%)

1. Questionnaire
2. Standardized Tests: Characteristics, Major Types, and Selection and Use of Standardized Tests
3. Scales and Inventories
4. Schedule for Structured Interview, and Check List and Rating Scale for Observation

Unit 8: Analysis and Interpretation of Data (8%)

1. Types of Scores
2. Introduction to Test Statistics
3. Statistical Significance Tests: Meaning and Use
4. Interpretation and Generalization of Statistical Results

Unit 9: Writing Research Report (10%)

1. General Format
2. Chapterization
3. Introduction to APA (American Psychological Association) Style
4. Preparing the List of References
5. Presentation of Quotations, Tables, and Graphs
6. Pagination, Size, Number of Copies, and Cover Page of Research Report

Unit 10: Qualitative Research (12%)

1. Concept of Qualitative Research
2. Comparison and Complementarity of Qualitative and Quantitative Approaches
3. Introduction to Main Qualitative Research Methods: Ethnography, Open-Ended Interview, Participant Observation, Case Study, and Narratives
4. Data Analysis in Qualitative Research
5. Important Considerations for Proposal and Report of Qualitative Research

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Course Contents of M. Ed. Programme (Continued)

Compulsory Paper 3: Philosophical and Sociological Foundations of Education

PART I : Philosophical Foundations of Education

Objectives

The student teacher will be able to:

1. Understand the nature and functions of philosophy of education.
2. Logically analyze, interpret, and synthesize the various concepts, propositions and philosophical assumptions about educational phenomena.
3. Understand and use of philosophical methods in studying educational data.
4. Critically appraise the contributions made to education by prominent educational thinkers-Indian and Western.

SYLLABUS

Unit 1: Nature of philosophy of education (10%)*

1. Concept of philosophy of education
2. Scope of philosophy of education
3. Relation between philosophy and education
4. Functions of philosophy of education: Speculative, Normative, and Analytical
5. Education as connoted by:
 - (a) Formal, Non-formal, and Informal education
 - (b) Continuing Education
 - (c) Distant education
 - (d) Lifelong education

Unit 2: Aspects of philosophy: (10%)

- 1 Metaphysics and Ontology
- 2 Epistemology
- 3 Axiology: Ethics and aesthetics

Unit 3: A comparative study of the Schools of philosophy and their bearing on Education (20%)

- 1 Idealism
- 2 Realism
- 3 Pragmatism

* This percentage indicates the weightage of a unit in terms of Instructional time and Marks.

4 Naturalism

5 Existentialism

Discussion of the above schools, keeping in view, as far as possible, the following aspects:

- a. Belief about the nature of ultimate reality
- b. Belief about the nature of knowledge and ways of knowing
- c. Belief about morality and values
- d. Aims of Education
- e. Curriculum
- f. Teaching Methods
- g. Discipline
- h. Pupil-teacher relationship and the place of teacher in the educational process

Unit 4: Relevance of Gandhian philosophy of Education in Contemporary Indian education (10%)

BIBLIOGRAPHY AND SUGGESTED READINGS

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PART II : Sociological bases of education

Objectives

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.

SYLLABUS

Unit 5: Sociology of Education (5%)

- 1 Nature of Sociology of Education
- 2 Concept of Sociology of Education
- 3 Scope of Sociology of Education
- 4 Social functions of Education

Unit 6: Culture and Education (6%)

- 1 Concept of Culture
- 2 Impact of Culture on Education

Unit 7: Social Stratifications and Education (6%)

- 1 Concept of Social Stratifications
- 2 Concept of Social Class
- 3 Social Class and Education
- 4 Social Stratification in the School
- 5 Impact of Social Stratifications on education

Unit 8: Social Mobility and Education (5%)

- 1 Concept of Social mobility
- 2 Dimensions of Social mobility
- 3 Education and Social mobility
- 4 Equality of opportunity and Social mobility

Unit 9: Politics and Education (4%)

- 1 Salient features of Education under Democratic political system
- 2 Privatization of Education
- 3 Globalization of Education

Unit 10: Economy and Education (4%)

- 1 Salient features of Education under various types of economy
- 2 Agrarian Economy
- 3 Industrial Economy
- 4 Under developed, partially developed, Semi advanced and
- 5 Advanced Countries

Unit 11: Social Change and Education (5%)

- 1 Concept of Social Change
- 2 Interdependence of Social Change and Education

Unit 12: The School and Society (8%)

- 1 The School and its relationship to Society
- 2 The School and its organization
 - (a) The School as a Social system
 - (b) The teacher and his role
 - (c) The pupil in the classroom: Socialization of the pupil- role of Education in the Socialization
 - (d) Social implications of Curriculum development

Unit 13: Moral and religious bases of Education in secular society with special reference to India (3%)**Unit 14: Education for Emotional integration and International understanding (4%)****BIBLIOGRAPHY AND SUGGESTED READINGS**

- Angel, R.C. (1928). Science, sociology and education. *Journal of educational sociology*, 1, 406-413.
- Bernstein, B. (1995). A socio-linguistic approach to social learning. *Survey of the social sciences*. Penguin Books. Pp144-166.
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Course Contents of M. Ed. Programme (Continued)

Optional Groups

Optional Group 1: Guidance and Counseling

Paper 1: Principles and Techniques of Guidance and Counseling

Objectives

A student teacher will be able to:

1. Understand the principles and techniques the guidance and counseling.
2. Understand various procedures for collecting data about the pupil or the client.
3. Understand the stages of vocational development.
4. Understand the concept and needs and guidance for the children with special needs.
5. Develop guidance service in schools.
6. Develop the ability to disseminate occupational information to school pupils.
7. Develop the ability to collect data about the pupil and handle simple cases of guidance at school.

SYLLABUS

Unit 1: Guidance (20%) *

1. Concept and definition of guidance.
2. Purpose of guidance.
3. Needs, scope and significance of guidance.
4. Basic principles of guidance.
5. Types of guidance with reference to problems faced by students :
 - a. Educational guidance
 - b. Vocational guidance
 - c. Personal and social guidance
 - d. Individual and group guidance
6. Assumptions, issues and problems of guidance.

* This percentage indicates the weightage of a unit in terms of Instructional time and Marks.

Unit 2: Counseling (15%)

- 1 Concept and definition, nature, principles of counseling.
- 2 Comparison of Guidance and counseling
- 3 Principles of counseling.
- 4 The counseling process
- 5 Counselor
 - a. Qualities and qualifications of a counselor.
 - b. Vocational ethics of a counselor.
 - c. Role and functions of a counselor in school settings.
- 6 Different approaches of counseling.
 - a. Directive
 - b. Non-directive
 - c. Elective
 - d. Behavioural (behaviour modification)
 - e. Developmental
 - f. Psychoanalytic

Unit 3: Group Guidance Activities and Group Counseling in School Settings (10%)

Unit 4: Collection of Data About the Client (20%)

- 1 Self reports
 - a. Personal Data-sheet
 - b. Autobiography
2. Observations
 - a. Rating Scale
 - b. Anecdotal Records
 - c. Behaviour descriptions
3. Interview
 - a. Concept of interview
 - b. Purposes of interview
 - c. Stages of interview
 - d. Interview as a counseling technique
4. Case study
5. Sociometric techniques
6. Cumulative records
7. Psychological tests
 - a. Importance of psychological tests in guidance and counseling
 - b. General uses and limitations of psychological tests
 - c. Specific uses of different kinds of psychological tests
 - d. Interpretation of test, results and methods of conveying the results to the client.

Unit 5: Occupational Information (15%)

1. Meaning, characteristics and forms
2. Collection
3. Classification
4. Dissemination
 - a. Career Day
 - b. Career Conference
 - c. Exhibition
 - d. Visit to work centre
 - e. Use of audio-visual aids
 - f. Setting of career corner in a school
5. Job analysis

Unit 6: Vocational Development (10%)

1. Concept.
2. Stages of vocational development according to-
 - a. Ginsberg
 - b. Super
 - c. Having Hurst
 - d. Holland
3. Vocational choice, motivation, success, satisfaction and maturity

Unit 7: Organization of Guidance Services in Schools and Colleges (5%)

Unit 8: Guidance Services in India, Japan, U.K. and U.S.A. (3%)

Unit 9: Recent Trends and Research in Guidance and Counseling (2%)

BIBLIOGRAPHY AND SUGGESTED READINGS

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Course Contents of M.Ed. Programme (Continued)

Optional Group 1: Guidance and Counselling

Paper 2: Psychological Testing and Test - statistics

Objectives

A student teacher will be able to:

1. Understand The Meaning and nature of Psychological Testing and its underlying principles.
2. Develop understanding of major statistical concepts pertaining to Psychological Testing.
3. Select and interpret test.
4. Administer and score test.
5. Observe and rate children.

SYLLABUS

Unit: 1 Introduction to Psychological Testing (7%)*

1. The Meaning and nature of Psychological Testing .
2. Difference between a test as a tool and testing as a process.
3. Need for Psychological Testing and evaluation in guidance and uses Psychological Tests.
4. Characteristics of a good Psychological Tests.
5. Types of Psychological Tests
 - a. Individual v/s group tests
 - b. Performance v/s Paper pencil test.
 - c. Speed v/s Power test.
 - d. Verbal v/s Non verbal tests
 - e. Culture adopted v/s Culture free test
 - f. Norm reference v/s Criterion reference test
 - g. Test v/s Inventory

Unit:2 Test of Educational Achievement (7%)

1. Meaning and construction of achievement test
2. Meaning and importance of a blue print of the achievement test for content validity
3. Uses of achievement tests in guidance and education
4. Concept and uses of diagnostic test of achievement

* This percentage indicates the weightage of a unit in terms of Instructional time and Marks.

Unit: 3 Test of Intelligence (10%)

- 1 Meaning of Intelligence (No theoretical aspect of intelligence is required in detail)
- 2 Introduction of individual and group test of intelligence in Gujarati
- 3 Gujarati adaptations of s-b and Wechsler scales
- 4 Concept of I.Q. through mental age and through deviation scores – constancy of I.Q.s
- 5 Uses of intelligence tests in guidance

Unit: 4 Aptitude and aptitude testing (10%)

- 1 Concept of Aptitude
- 2 Global and Unitary approaches to Aptitude testing
- 3 General introduction to DAT and GATB
- 4 Introduction to aptitude test prepared in Gujarati
- 5 Uses of aptitude tests in guidance

Unit: 5 Interest and interest assessment (10%)

1. Nature of interest
2. Kinds of interest
3. Relation between interest and aptitude
4. Different approaches for the assessment of interest record
5. Preliminary introduction of Kuder 's preference records and Strong 's interest inventory
6. Introduction of interest inventories standardized in Gujarat
7. Uses of interest assessment in guidance

Unit: 6 Personality (10%)

1. Different views about the concept of Personality
2. Different approaches to the appraisal of personality
 - a. Rating method
 - b. Sociometric method
 - c. Personality inventories
 - d. Projective techniques: Information about Rorschach inkblot test and Information about TAT

Unit: 7 Test Construction (8%)

1. General procedure
- 2 . Objective of pilot study
- 3 . Special factor of consideration in test construction such as : Format of the test, time, administration, mode of answer, and scoring procedure

Unit: 8 Sampling (7%)

- 1 . Population and sample – Purpose of sampling
- 2 . Major types of sample – Random, stratified, incidental, purposive, cluster
- 3 . Sample for pilot studies and for final run
4. Sample for measuring Reliability and Validity of the test

Unit: 9 Test construction Statistics (7%)

1. Item analysis with reference to sample bound norm reference tests and criterion reference test: Concept, Importance, Qualitative analysis, Quantitative Analysis (Difficulty value of fixed response or dichotomous item, Difficulty value of free response or long answer item, Concept of facility values of an item, Discriminative value of fixed response or dichotomous item, Discriminative value of free response or long answer item, Distracter analysis)
2. Measures of Reliability and Validity: Concept of Reliability, Major types of Reliability in psychological test (only concepts of: Parallel form, Test retest, Split half, K-R reliability indices), Major types of Validity in psychological test (only concepts of: Face validity, Content validity, Construct validity, concurrent and Predictive validity, Relation between Reliability and Validity; Effect of Reliability and Validity index of test, Concept of Correlation and Reliability – Validity indices)

Unit:10 Other important statistics (10%)

- 1 Measures of central tendencies – Mean & Median
 - a. Concept
 - b. Use and Importance
- 2 Measures of Dispersion – Standard deviation and Quartile deviation
 - a. Concept
 - b. Uses and importance
- 3 Normal probability and its curve
 - a. properties of N.P. curve
 - b. deviation in N.P. curve: Skew ness, Kurtosis
- 4 Significance of the statistics – Mean, Standard deviation, skew ness ,Kurtosis
 - a. Their Concept
 - b. their Uses
- 5 Significance of difference between two means

Unit: 11 Norms (7%)

- 1 Need of different norms and their derivation
- 2 Raw score , Percentile score, Standard score, Z- score,T- score , Stanine
- 3 Grades and Verbal score

Unit: 12 Test Result (7%)

- 1 Interpretation of test results
- 2 Methods of conveying those to the client

SUGGESTED PRACTICALS AND ACTIVITIES

1. Administration of standardized test
 - A. Achievement
 - B. Intelligence
 - C. Aptitude
 - D. Interest
 - E. Personality
2. Construction of Achievement test

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Course Contents of M.Ed. Programme (Continued)

Optional Group 2: Measurement and Evaluation

Paper 1: Educational Measurement and Evaluation

Objectives

A student teacher will be able to:

1. learn the various evaluation methods used in teaching learning process.
2. understand basic concepts of statistics.
3. understands the place of objectives in evaluation process.
4. understands the process of constructions, standardization and administration of the test.

SYLLABUS

Unit 1: Rationale of Evaluation and Measurement (7%)*

- 1 Concept of Evaluation and Measurement
- 2 Role of Evaluation and Measurement in the teaching learning process
- 3 Use of Evaluation and Measurement for Administrators, Students and Teachers

Unit 2: Theories of Measurement (7%)

- 1 Classical test theory (CTT)- concept & Importance
- 2 Item response theory (IRT)- concept & Importance

Unit 3: Important concepts in Evaluation (7%)

- 1 Teacher made test
- 2 Standardized test
- 3 Norm referenced test
- 4 Criterion referenced test

Unit 4: Objectives (10%)

- 1 Defining objectives
- 2 Relating Evaluation to Objectives
- 3 Taxonomy of Educational Objectives: Cognitive and Affective Domains

* This percentage indicates the weightage of a unit in terms of Instructional time and Marks.

Unit 5: Supply type question (10%)

- 1 Simple question
- 2 Completion question
- 3 Short answer question
- 4 Long answer question/ essay question
- 5 Characteristics, merits, limitations, improvement of supply type questions

Unit 6: Selection type items (10%)

- 1 Constant Alternatives
- 2 Multiple choice
- 3 Matching
- 4 Re-arrangement
- 5 Characteristics, merits, limitations, improvement of selection type items

Unit 7: Selection and use of standardized test (8%)

- 1 Criteria for selecting a good standardized test planning, Reliability, Validity, Objectivity, Discriminating power, Adequacy, Usability and Comparability.
- 2 Use of standardized test, Administration, Scoring, and interpretation of test scores and norms of standardized test.

Unit 8: Qualitative Techniques of the classroom testing (8%)

- 1 Observational Techniques: Check lists, Rating scales, Anecdotal records, Cumulative records
- 2 Sociometric Techniques
- 3 Self – report Techniques: Interviews, Inventories
- 4 Projective Techniques

Unit 9: Item analysis of selection type item and supply type question (8%)

- 1 Facility Value (FV)
- 2 Discrimination Index (DI)
- 3 Distracter analysis
- 4 Use of FV and DI in test construction

Unit 10: Reliability (8%)

- 1 The concept of reliability
- 2 Reliability and true scores
- 3 Standard error of measurement
- 4 Types of Reliability

Unit 11: Validity (8%)

- 1 The Concept of validity
- 2 Types of validity
- 3 Expectancy tables

Unit: 12 Standards Scores and Norms (9%)

- 1 z-score
- 2 Z-score
- 3 t-score
- 4 Stanine
- 5 Letter Grade
- 6 Percentile – Rank

SUGGESTED PRACTICALS AND ACTIVITIES

Group 2: Paper 1 & 2

Item and Test Construction and its logical review.

1. Essay type question
2. Short answer question
3. Multiple choice items
4. True false item
5. Fill up the blank-item

Empirical Review of items and test.

6. Item analysis
7. Reliability
8. Validity
9. Norms
10. Frequency distribution properties.

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dr. Y. D. Sakai Nak maapna A nao mall yaalknaA yai navaisa TI galainamaa Nabaa D.

Course Contents of M. Ed. Programme (Continued)

Optional Group 2: Measurement and Evaluation

Paper 2: Statistical Methods in Education

Objectives

A Student Teacher will be able to:

- 1 learn the various statistical methods used in the analysis of data.
- 2 understand basic concept of statistics.
- 3 develop an ability to select proper statistics.
- 4 understand the basic assumptions, uses and misuses of various statistics.

SYLLABUS

PARAMETRIC STATISTICS

Unit 1: Normal Distribution (10%)*

- 1 The normal probability curve.
- 2 Its important properties.
- 3 Its application.
- 4 Divergence from normality: skewness and kurtosis.

Unit 2: Statistical inferences (6%)

- 1 Samples and population.
- 2 Sampling distribution and standard error.
- 3 Significance of mean, standard deviation and correlation, confidence intervals.

Unit 3: Hypothesis testing (4%)

- 1 Null hypothesis and alternative hypothesis.
- 2 Significance levels and interpretations.
- 3 Decision errors: Type I & II.
- 4 One and two tailed tests.

Unit 4: Significance of differences (15%)

- 1 Difference between means.
- 2 Difference between standard deviations.
- 3 Difference between coefficients of correlations.

* This percentage indicates the weightage of a unit in terms of Instructional time and Marks.

Unit 5: Analysis of variance (ANOVA) (15%)

- 1 The basis of ANOVA.
- 2 ANOVA: One-way classification.
- 3 ANOVA: Two-way classification.
- 4 Concept of ANCOVA (no calculations).

Unit 6: Correlation, regression and prediction (15%)

- 1 Pearson's correlation.
- 2 Meaning of regression.
- 3 Regression line and linear regression equations.
- 4 Prediction.

Unit 7: Scaling (5%)

- 1 The scaling of test items.
- 2 Scaling of judgments.

NON PARAMETRIC STATISTICS

Unit 8: Chi square (10%)

- 1 Chi square and null hypothesis.
- 2 Chi square in 2X2 tables.
- 3 Chi square in other than 2X2 tables.
- 4 Yate's correction for continuity.

Unit 9: Tests of significance (15%)

- 1 Median test.
- 2 Sign test.
- 3 Mann-Whitney U test.
- 4 Wilcoxon test.
- 5 Kruskal-Wallis test.

Unit 10: Correlations (5%)

- 1 Spearman's rank correlation coefficient.
- 2 Contingency coefficient C.

BIBLIOGRAPHY AND SUGGESTED READING

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Course Contents of M. Ed. Programme (Continued)

Optional Group 3: Educational Technology

Objectives

The students will be able to:

1. have basic understanding of fundamentals of educational technology.
2. define educational technology.
3. analyze the concept of educational technology.
4. explain the emergence and development of educational technology.
5. point out the impact of educational technology on instruction.
6. describe philosophical, sociological, psychological, and communicational foundation of educational technology.
7. explain various functions of an Educational technologist.
8. clarify the revolutionary role of educational technology.
9. define the educational media.
10. explain the application of educational media.
11. discuss the educational use of radio and television.
12. explain the concept and uses of computerized multimedia.
13. define and analyze a system.
14. explain the concept of systems approach.
15. explain the systems approach in classroom and self-learning material(SLM).
16. have basic understanding of bases for designing alternative educational system.
17. explain the concept of instructional design.
18. appreciate the instructional design theories given by Andrews & Goodson, Gagne' & Briggs, and M. David Merrill.
19. explain the application of computers in instruction, learning, and testing.
20. discuss the characteristics of computer-assisted instruction.
21. clarify the modes of computer-assisted instruction.
22. discuss the pros and cons of computers in education.
23. describe the functions of information and communication in modern life.
24. identify the components of communication system and types of information.
25. explain the concept and application of ICT in instruction.
26. describe the role of computers in communication.
27. have basic knowledge about internet and world wide web (WWW).
28. have basic understanding of concepts related with internet.
29. explain the concept of web-based instruction(WBI).
30. compare WBI and the traditional classrooms

Optional Group 3: Educational Technology

SYLLABUS

Paper 1: Fundamentals of Educational Technology

Unit 1: Concept of Educational Technology (20%)*

1. The Definition of Educational Technology
2. Analysis of the concept of Educational Technology
3. Emergence and development of Educational Technology
4. The impact of Educational Technology on instruction

Unit 2: Foundations of Educational Technology (20%)

- 1 Philosophical foundations of Educational Technology
- 2 Sociological foundations of Educational Technology
- 3 Psychological foundations of Educational Technology
- 4 Communicational foundations of Educational Technology

Unit 3: Functions of Educational Technologists (20%)

- 1 Educator/Instructor
- 2 Instructional designer and curriculum coordinator
- 3 Distance education development specialist
- 4 Multimedia and web developer

Unit 4: The Role of Educational Technology (20%)

- 1 The revolutionary role of Educational Technology
- 2 Introduction of technological innovations
- 3 Educational implications of technological innovations
- 4 The role of Educational Technology in in-service and pre-service teacher education programmes

Unit 5: Media Characteristics (20%)

- 1 Concept and type of educational media
- 2 Application of educational media
- 3 Educational use of radio and television
- 4 Concept and uses of computerized multimedia

* This percentage indicates the weightage of a unit in terms of Instructional time and Marks.

SUGGESTED PRACTICALS AND ACTIVITIES

1. The presentation of computerized programmed material
2. Writing the frames for programmed Instruction
3. Preparing the slides show for teaching his/her subject
4. Preparing the slides show in MS Office Power Point for presentation
5. Preparing the transparencies in MS Office Power Point for presentation
6. Designing self-learning material using MS Office Word
7. Locating and displaying expected information stored on a CD-ROM
8. Computerized recording and playing of a lecture
9. Execution of a program of drill & practice mode of CAI
10. Scheduling a drill using MAKETEST program of Computerized Interaction package for Practice and Testing (CIPPT)

BIBLIOGRAPHY AND SUGGESTED READING

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Optional Group 3: Educational Technology

Paper 2: Advanced Aspects of Educational Technology

SYLLABUS

Unit 1: Systems Approach (20%)*

- 1 Concept of a system
- 2 System analysis and concept of systems approach
- 3 Systems approach in classroom and self-learning material(SLM)
- 4 Bases for designing alternative educational system

Unit 2: Instructional Design (30%)

- 1 The concept of instructional design
- 2 Andrews & Goodson's analysis of procedural models of instructional design based upon general systems theory
- 3 Gagne' & Briggs' procedural models of instructional design based upon learning and instruction theory
- 4 M. David Merrill's theory: ID2

Unit 3: Computer and Education (16%)

- 1 Application of computers in instruction, learning, and testing
- 2 Characteristics of computer –assisted instruction(CAI)
- 3 Modes of CAI
- 4 Pros and cons of computers in education

Unit 4: Information and Communication Technology (ICT) in Education (16%)

- 1 Functions of information and communication in modern life
- 2 Components of communication system and types of information
- 3 Concept and application of ICT in instruction
- 4 Role of computers in communication

Unit 5: Web-Based (online) Instruction (WBI) (18%)

- 1 Introduction of internet and world wide web (WWW)
- 2 Introduction of concepts related with internet: modem, browsing, search engine, intranet, e-mail, chat, tele-conferencing, http, ftp,
- 3 Concept of WBI
- 4 WBI and the traditional classrooms: Similarities and differences

* This percentage indicates the weightage of a unit in terms of Instructional time and Marks.

SUGGESTED PRACTICALS AND ACTIVITIES

1. Using computerized animation for instructional material development
2. Executing different programs under simulation mode of CAI
3. Installation of a program from CD-ROM
4. Downloading material from internet
5. Surfing the internet using various search engines (e. g. Yahoo)
6. Preparing execution schedule a computer program
7. Application of a self-made practice & testing schedule using CIPPT
8. Computerization of annual planning a school
9. Preparing school calendar using computer
10. Preparing visual material for teaching his/her subject
11. Preparing computerized visual material for teaching his/her subject

BIBLIOGRAPHY AND SUGGESTED READING

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Course Contents of M. Ed. Programme (Continued)

Optional Group 4: Computer Application Skills in Education (CASE)

Paper 1: Using Packages and Operating Programs

Objectives

A Student teacher will be able to:

1. apply working competence with fundamental technology tools, including word processors, spreadsheets, and databases.
2. produce teaching materials.
3. use CAI and CAT packages.
4. store and retrieve test items.
5. generate items and test.
6. enter and analyze data.
7. correct/modify/ print/save textual materials.
8. prepare graphs, tables, and bibliography.
9. prepare graphics.
10. operate database.
11. operate educational software.

SYLLABUS*

1. Prepare a document using word processor.
 - a. instructional material
 - b. class note
 - c. letter
 - d. time-table
 - e. bibliography
2. Format a document using word processor.
3. Spell-check the document.
4. Grammar-check the document.
5. Find readability of the document.
6. Prepare data-base using DBMS package.
 - a. Question Bank
 - b. Bibliography
 - c. Students Records
 - d. Dissertation list
7. Prepare data file using spread sheet.
8. Convert data file.
9. Prepare graph using any package.
10. Prepare slides using Power point. Convert lectures to power point digital slide presentation with handouts.

* In this paper any 10 skills out of 17 skills will be Instructed according to the availability of resources and each skill carries 10 % weightage in terms of instructional Time and Marks.

11. Prepare graphics using any package
 - a. Figure
 - b. Diagram
 - c. Tree
 - d. Poster

Operating Program

12. Operate any DBMS program on given data-base.
13. Have an experience of CAT(Computer Assisted Testing),(QB2000)
14. Generate a paper/test.
15. Generate items.(ADDRULXT)
16. Have an experience of CAI(Computer Assisted Instruction).
17. Operate any statistical program on given data file.
 - a. Item analysis using IRT (CREDIT2, RUMM, GGUM)
 - b. Test & Item analysis using CTT (NRT2000)
 - c. Statistical analysis (EXCEL, MYSTAT, SPSS)

BIBLIOGRAPHY AND SUGGESTED READINGS

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Course Contents of M. Ed. Programme (Continued)

Optional Group 4: Computer Applications Skills in Education (CASE)

Paper 2: Using Internet

Objectives

Student-teacher will be able to:

1. apply working competence with web resources.
2. search data/information through Internet.
3. send e-mail.
4. down load software.
5. participate in virtual classroom, computer conference.
6. have an experience of on-line course.
7. prepare home page, web-sites.
8. read and write HTML files.
9. prepare help/tutorials.

SYLLABUS*

1. Send and receive e-mail.
2. Use FTP(File Transfer Protocol).
3. Use IRC (Internet Relay Chat).(student, teacher, expert)
4. Search information on Internet.
 - a. get information for admission purpose
Engineering college, Medical college, and other institutions.
 - b. get institutional information
NCTE, NCERT, GCERT, UGC, DEPARTMENT/UNIVERSITY
 - c. get course information
IGNOU, and other institutions.
 - d. get result from
Gujarat State Higher/Secondary Examination Board, X & XII,
and other institutions.
 - e. get circular from
Gujarat State Higher/Secondary Board,X & XII,and other institutions.
 - f. get Educational case information from
Gujarat High Court, and other institutions.
 - g. get information about
Journals, Books, Associations, Subject Experts
5. Participate in Virtual classroom.
6. Participate in Computer conference.
7. Have an experience of on-line course.

* In this paper any 10 skills out of 11 skills will be Instructed according to the availability of resources and each skill carries 10 % weightage in terms of instructional Time and Marks.

Application

8. Prepare Home page.
9. Read and write HTML files.
10. Learn HTML and placed course materials on a web-site.
11. Prepare help/Tutorial.

Note

1. Each student is required to develop any TEN skills per paper.
2. Application area, for each skill, is Education only
3. Use Gujarati language in development of instructional material.

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- Joshi,P. and Goel,D.R.(1999).*Manual for Internet awareness*. Vadodara: CASE, FEP, M.S.University of Baroda.
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Course Contents of M. Ed. Programme (Continued)

Optional Group 5: Teacher Education

Objectives

A student teacher will be able to :

1. Be acquainted with the concept, principles, and practices of teacher education
2. Be equipped with the basic requisites of a teacher educator
3. Learn and implement the science of teacher education
4. Be aware of innovations in teacher education
5. Understand the research in teacher education

Paper 1: Fundamentals in Teacher Education

SYLLABUS

Unit 1: Conceptual Understanding of Teacher Education (25%)*

1. Concept of teacher education-Ideology and objectives of teacher education
2. Changing concepts of teacher education-a historical perspective as it developed in India
3. The need for teacher education at all levels of education: Vertical and horizontal

Unit 2: The Education of Educators (20%)

1. Various patterns of organization of teacher education in India with special reference to Gujarat state
2. Psychological and sociological implications of education as the basic requisites in teacher education

Unit 3: Role of and Innovations in Teacher Education (20%)

1. The role of teacher education vis-à-vis changing need of education
2. Innovations in teacher education

Unit 4: Teacher Educator (20%)

1. Teacher educator as innovator and agent of change
2. Teacher educator and communication behavior

* This percentage indicates the weightage of a unit in terms of Instructional Time and Marks.

Unit 5: Issues in Teacher Education (15%)

1. Increase in enrolment and the problem of maintaining standards
2. Basic competences expected of a teacher

SUGGESTED PRACTICALS AND ACTIVITIES

1. Preparing a report of a visit to a teacher education Institution
2. A task analysis of teacher's job
3. Preparing an account of New Trends in teacher education at the international level
4. Administering a teacher aptitude test to a group of student teachers

BIBLIOGRAPHY AND SUGGESTED READINGS

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Razzik, T. A. (1972). *Systems approach to teacher training and curriculum development*. Paris: UNESCO.

Sharma, B. M. (1997). *Teachers training and educational research*. New Delhi: Commonwealth.

Srivastav, G. N. P. (2000). *Management of teacher education*. New Delhi: Concept.

Course Contents of M. Ed. Programme (Continued)

Group 5: Teacher Education

Paper 2: Programmes and Problems in Teacher Education

SYLLABUS

Unit 1: Programmes in Teacher Education (20%)*

1. Recommendations of Indian Education Commission
2. In-service teacher education programme-Need, its organization and follow up
3. National Council for Teacher Education (NCTE) programme for teacher education

Unit 2: Practice-Centred Programme (20%)

1. Practice-centred programme-theory discussion arising out of the practice programme
2. Content-oriented teaching programme
3. Feed back mechanism in practice-teaching programme
4. Identification of objectives between school and the college of education
5. Linking field work in the form of various assignments with the actual school work

Unit 3: Innovative Practices in Teacher Education in India (20%)

1. Practice teaching
2. Curriculum development
3. Evaluation
4. Evaluation techniques for instructional programmes and practices

Unit 4: Role of Agencies in Teacher Education (20%)

1. National Council for Teacher Education (NCTE)
2. National Council of Educational Research and Training (NCERT)
3. Gujarat Council of Educational Research and Training (GCERT)
4. University Grants Commission (UGC)

Unit 5: Recent Researches in Teacher Education (20%)

1. Learning to teach
2. Self-Study in Teacher Education
3. Reflective Teaching and Reflective Teacher Education
4. Micro Teaching

* This percentage indicates the weightage of a unit in terms of Instructional Time and Marks.

SUGGESTED PRACTICALS AND ACTIVITIES

1. Journal Writing for Reflective Practice
2. Project on Self-Study as Student Teacher
3. A Collection of Narratives of Teaching or Teacher Education
4. Giving a Seminar on Current Practices in Web-Based Teacher Education and Development
5. Practice in the Organization and Supervision of Practice Teaching or Internship-in-Teaching of Student Teachers

BIBLIOGRAPHY AND SUGGESTED READINGS

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- Tisher, R. P., & Wideen, M. F. (Eds). (1990). *Research in teacher education: International perspectives*. New York: Falmer.
- Wideen, M., Mayer-Smith, J., & Moon, B. (1998). A critical analysis of the research on learning to teach: making the case for an ecological perspective on inquiry. *Review of Educational Research*, 68, 130-178.
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Course Contents of M. Ed. Programme (Continued)

Optional Group 6: Education Management

Objectives

A student teacher will be able to:

1. Become an effective manager of teaching and administrative work.
2. Become an agent of changes in various aspects of education namely classroom instruction and management, curriculum development, and evaluation system.
3. Link the theory of management with educational practices.
4. Critically analyze the emerging issues in education management.

Paper 1: Education Management: Organizational Aspects

SYLLABUS

Unit 1: Concept of Education Management (20%) *

1. Definition of management, Different elements of management, Difference between the input, process, output continuum in industry and that in education
2. Education as an organization: Its characteristics
3. Manager's role and mission: Expectations from manager, integration of resources, affecting change, and development of resources

Unit 2: Manager and Organization (16%)

1. What is an organization? Different modes of organization, elements of organization: the structure, the climate, the technology, the people
2. Administrative aspect of education management: Division of work, and supervision
3. Academic aspects of education management: Curriculum development, teaching, and evaluation system

Unit 3: Efforts toward Theorization in Education Management (20%)

1. Traditional view points: Scientific, Bureaucratic, and Human Relations
2. Modern: Systematic, Contingency, their applicability to education management, and need for a comprehensive theory in education management

* This percentage indicates the weightage of a unit in terms of Instructional Time and Marks.

Unit 4: The Manager (12%)

1. Characteristics of an effective manager
2. Manager as a leader: qualities of leadership, styles of leadership, and group dynamics
3. Managing oneself: Time management technique
4. Manager as a decision maker: Autocratic, persuasive, consultative decision making

Unit 5: Communication in Organization (16%)

1. Process of communication: Sender, message, channel, receiver, and feedback
2. Communication channels, and medium of communication
3. Communication skills: written, verbal, non-verbal, distortions and barriers in communication
4. Concept of delegation, decentralization, styles of delegation
5. Information system: Characteristics of formal and informal systems

Unit 6: Managing Change (16%)

1. The nature of change, change and innovation
2. The need of change: Social, ideological, and technological reasons
3. Systematic approach to change: Objectives, diagnostic process, corporate planning, choosing among alternatives, execution, evaluation
4. Developing vision, mission, personal faith, self-identity, self-enhancement, and self-renewal
5. The stages of change process: Awareness, interest, conviction, shaping, evaluation, trial acceptance, and adoption
6. Professional growth of the staff: Academic and administrative staff, various ways of in-service education

SUGGESTED PRACTICALS AND ACTIVITIES

1. Brief report of educational change in a school
2. Report on a communication system in an educational organization
3. Developing a case study of an effective manager
4. Evaluative report of an in-service training programme

BIBLIOGRAPHY AND SUGGESTED READINGS

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- Flippo, E., & Munsinger, G. M. (1978). *Management* (4th ed.). New York: Allyn & Bacon.
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Course Contents of M. Ed. Programme (Continued)

Optional Group 6: Education Management

Paper 2: Education Management: Systems and Processes

SYLLABUS

Unit 1: Education as a System (20%)*

1. What is a system? Characteristics of a system
2. Open and Closed System: Its application to education
3. Role of Central Government, State Government, Local Bodies, Constitutional provisions, and Statutory provisions

Unit 2: Approaches to Management (12%)

1. Process approach and Quantitative approach
2. Processes to management: Decision, Communication, and Central processes

Unit 3: Resources for Education (16%)

1. Sources, revenues and grants: Various types of grants to secondary and higher education
2. Resource planning, mobilization and allocation
3. Budget formation

Unit 4: Curriculum Management (16%)

1. National aims of education
2. Concept of aims, goals, objectives, and specifications of objectives
3. Planning of curriculum: Philosophical, Psychological, Social considerations
4. Organization of curriculum, implementation of curriculum
5. Organizing learning experiences, types of learning experiences, objectives and learning experiences

* This percentage indicates the weightage of a unit in terms of Instructional Time and Marks.

Unit 5: Evaluation System (16%)

1. Concept of evaluation: Evaluation and Examination
2. Present examination system: Mode of examination, time spent on evaluation, advantages and limitations
3. Reforms in evaluation system: Marks vs. grade system, continuous assessment, various mode of evaluation
4. Evaluating the teaching staff: by the authority, self-evaluation, peer evaluation, and student evaluation

Unit 6: Resource Management in Education (20%)

1. Types of resources: (a) Real resources: Land, labour, material, capital, (b) Abstract resources: embodied with real resources, imagination, insight, skills, knowledge, foresight, motivation, power, authority; disembodied with real resources: good will, tradition, credibility; (c) other resources: time, information, and finance
2. Management of resources: (a) Human resources: teachers, students, parents, ex-students, clerks, peons, and trustees; (b) physical resources: building, play-grounds, furnitures, laboratory, and gardens; (c) Instructional materials and information, curriculum text-books, reference books, and work books; (d) community-informal agencies of education, functions and festivals; (e) Government and other official agencies: Role and functions of directorate, Secretariate, D. E. O.'s offices, GCERT, NCERT, and NCTE

Suggested Practical Works

1. Systems analysis of one of the aspects of education, e. g. teaching of a subject, examination system.
2. Evaluation of teaching staff in organization (self-evaluation, peer evaluation, and student evaluation)
3. Framing syllabus of a subject in terms of specifications of objectives, learning experiences, evaluation system
4. Study of culture or institutional climate

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