

Choice Based Credit System (CBCS)

M.Ed. Ordinances, Regulations & Syllabus

Semester - I & II

Revised in 2011

In force from JUNE 2011

Course Co-ordinator

Dr. R. S. Patel

Professor & Head, Department of Education
Director, School of Psychology, Education and Philosophy



Gujarat University

Navrangpura, Ahmedabad

CBCS
M.Ed. ORDINANCES
&
REGULATIONS

(Revised in 2011)

IN FORCE FROM : JUNE-2011

G U J A R A T U N I V E R S I T Y

A H M E D A B A D

Choice Based Credit System (CBCS)

Ordinances & Regulations

For the P.G. M.Ed. Programme

(For the candidates to be admitted from the academic year 2011-2012 on wards)

ORDINANCE – M.Ed.

O. M.Ed. 1 : Eligibility :

A candidate seeking admission to M.Ed. Programme must satisfy the following conditions.

1. He/She must be a Bachelor of Education of Gujarat University or any other University recognized as equivalent for the purpose. He/She must have passed the bachelor of Education as a regular student or as a student of distance education.
2. He/She must have obtained at-least 50% marks at Bachelor of Education (B.Ed.) Candidate belonging to scheduled caste / Scheduled tribe must have obtained at least 45% marks at Bachelor of Education.
3. A candidate must have passed B.Ed. / B.Ed. Basic or B.Ed. special (from any recognize college of Education NCTE)
4. Course is run in University Department and other 13 Colleges of Education (PG) affiliated to the Gujarat University and recognized by NCTE.
5. Intake capacity of each of the Department and colleges is 35 as per the recognition of NCTE.
6. Centralized Admission procedure is decided and implemented by the Gujarat University.
7. Admission is given according to the norms established by NCTE, UGC and Gujarat University.
8. Reservation policy of the Gujarat State is followed for the admission.

OBJECTIVES :

- a. To enable the students to be innovative teachers and Educational Inspector.
- b. To enable the students to undertake or to take interest in research work in education.
- c. To equip the students for responsible positions in:
 1. Secondary/ Higher Secondary School as a Principal, Supervisor or Teacher.
 2. College of Education as Method Master, Assistant Professor, Principal etc.
 3. Department of Education. Assistant Professor, Associate Professor, Professor
 4. PTC College, DIET, Education Offices, ADI, EI, DEO etc.
- d. Institutions engaged in Educational Research, Education Planning, Educational Technology and Educational Administration.
- e. Educational Media Research Centre.

f. To equip the students to offer various educational field such as :

• Philosophical Foundation of Education	• Sociological Foundation of Education
• Psychological Foundation of Education	• Psychology of Human Abilities and Personality
• Introduction to Educational Research	• Methodology of Educational Research
• Career Guidance	• Process of Guidance and Counseling
• Introduction to Psychological Testing	• Psychological Test & Mental Measurement
• Introduction to Teacher Education	• Perspective in Teacher Education
• Educational Management	• Educational Planning & Financing
• Principles of Educational Measurement and Evaluation	• Tools & Techniques of Measurement and Evaluation
• Descriptive Statistics in Educational Research	• Application of Inferential Statistics in Educational Research
• Educational Technology	• Application of Educational Technology
• Curriculum Development and Transaction	• Curriculum Evaluation
• Introduction to Computer in Education	• Application of Computer in Education
• Introduction to Bhagwad Gita in Education	• Human Values in Bhagwad Gita

- **A candidate for the degree of Master of Education (M.Ed.) must have**
 - i. kept two Semesters (the First Semester and the Second Semester) of lectures on the theory and practice of education in P.G. College affiliated to the Gujarat University for the purpose of the M.Ed. Degree, and
 - ii. Completed a course of practical work extending over two Semesters to the satisfaction of the Head of the College in which the candidate is studying.
- The examination for the degree of M.Ed. shall consist of
 1. Semester – 1 examination
 2. Semester – 2 examination and
 3. Dissertation and other assignment works.

Division of marks, credit and allotment of time to each component of syllabus are described in the following labels (Table 1 and 2)

Semester – 1

No.	Course		No. of Hours			Marks		Credits
			Lectures	Practical	Total	Internal	External	
EDU 401	401 C	Philosophical Foundations of Education	45	-	45	30	70	3
EDU 402	402 C	Psychological Foundation of Education	45	-	45	30	70	3
EDU 403	403 C	Introduction to Educational Research	45	-	45	30	70	3
Elective (Optional) Papers								
(A student will select any one of the following course as a elective paper IV and V from each group)								
Elective (Optional) Paper – IV								
(Any One of the Following)								
EDU 404	404 EA	Career Guidance	45		45	30	70	3
	404 EB	Introduction to Psychological Testing						
	404 EC	Introduction to Teacher Education						
	404 ED	Educational Management						
Elective (Optional) Paper – V (Any One of the Following)								
EDU 405	405 EA	Principles of Educational Measurement & Evaluation	45		45	30	70	3
	405 EB	Descriptive Statistics in Educational Research						
	405 EC	Educational Technology						
	405 ED	Curriculum Development and Transaction						
Foundation Papers								
(A student will select any one of the following course as a foundation paper VI from following group)								
EDU 406	406 A	Introduction to Computer in Education (50% for practical work)	45	-	45	30	-	-
	406 B	Introduction to Bhagwad Gita in Education						
Note: The foundation courses are to be conducted by the colleges/Department themselves. The cause shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain passing minimum marks to become eligible for the final semester (1 and 2) examination/award of the M.Ed. Degree.								
Practical, projects and other Assignment work								
EDU 407	407 A	Internship Programme, Symposium, Seminar, Workshop, Communication Skill, Internal Exam*	8	75	83	50		9
	407 B	Dissertation : Guidance and discussion for Title, Review of Literature and Tools	15	48	63			
	407 C	Library Work		40	40			
Total			293	163	456	230*	350	24

Internal Marks:

	Description	Marks	Total Marks
A	Internship Programme: In Primary Teachers' Training (PTC) College	10	50
	Symposium : (On Title of Dissertation)	10	
	Seminar : (On any One Foundation Paper and Research Tool)	10	
	Workshop : (On Preparation of Proposal)	10	
	Communication Skill	05	
	Attendance	05	
B	Internal Examination of 5 Papers (30 marks for each subject)	150	150
C	Foundation Paper: 30 Marks (Proposnet Marks from 100 of this paper)	30	30
Total Marks		180	230
Note: Assign direct credit for Internal Marks			

Semester – 2

No.	Course		No. of Hours			Marks		Credits
	Compulsory Paper/Core Papers		Lectures	Practical	Total	Internal	External	
EDU 408	408 C	Sociological Foundations of Education	45	-	45	30	70	3
EDU 409	409 C	Psychology of Human Abilities and Personality	45	-	45	30	70	3
EDU 410	410 C	Methodology of Educational Research	45	-	45	30	70	3
Elective (Optional) Papers								
(A student will select any one of the following course as a elective paper IV and V from each group)								
Elective (Optional) Paper – IV (Any One of the Following								
EDU 411	411 EA	Process of Guidance and Counseling	45		45	30	70	3
	411 EB	Psychological Test and Mental Measurement						
	411 EC	Perspective in Teacher Education						
	411 ED	Educational Planning & Financing	(23)	(22)				
Elective (Optional) Paper – V (Any One of the Following								
EDU 412	412 EA	Tools & Techniques of Measurement and Evaluation	45		45	30	70	3
	412 EB	Application of Inferential Statistics in Educational Research						
	412 EC	Application of Educational Technology						
	412 ED	Curriculum Evaluation						
Foundation Papers								
(A student will select any one of the following course as a foundation paper VI from following group)								
EDU 413	413 A	Application of Computer in Education (50% for practical work)	45	-	45	30	-	-
	413 B	Human Values in Bhagwad Gita						
Note: The foundation courses are to be conducted by the colleges/Department themselves. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain passing minimum marks to become eligible for the final semester (1 and 2) examination/award of the M.Ed. Degree.								
Practicals, Projects and other Assignment work								
EDU 414	414 A	Internship Programme, Symposium, Seminar, Workshop, Communication Skill, Internal Exam**	8	75	83	50		9
	414 B	Dissertation: Guidance and discussion for Data Analysis and preparation of dissertation.	15	48	63			
	414 C	Library Work		40	40			
EDU 415		Evaluation of Dissertation					150	9
		Viva (Based on dissertation and other assignment work)					50	3
Semester – 2 Total			293	163	456	230	550	36
Semester – 1 Total			293	163	456	230	350	24
Grand Total			-	-	-	460	900	60**

Internal Marks:

	Description	Marks	Total Marks
A	Internship Programme: In Primary Teachers' Training (B.Ed.) College	10	50
	Symposium : (On Title of Dissertation)	10	
	Seminar : (On any One Foundation Paper and Research Tool)	10	
	Workshop : (On Preparation of Proposal)	10	
	Communication Skill	05	
	Attendance	05	
B	Internal Examination of 5 Papers (30 marks for each subject)	150	150
C	Foundation Paper: 30 Marks (Proposed Marks from 100 of this paper)	30	30
Total Marks		180	230
Note: Assign direct credit for Internal Marks			

** Though Credits of theory papers, only, will be considered for giving grades, students have to complete all the assignment and submission work for being awarded M. Ed. degree.

The M.Ed. Examination of Part-I of semester-I/semester-II for a candidate may be taken only after he/she has attended minimum 15 weeks at P.G. education college as required in O. M.Ed-1 Candidates will not be permitted to appear in the final semester examination unless they produce a completion certificate of practical work done to the satisfaction of the Head of the Education College at the end of each semester.

O.M.Ed-2 : Duration of Course :

A candidate admitted to the M.Ed. Programme shall undergo a regular course of study for one academic year, that is, two semesters. Semester-I shall be from June/July to October/November and semester-II shall be from November / December to April/May. There shall be not less than 90 working days which shall comprise 450 teaching/working hours for each semester. (Exclusive of the days for the conduct of University or external end-semester examinations). A candidate can avail a maximum of 4 Semesters (2 years), in a continuous stretch of 1 years from the date of admission to complete M.Ed. Degree.

O. M.Ed. 3 : Courses offered at P.G. M.Ed. Programme :

M.Ed. (Master of Education)

O. M.Ed. 4 : The CBCS System :

All Programmes shall be run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and grlobalization in higher education.

O. M.Ed. 5 : Courses in Programme :

The PG M.Ed. Programme consists of a number of courses. The term ‘Course’ is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of courses suggested for the P.G. M.Ed. Programme.

Core Course	: EDU 401, EDU 402, EDU 403, EDU 408, EDU 409, EDU 410
Elective (Optional) Course	: EDU 404 (EA, EB, EC, ED), EDU 405 (EA, EB, EC, ED), EDU 411 (EA, EB, EC, ED), EDU 412 (EA, EB, EC, ED)
Foundation course	: EDU 406 A, EDU 406 B, EDU 413 A, EDU 413 B

The Foundation Courses are meant to develop the students’ computer skill and Social Awareness and Value Education at the PG level. Core courses are the basic courses must be required for each of the programme of study and Elective courses are the optional courses and student have to choose any one from each group.

O M.Ed. 6 :

The UGC recommended Certificate Course on Environmental Studies is to be offered in the second semester of all the PG programmes as foundation course compulsorily. However, the students doing M.Ed. programme have already done the course at B.Ed./B.A/B.com/B.Sc. level, **so, they are exempted from doing this course compulsorily.**

O. M.Ed. 7 :

Extra-Curricular Activities : These should be carried out outside the class hours, e.g. NSS, NCC, participation in Youth welfare activities/Sports at National or International Level will be assigned two additional credits/year. **(May be implemented later)**

O. M.Ed.8 : Semesters :

An academic year is divided into two semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes. Each week has 36 working hours spread over 6 days a week.

O. M.Ed. 9 : Credits :

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, In case of Internship programme, symposium, seminar, workshop, communication skill and internal exams assigned 9 credits in each semester. However, in no instance the credits of a course can be greater than the hour allotted to it.

The total minimum credits, required for completing a PG M.Ed. programme is **60 credits** (semester-I 24 credits and for semester-II 36 credits). The details of credits for individual components and individual courses are given the O. M.Ed. -1 and Annexure-I.

O. M.Ed. 10 : Course :

Each course is to be designed variously under lectures / Internship programme/ symposium/ seminar/ workshop/ communication skill /internal exams/ Dissertation Work & Viva etc., to meet effective need of teacher educators by M.Ed. Programme.

O. M.Ed. 11 : Examinations :

- (i) There shall be examinations at the end of each semester, for first semester in the month of October/November: for second semester in the month of April / May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in October/November or April/May.
- (ii) A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates are not permitted to move to the next semester. Such candidates shall re-do the semester in the subsequent turn of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

O. M.Ed. 12 : Condonation :

Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

O. M.Ed. 13 : Questions Paper Pattern :

Question Paper shall have four questions corresponding to four units of each theory course. Question No. 5 shall have objective type of questions to be asked from all the four units of the theory course by giving equal weightage.

O. M.Ed. 14 : Evaluation :

The performance of a student in each course is evaluated in term of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher educator as well as by an end semester examination and will be consolidated at the end of the course. The components for continuous internal assessment are :

Allotment of 30 internal marks of each paper

One Tests	15 Marks (Second/repeat test/Unit Test for genuine absentees)
Seminar / Quiz or Questioning	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component for continuous assessment, although the students should put in minimum of 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written-type examinations of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

O. M.Ed. 15 : Passing Minimum :

The passing minimum for CIA (Continues Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks), where the candidate is required to appear for the internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semester (2 chance will be given) by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). However a student is required to score at least 50% as aggregate marks for the award of M.Ed. Degree.

O. M.Ed. 16 : Grading :

Once the marks the CIA (Continues Internal Assessment) and end semester examinations for each of the courses are available, they will be added. The marks thus obtained will then be graded as per details provided in R. M.Ed. 3 from the first semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA). These two are Calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where C_i is the Credit earned for the course is in any semester; G_i is the Grade point obtained by the student for the course i and n number of courses passed in that semester.
CGPA = SGPA of all the Courses starting from the first semester to the current semester.

Note : The GPA and CGPA shall be calculated separately for the following three parts :
Part I : (Core papers); part II : (Elective papers) and Part III : (Dissertation EDU415)
Note: Examples for the calculation of GPA & CGPA are explained in R.M.Ed.17.

O. M.Ed. 17 : Classification of Final Results :

- (i) For each of the three parts, there shall be separate classification on the basis of CGPA as indicated in R. M.Ed. 4.
- (ii) For purpose of declaring a candidate to have qualified for the Degree of M.Ed. in the first class/second class/pass class or first class with Distinction, the marks and the corresponding CGPA earned by the candidate in Part III alone will be the criterion, provided he/she has secured the prescribed passing minimum in Part-I and Part-II. It is further provided that the candidate should have scored the First/Second class separately in both the grand total and end Semester (External) examination.
- (iii) Grade in Part IV Extension and Extra Curricular Activities shall be shown separately and it shall not be taken into account for classification.

O. M.Ed. 18 : Conferment of the M.Ed. Degree :

- (i) A candidate shall be eligible for the conferment of the Degree of M.Ed. only if he/she has earned the minimum required credits for the programme prescribed therefore (i.e. 60 Credits).
- (ii) A candidate shall be required to pay Rs. 500/- towards the conferment of the Degree of MEd. which shall be enhanced by a 10% increase every three years and rounded off to the next 10/- rupees stage.

O. M.Ed. 19 : Examinations :

- (i) The University shall conduct the External or End semester Examination for the Semester-I and II. The Internal Examination for the Semester I and II shall be conducted by the concerned colleges/department themselves. However, the common format of question paper suggested and / or prepared by the University has to be followed by all the colleges for Examination of Internal practical, Core, Elective and the Foundation courses.
- (ii) The Examination fees for all end semester examination shall be Rs.500 + 300 (Dissertation assessment fee) which shall be enhanced by a 10% increase every three years and rounded off to a next 10 rupees stage.

O. M.Ed. 20 : Self -Financing Stream :

The above Ordinances shall be applicable also for the candidates undergoing the programmes in self-financing stream.

O. M.Ed. 21 : Grievance Redressal Committee :

The college shall form a Grievance Redressal Committee for each course in each college with the Course teacher / Principal and the HOD of the faculty as the members. This Committee shall solve all grievance relating to the Internal Assessment marks of the students.

O. M.Ed. 22 : Transfer of Credits :

In case of foundation courses, students are permitted to transfer their course credits from Center for Distance Education (CDE) of any University to Regular Stream and Vice-Versa. Similarly, they are also permitted to transfer their course credits from other state or central universities after verification of eligibility criteria.

O. M.Ed. 23 : Revision of Ordinance, Regulations and Curriculum :

The University may from time to time revise, amend and change the Ordinances, the Regulations and the Curriculum, if Found necessary.

REGULATIONS – M.Ed.

Edu.R.M.Ed. 1 :

The M.Ed. Programme for full time course consists of three core papers and two elective (optional) papers and one foundation paper in each of the semesters as shown in Edu. R. 16 and a dissertation of 200 marks (Including Viva Voce of 50 marks based on dissertation) and will be of one year duration.

Edu. R. M.Ed. 2 :

The dissertation shall be on an educational topic approved by the University. The student has to get his/her topic of the dissertation approved from the university/ department within a month from the date of commencement of the course in the respective year. Such approval should normally be communicated from the university to the student before the end of August of the respective year. If a Research Topic selected by any student is not approved, he will have liberty to select another for the approval, provided that in all such cases a Research topic is not approved **before the date of Registration. Without approval of the topic of the dissertation the student will not be registered as a Post Graduate student.**

Edu. R.M.Ed. 3 :

Teacher of the university department or of M.Ed. colleges/B.Ed. Colleges the recognized post-graduate teacher shall guide the student(s) for the M.Ed. Dissertation for at least one period in a week in both the semesters. The consent of the guide must be taken by the institution for guiding the students. This period shall be considered equivalent to one teaching period.

Edu. R.M.Ed. 4:

- (i) There will be one internal examination in each of the semesters in which student has to obtain at least 40% marks in each of the core, elective and foundation papers and 50% in aggregate of the total marks. Otherwise he/she will not be allowed to appear in final examinations of the respective semester.
- (ii) Final examination at the end of each semester will be held by the university.
- (iii) If the student gets less than 40% of the marks in any of the core, elective (optional) and foundation papers and/or less than 50% marks in aggregate in final examination of First Semester, he/she will have to clear first semester examinations along with the university examination of second semester to get the degree of M.Ed.
- (iv) The students appearing at M.Ed. Examination should submit his or her dissertation one month before the commencement of the final written examinations of Semester -2, which will be held by the University at the end of the second semester. Affiliated colleges are required to submit dissertations of their students to the Department of Education of the university. A student cannot appear in final examination of semester – 2 without submission of his or her dissertation.

Edu. R.M.Ed. 5 :

Grading of the Courses

Percentage / Marks (Normalized)	Grade Points	Grade	Description
Above 85	8.5 – 10.0	O+	Outstanding
70 – 84.99	7.0 – 8.49	O	Excellent
60 – 69.99	6.0 – 6.99	A	Very good
55 – 59.99	5.5 – 5.99	B+	Good
48 – 54.99	4.8 – 5.49	B	Fair
36 – 47.99	3.6 – 4.79	C	Average
Below 36	0.0	D (Dropped)	Dropped or Fail

Final Result

CGPA From-to	Letter Grade	Classification of Final Result
8.5 - 10.0	O+	First class with Distinction
7.0 - 8.49	O	
6.0 - 6.99	A	First Class
5.5 - 5.99	B+	Higher Second Class
4.8 - 5.49	B	Second Class
3.6 - 4.79	C	Pass Class
Below 3.6	D	Dropped or Fail

Edu R.M.Ed. 6 :

The total number of external marks for Semester-I/II Examination shall be 900 Marks (700 theories + 200 Dissertation), each paper carrying 70 marks. The paper shall be framed as per R.M.Ed. 11.

Note : Division of marks, credit and allotment of time of each component of syllabus is given in the O.M.Ed.-1 & Appendices-I

Edu. R.M.Ed. 7 :

One Soft copy and two hard copies of the dissertation and two copies of synopsis of the dissertation are to be submitted to the Department of Education, Gujarat University, Ahmedabad, in type-written or printed form by the students or Concern College one month before the commencement of annual written examinations.

Edu. R.M.Ed. 8 :

The following are the detailed syllabus of the theory papers :

MASTER OF EDUCATION (M.Ed.): Full time

(In Force from June, 2010)

The purpose of the M.Ed. programme is to prepare learners for higher level functions in education including teacher educations, which have a broad understanding of all the contemporary concerns of education like.

• Philosophical Foundation of Education	• Sociological Foundation of Education
• Psychological Foundation of Education	• Psychology of Human Abilities and Personality
• Introduction to Educational Research	• Methodology of Educational Research
• Career Guidance	• Process of Guidance and Counseling
• Introduction to Psychological Testing	• Psychological Test & Mental Measurement
• Introduction to Teacher Education	• Perspective in Teacher Education
• Educational Management	• Educational Planning & Financing
• Principles of Educational Measurement and Evaluation	• Tools & Techniques of Measurement and Evaluation
• Descriptive Statistics in Educational Research	• Application of Inferential Statistics in Educational Research
• Educational Technology	• Application of Educational Technology
• Curriculum Development and Transaction	• Curriculum Evaluation
• Introduction to Computer in Education	• Application of Computer in Education
• Introduction to Bhagwad Gita in Education	• Human Values in Bhagwad Gita

The purpose is to develop an educational leader with vision.

STANDARD OF PASSING

Edu. R.M.Ed. 9 :

- (i) To pass the final examinations of First Semester, a student is required to pass separately in each of the Core, Elective (Optional) Papers. The student has to get at least 40% marks in each subject and 50% marks in aggregate.
- (ii) If the student is unable to pass the final examinations of first semester, he/she will be allowed to join second semester but he/she has to reappear in final examinations of first semester along with the final examinations of second semester. His/ her result of second semester examinations will be declared only after the clearance of all the papers of first semester, according to sub rule i of Edu. R. M.Ed. 9.
- (iii) If the student will be unable to pass in all the subjects, he/she will have to reappear in the examination to pass in that/those subject/subjects only in which he would get less than 50% of marks within the time period shown in sub rule iv and onwards of Edu. R.M.Ed.7.
 - (a) The class of passing and grade obtained in examinations will be given by combining the marks obtained by the students in both the final examinations held by the university at the end of each semester.
 - (b) After completing the first semester successfully, no grade or class will be given for the marks obtained in final examinations of First Semester.
 - (c) Criteria for getting class for the student passing the examination successfully are as under.

Grading of the Courses

Percentage / Marks (Normalized)	Grade Points	Grade	Description
Above 85	8.5 – 10.0	O+	Outstanding
70 – 84.99	7.0 – 8.49	O	Excellent
60 – 69.99	6.0 – 6.99	A	Very good
55 – 59.99	5.5 – 5.99	B+	Good
48 – 54.99	4.8– 5.49	B	Fair
36 – 47.99	3.6 – 4.79	C	Average
Below 36	0.0	D (Dropped)	Dropped or Fail

Final Result:

CGPA From-to	Letter Grade	Classification of Final Result
8.5 – 10.0	O ⁺	First class with Distinction
7.0 - 8.49	O	
6.0 - 6.99	A	First Class
5.5 - 5.99	B ⁺	Higher Second Class
4.8 - 5.49	B	Second Class
3.6 - 4.79	C	Pass Class
Below 3.6	D	Dropped or Fail

- (d) If in any case the student applies for rechecking or reassessment for any of the subject and his/her marks will be increased in any subject, he/she will not be entitled for any university award.

- (iv) To pass the final examinations of Second Semester, a student is required to pass separately in each Paper and dissertation. The student has to get at least 40% marks in each of the core and elective (optional) papers and at least 50% marks in dissertation and 50% marks in aggregate.
- (v) If the student cannot pass the examination of the second semester, he/she will be given two more chances to appear in the final examinations of the Second Semester held by the university in next two subsequent years only. If he/she cannot pass the examination within three years including the first year, he/she has to get the admission again to get his/her academic year granted and he/she has to again start the study from the first semester..
- (vi) The degree will be awarded after completing the Second Semester successfully.
- (vii) **Edu.R.M.Ed. 7 i/ii/iii/iv/v/vi** will again be applicable to the student, who will get readmission, from the commencement of the course in year in which he/she will get the admission.

Edu. R.M.Ed.10 :

If a candidate passes in the dissertation but fails in aggregate papers, the marks obtained by him in the dissertation shall be carried over to subsequent year or years. If a candidate passes in the aggregate of papers and fails in the dissertation only, the marks obtained by him in the papers shall be carried over to subsequent year or years but he/she has to **submit another dissertation on new topic** (Other than selected before by the student) in the subsequent years as shown in **R.M.Ed.7 iii/iv/v/vi**.

If a candidate fails in aggregate of papers either in the examination held at the end of First Semester or Second Semester both, may be exempted from appearing in paper or papers wherein he or she has secured minimum 50 percent marks.

Candidates whose marks are carried over under this regulation shall be declared to have passed the examination and shall not be eligible for any University awards.

Edu. R.M.Ed. 11 : Format of Question Paper :

1. All the papers will be of 3 hours duration and 70 Marks each.
2. The paper setter should follow the weightage of unit-1 & 2 and unit-3 & 4 properly in the question paper.

**Structure of Question Paper will be as under for all the subjects
(For both the semesters)**

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

- Note :**
- (1) For the foundation paper the college/Department should follow the structure of **Introduction to Computer Education (Sem.1)** and **Application Computer in Education (Sem.2)** will be divided in two parts theory 50 marks 2 hours and practical 50 marks 2 hours. The structure of the theory question paper will be of four questions and it will be followed the propoosnetly the above structure.
 - (2) For the foundation paper the college/Department should follow the structure of **Introduction to Bhagwad Gita in Education (Sem.1)** and **Human Values in Bhagwad Gita (Sem.2)**.The question paper will be of four questions and carry 100 Marks. It will be followed the propoosnetly the above structure.

Edu. R.M.Ed. 12 : Conversation Table for M.Ed. Course

% of Marks from-to	Grade Point	CGPA From-to	Letter Grade	Description	Classification of Final Result
Above 85	8.5 – 10.0	8.5 – 10.0	O+	Outstanding	First class with Distinction
70 – 84.99	7.0 – 8.49	7.0 – 8.49	O	Excellent	
60 – 69.99	6.0 – 6.99	6.0 – 6.99	A	Very Good	First Class
55 – 59.99	5.5 – 5.99	5.5 – 5.99	B+	Good	Higher Second Class
48 – 54.99	4.8 – 5.49	4.8 – 5.49	B	Fair	Second Class
36 – 47.99	3.6 – 4.79	3.6 – 4.79	C	Average	Pass Class
Below 36	0.0	0.0	D	Dropped or Fail	Dropped or Fail

Note: The credit shall be considered only in whole number. Any conversion of the percentage into the credit which is greater than and equal to 0.5 credit shall be considered as 1(one) on the counter part less than 0.5 credits shall not be considered.

Edu.R.M.Ed. 13 :

Calculation of **Semester Grade Point Average (SGPA)** and **Credit Grade Point (CGP)** and declaration of class for P.G. M.Ed. Programme.

The credit grade points are to be calculated on the following basis :

$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$
--

Example - I

Marks obtained by Student in course EDU 401 C = $\frac{68}{100}$

∴ percentage of marks = 68 %

∴ Grade from the conversion table is = A

∴ Grade Point = $6.0 + 8 \left(\frac{0.99}{9.99} \right)$

= 6.0 + 0.79

= 6.79

The Course Credits = 2

∴ Credits Grade Point = 6.79×2

= 13.58

$\therefore \text{CGP of the student in course EDU 401 C} = 13.58$
--

Example - II

Marks obtained by Student in course EDU 404 EA = $\frac{40}{70}$

∴ Percentage of Marks = 57.14 %

∴ Grade from the conversion table is = B⁺

∴ Grade Point = $5.5 + 2.14 \left(\frac{0.49}{4.99} \right)$

= 5.5 + 0.23 = 5.73

Course Credits = 2

∴ Credits Grade Point = 5.73×2

= 11.46

$\therefore \text{CGP of the student in course EDU 404 EA} = 11.46$

The SGPA will be calculated as an weighted average of all the grade point of the semester courses. That is

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

As per example for SGPA

Semester – I M.Ed. Examination

Course No.	Marks obtain/70	Percentage of Marks	Grade Point	Credit	Credit Grade Point
EDU-401 C (Comp. paper)	56	80.00	7.10	3	21.30
EDU-402 C (Comp. paper)	58	82.86	7.28	3	21.84
EDU-403 C (Comp. paper)	47	67.14	6.70	3	20.10
EDU-404 EA (Optional Papers)	43	61.43	6.14	3	18.42
EDU-405 EB (Optional Papers)	51	72.86	7.03	3	21.09
Total	255			15	102.75

$$\text{SEMESTER GRADE POINT AVERAGE (SGPA)} = \frac{102.75}{15} = 6.85$$

(SGPA) for M.Ed. Student in Semester-I = 6.85

(SGPA) for M.Ed. Student in Semester-II = 6.22

Total = 13.07

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{13.07}{2} = 6.54$$

$$\therefore \text{CGPA} = 6.54$$

The cumulative grade point average will be calculated as the average of the SGPA of the two semesters, as shown above.

For the award of the class CGPA shall be calculated on the basis of :

- (a) End Semester External Examination Marks
- (b) Total Marks obtained (End Semester External Examination Marks + (Marks for internal assessment) for each course.

The final Class for M.Ed. Degree shall be awarded on the basis of lowest CGPA of (a) & (b) of First & Second semester examinations. However, the marks of foundation courses shall not be counted for the award of class, provided a candidate has secured at least minimum passing marks in Foundation courses both in internal & external examinations.

CBCS
M.Ed. SYLLABUS
SEMESTER - I

(Revised in 2011)

IN FORCE FROM : JUNE-2011

Semester – 1

No.	Course		No. of Hours			Marks		Credits
			Lectures	Practical	Total	Internal	External	
EDU 401	401 C	Philosophical Foundations of Education	45	-	45	30	70	3
EDU 402	402 C	Psychological Foundation of Education	45	-	45	30	70	3
EDU 403	403 C	Introduction to Educational Research	45	-	45	30	70	3
Elective (Optional) Papers (A student will select any one of the following course as a elective paper IV and V from each group)								
Elective (Optional) Paper – IV (Any One of the Following)								
EDU 404	404 EA	Career Guidance	45		45	30	70	3
	404 EB	Introduction to Psychological Testing						
	404 EC	Introduction to Teacher Education						
	404 ED	Educational Management						
Elective (Optional) Paper – V (Any One of the Following)								
EDU 405	405 EA	Principles of Educational Measurement & Evaluation	45		45	30	70	3
	405 EB	Descriptive Statistics in Educational Research						
	405 EC	Educational Technology						
	405 ED	Curriculum Development and Transaction						
Foundation Papers (A student will select any one of the following course as a foundation paper VI from following group)								
EDU 406	406 A	Introduction to Computer in Education (50% for practical work)	45	-	45	30	-	-
	406 B	Introduction to Bhagwad Gita in Education						
Note: The foundation courses are to be conducted by the colleges/Department themselves. The cause shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain passing minimum marks to become eligible for the final semester (1 and 2) examination/award of the M.Ed. Degree.								
Practical, projects and other Assignment work								
EDU 407	407 A	Internship Programme, Symposium, Seminar, Workshop, Communication Skill, Internal Exam*	8	75	83	50		9
	407 B	Dissertation : Guidance and discussion for Title, Review of Literature and Tools	15	48	63			
	407 C	Library Work		40	40			
Total			293	163	456	230*	350	24

Internal Marks:

	Description	Marks	Total Marks
A	Internship Programme: In Primary Teachers' Training (PTC) College	10	50
	Symposium : (On Title of Dissertation)	10	
	Seminar : (On any One Foundation Paper and Research Tool)	10	
	Workshop : (On Preparation of Proposal)	10	
	Communication Skill	05	
	Attendance	05	
B	Internal Examination of 5 Papers (30 marks for each subject)	150	150
C	Foundation Paper: 30 Marks (Proposnet Marks from 100 of this paper)	30	30
Total Marks		180	230
Note: Assign direct credit for Internal Marks			

Format of Question Paper :

1. All the papers will be of 3 hours duration and 70 Marks each.
2. The paper setter should follow the weightage of unit-1 & 2 and unit-3 & 4 properly in the question paper.

**Structure of Question Paper will be as under for all the subjects
(For both the semesters)**

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

Philosophical Foundations Of Education

SEMESTER – I

Course Objectives :

To enable student to

1. Understand the scope and application of educational philosophy and sociology.
2. Acquaint him self with the philosophical and sociological theories underlying educational principles.
3. Appreciate the role of education in development on and 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

- 1.1 Nature, Definition, Concept, Function and understanding of Philosophy and Educational Philosophy.
- 1.2 Scope of Philosophy
- 1.3 Relationship between Philosophy and Education
- 1.4 Fundamental philosophical Issues
 - **Meta physical Issues** : The issues with special reference to ontology, cosmology and theology
 - **Epistemological Issues** : The issues special reference to Reality & objectivity, worth of knowledge and Truth.
 - **Axiological Issues** : Ethics and aesthetic branch. Its origin and scope.

Unit 2 A Comparative Study of The Schools of Philosophy

- 2.1 Naturalism
- 2.2 Pragmatism
- 2.3 Idealism
- 2.4 Existentialism
- 2.5 Keeping in view the following aspects
 - Principles and general maxims
 - Aims of Education
 - Curriculum
 - Teaching Methods
 - Discipline
 - Teacher-pupil relationship and their place in education.
 - Beliefs about nature of knowledge, Morality, Values.

Unit 3 Impact Of Educational Philosophy Of Some Indian Philosopher

- 3.1 Mahatma Gandhiji
- 3.2 Dr. S. Radhakrishnan
- 3.3 Maharshi Arvind
- 3.4 Ravindranath Tagore
- 3.5 Keep in mind the following points.
 - Concept of Education
 - Effect of their contribution on philosophies.
 - Specific contribution and its relevance with contemporary educational practice.

Unit 4 Indian School Of Philosophy

- 4.1 Upnishad
- 4.2 Bhagvad Gita
- 4.3 Jainism
- 4.4 Buddhism
- 4.5 Keep in view the following points
 - Thematic Content
 - Aims of Education
 - Curriculum
 - Teaching Methods
 - Discipline

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Learning Theories And Development Of Learner

SEMESTER – I

COURSE OBJECTIVES :

1. To enable the students to understand concept and process of educational psychology as an applied science.
2. To enable the learner to understand implications of psychological theories for Education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits.

Unit 1 Introduction to Educational Psychology :

- 1.1 **Psychology** : Meaning and Definition of Psychology, Meaning of Behavior
- 1.2 **Educational Psychology** : Definition, Nature, and Scope of Educational Psychology, Contribution of Educational Psychology to Education

Unit 2 Human Development :

- 2.1 **Growth** : Definition and Characteristics of Growth
- 2.2 **Development** : Definition, Characteristics and Principles of Development, Factors Influencing Development, Stages of Development, Characteristics of Infancy / Early Childhood, Late Childhood, and Adolescence Period, Educational Implications of Infancy, Late Childhood and Adolescence, Problems of Adolescence Period.
- 2.3 **Piaget's Theory of Cognitive Development**: Terminologies- Schema, Cognitive Structure, Reflexes, Organization, Adaptation, Assimilation, Accommodation. Stages and Educational Implications of Cognitive Development

Unit 3 Learning :

- 3.1 **Learning** : Definition, meaning and Characteristics of Learning
- 3.2 **Learning Curve**: Meaning, Types, Characteristics, Plateaus in Learning, Causes of Plateaus, Suggestions to remove plateaus.
- 3.3 **Bruner's Theory of Discovery Learning** : Meaning, Meaning of Concept, Modes of Knowledge Representation, Measures to Make Discovery Learning Effective, Advantages and Limitations of Discovery Learning
- 3.4 **Gagne's Theory of Learning**: Hierarchy of Types of Learning and Conditions of Learning, and events of learning.
- 3.5 **Other Theories of Learning** : Learning by Trial and Error (Thorndike), Learning by Conditioning (Classical conditioning – Pavlov, Operant Conditioning – Skinner), Learning by Contiguity (Guthrie), Drive Reduction Theory (Hull), Learning by Insight, Sign – Gestalt theory of learning.
- 3.6 Information processing model of memory concept of STM, LTM, Factors affecting memory

Unit 4 Group :

- 4.1 **Group** : Definitions and Meaning of Group, Characteristics of Human Group.
- 4.2 **Types of Group** : Cooley's Classification, General Classification
- 4.3 **Group Dynamics** : Definition & Meaning of Group Dynamics, Factors Affecting Group Dynamics, Group Process, Teacher's Role in Group Dynamics, Classroom Environment
- 4.4 **Sociometry** : Definition of Sociometry Meaning of Sociometry Steps of Preparing Sociometry, Points to be Kept in Mind while Preparing Sociometry, Sociogram, Sociometric Grouping of the Students.

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M.Ed. Compulsory Paper : **EDU 403 C**
Introduction To Educational Research
SEMESTER – I

Objectives :

To enable student to understand

1. The meaning of scientific inquiry, Paradigm, Theory and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. The different strategies, approaches, methods of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of Sampling.
6. Various type of tools and data collection.
7. The broad canvas of Educational Research

Unit 1 Research in Education and Selection of Problem

1.1 Research in Education

- Meaning of Research & Educational Research
- Need & importance of Educational Research
- Characteristic of Educational Research
- Types of Research : Basic Research, Applied Research and Action research (Meaning, characteristic and difference)
- Importance of Educational Research for Teachers

1.2 Selecting the Research Problem

- Sources of research problem
- Characteristics of a good research problem
- Criteria used in a selecting problem
- Narrowing the range of the problem
- Drafting a research proposal

Unit 2 Steps in the Research Process

- 2.1 Identifying the problem
- 2.2 Objectives and Hypothesis or Research Question
- 2.3 Reviewing related Literature
- 2.4 Variables :
 - Identification
 - Types : Dependent, Independent, Control, Moderate, Inter- Veining
 - Operational Definitions
 - Manipulating
 - Controlling
- 2.5 Methods of research
- 2.6 Sampling procedure
- 2.7 Tools to be used and preparation thereof
- 2.8 Data collection
- 2.9 Statistical analysis and interpretations
- 2.10 Writing a research report

Unit 3 The Research Hypothesis

- 3.1 Meaning, Types and Forms of Hypothesis
- 3.2 Criteria for construction and Evaluation of Hypothesis
- 3.3 Involving variables in hypothesis
- 3.4 Testing Hypothesis
 - Parametric methods
 - Non parametric methods
- 3.5 Criteria for accepting or rejecting hypothesis

Unit 4 Sampling Techniques

- 4.1 Meaning of Population and Sample
- 4.2 Importance of sampling
- 4.3 Characteristic of a good sample
- 4.4 Size and appropriateness of sample
- 4.5 Sampling techniques :
 - **Probability samples** : Simple random sampling, stratified random sampling, systematic sampling, cluster sampling
 - **Judgment samples** : Incidental sampling, Purposive sampling, Quota sampling
 - **Other sampling techniques** : Sampling by pairs, double sampling, sequential sampling
- 4.6 Advantages and limitations of different types of sample
- 4.7 Mistakes often made in sampling

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Career Guidance

SEMESTER – I

COURSE OBJECTIVES :

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

Unit 1 Guidance, Types and Agencies of Guidance

1.1 Guidance

- Concept, Assumptions, Issues and problems of guidance
- Need, Scope and Significance of guidance

1.2 Educational Guidance

- **Types of guidance :**
 - Vocational and Personal guidance
 - Group guidance
- Role of the teacher in guidance
- **Agencies of guidance :**
 - National
 - State level

Unit 2 Principles of Guidance

- 2.1 Educational Guidance
- 2.2 Principles of all guidance
- 2.3 Guidance and curriculum, guidance and classroom learning

Unit 3 Vocational Guidance and its approaches

- 3.1 Vocational Guidance
- 3.2 Various Motives associated with work
- 3.3 Career development – Ginzberg's theory about guidance, Holland's Theory of Vocational Choice
- 3.4 Approaches to career guidance, Vocationalisation of secondary education and career development.

Unit 4 Guidance of Children with special needs

- 4.1 Problems and needs
- 4.2 Guidance of the gifted
- 4.3 Guidance of Under – achiever and first generation learners
- 4.4 Role of the teacher in helping children with special needs

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M.Ed. Elective (Optional) Paper : **EDU 404 EB**
Introduction To Psychological Testing
SEMESTER – I

Course Objectives

The Student

1. Understand the meaning and nature of psychological testing and its underlying principles.
2. Knows the process of test construction and test standardization.
3. Selects proper tests for measurement
4. Administers Scores tests and interpret results of Psychological Tests properly.
5. Appreciates the need to have a wide range of test material in the school and other educational institutions
6. Knows elementary test statistics

Unit 1 Introduction to Psychological Tests

- 1.1 The meaning and nature of psychological testing
- 1.2 Definition of a Psychological Test
- 1.3 Types of Tests e. g. Individual vs. Group, Norm reference vs. Criterion referenced, Paper-Pencil test and performance test, etc.
- 1.4 Characteristics of a good test
- 1.5 Uses of Tests
- 1.6 Miss-use of Psychological Tests and Safeguards for avoiding misuses

Unit 2 Test Constructions and Standardization

- 2.1 Classification of what is to be measured
- 2.2 Steps of Standerdization
 - 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.
- 2.3 Item analysis qualitative as well as quantitative
- 2.4 Item selection
- 2.5 Special factors to be considered in test-construction, format, time, administration, mode of answer, scoring, etc.
- 2.6 Sampling procedures – need and purpose, major types, sample for pilot studies, item analysis and final run.
- 2.7 Standardization of administration procedure for final run.
- 2.8 General procedure from the selection of traits to establishing reliability and validity.

Unit 3

- 3.1 Norms :
 - Need of norms, its definition
 - Different types of norms and their derivation
 - Criteria for type of norms with its justifications
 - Verbal interpretation of different norms i. e. Interpretation of test results.
 - Use of Norms
- 3.2 Usability of the standardized test and the standardize test available in Gujarat.

Unit 4 Reliability and Validity of Standardized test:

4.1 Reliability

- Definition, different types of reliability, its estimation procedures
- Pros and cons of each types of reliability

4.2 Validity :

- Definition, different types of validity
- Pros and cons of each type of validity
- Relationship between reliability & validity

4.3 Expectancy Tables, Cut off Score

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Introduction To Teacher Education

SEMESTER – I

Objectives :

1. To acquaint students with the need, concept and objectives of Teacher Education.
2. To acquaint students with the history of Teacher Education in India.
3. To enable the students understand the Importance of teaching profession in Indian society.

Unit 1 Need and History of Teacher Education In India :

- 1.1 Teacher Education in ancient India.
- 1.2 Teacher Education in pre and post-independence period in India.
- 1.3 Need of Teacher Education programme for primary, secondary and higher secondary level of education.

Unit 2 Nature, Objectives and Structure of Teacher Education :

- 2.1 **Nature :** Teacher Education as Science and as Art. Factors that make the teacher education Science and/or Art.
- 2.2 **Objectives :** Objectives of teacher education programme for Pre-primary, Primary, Secondary and Higher secondary level of education.
- 2.3 **Structure :** Structure of teacher education programme for Pre-primary, Primary, Secondary and Higher secondary level of education.
- 2.4 Objectives and Structure of a programme for post-graduate studies in Teacher Education.

Unit 3 Teaching Practice and Simulation in Teacher Education Programme :

- 3.1 **Teaching Practice :** Meaning, Need.
- 3.2 **Types of Practice Teaching :**(1) Teaching Practice in Real Class Room Situation: Meaning and Need. (2) Simulation in Teaching Practice : Meaning and Need.
- 3.3 **Microteaching :** Meaning, need, role of Simulation in Micro teaching. Importance of micro teaching skills like Probing by Questioning, Illustrating with Examples, Explaining, Set-Induction and Stimulus Variation.
- 3.4 **Simulation Lesson :** Meaning, Form and Importance of Simulation Lesson, Simulation Lesson as a Bridge Lesson.
- 3.5 **Demonstration Lesson :** Meaning, Need, Care to be taken by teacher Educators, Role of the teacher trainees. Need of observation and feed-back by teacher educators and by teacher trainees.
- 3.6 **Patterns of Real Class-room Practice Teaching :**
 - One Period Lesson teaching: nature, assumptions, merits and demerits.
 - Block student teaching / off campus student teaching programme : nature, assumptions, merits and demerits.
 - Internship : principles, assumptions, merits and demerits.

Unit 4 Evaluation in Teacher Education:

- 4.1 Concept of evaluation and measurement
- 4.2 Objective of evaluation in teacher education
 - Pedagogical Theory
 - Practical Work
 - Practice Teaching
- 4.3 Types of evaluation : formative and summative, programme evaluation
- 4.4 Existing evaluation practices : internal vs. external evaluation
- 4.5 Modes of evaluation - Essay, objective, criterion reference, norm reference testing.
- 4.6 Utilization of evaluation for improvement of teacher education programme.
- 4.7 Systematic observation
- 4.8 Question Bank

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Educational Management

SEMESTER – I

COURSE OBJECTIVES :

1. To enable the Student to understand meaning, nature, scope, functions, principles and approaches of Educational management.
2. To enable the Student to understand the essentials of Educational management
3. To enable the Student to understand the Theory of Educational management
4. To enable the Student to understand and Evaluate the Management thought.

Unit 1 An Introduction to Educational Management

- 1.1 Meaning, Definition of Educational Management.
- 1.2 Nature of Educational Management
- 1.3 Management Philosophy, Management Philosophy & management style

Unit 2 Evaluation of Management thought.

- 2.1 Evaluation of management thought.
- 2.2 Steps in Evaluation of management
 - Management in Ancient Civilization
 - Management in Medieval Period
 - Management in the Period of Industrial Revolution
 - The period of Systematic Development of Management
- 2.3 The Era of Scientific Management; Techniques
- 2.4 The Era of Administration Theory; Fayol's Contribution.
- 2.5 Behavioral Science Approach.

Unit 3 Theory of Educational Management

- 3.1 Classical Management Theory
- 3.2 Bureaucratic management theory
- 3.3 Griffiths Theory of Decision making
- 3.4 Role Conflict theory in Educational Management
- 3.5 X and Y theory
- 3.6 Education Management implementation
 - Centralization Vs Decentralization
 - Efficiency Vs Human Relationship
 - Burocratic Vs Democratic

Unit 4 Essentials of Educational Management

- 4.1 Meaning and Concept of Planning, Organizing, Directing and Controlling.
- 4.2 Communication in Educational Management; Introduction, Importance, Meaning, Communication Types
- 4.3 Decision making in Education management : concept, types

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Principles Of Educational Measurement And Evaluation

SEMESTER – I

Course objectives :

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

Unit 1 The Measurement and Evaluation Process

- 1.1 Concept of Measurement and Evaluation
- 1.2 Inter-relationship between Measurement and Evaluation in Education
- 1.3 Scope and Need of Evaluation
- 1.4 Functions of Evaluation
- 1.5 Basic principles of Evaluation
- 1.6 Evaluation and Curriculum
- 1.7 Examination: Open book exam, Online exam (Concept, Need, Characteristics)

Unit 2 Taxonomies of Educational Objective

- 2.1 Classification of Objective of Cognitive Domain: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation (Meaning, Specific objectives and expected behavioral changes).
- 2.2 Classification of objective of Affective Domain: Attending Responding, Valuing, Organization Characterization (Meaning specific objectives and expected behavioral changes).
- 2.3 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 Test

- 3.1 Concept of norm reference and criterion reference test
- 3.2 Difference between criterion reference and norm reference test
- 3.3 Steps for construction of norm and Criterion Reference Test
 - Instructional intent specifying the domain
 - Item development
 - Item review
 - Test development
- 3.4 Use of criterion referenced test and NRT
- 3.5 Item analysis procedure for norm reference and criterion referenced mastery tests

Unit 4 Qualities desired in measurement procedure

- 4.1 **Validity** : Concept, Nature, types, its estimation Procedure and problems of validity measures
- 4.2 **Reliability** : Concept, Nature, types and problems of reliability measures, Cross validities
- 4.3 Relationship between validity and reliability
- 4.4 **Usability** : Concept, Factors affecting the usability of measurement procedure

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COURSE OBJECTIVES :

1. To understand the scope and application of educational statistics.
2. To acquire himself 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. To understand the importance of educational statistics and its relationship with of educational research.

Unit 1 Introduction of Statistics

- 1.1 Scope, Importance and use of Educational Statistics, Application of Educational Statistics in data analysis and interpretations, Misuse of Statistics, Counting and enumeration, Measures, Scales, Nominal, Ordinal, Interval, Ratio
- 1.2 Continuous and discrete series, Significant digit and approximate number, Tabulation of data, Frequency table, Graphical representation, Histogram, Frequency polygon, Smoothed frequency, Cumulative frequency graph
- 1.3 Measures of Central Tendency and Variability
 - Measures of central tendency Mean, Median, Mode, Combined Mean, Merits and demerits with calculation
 - **Measures of variability (Merits, demerits, uses and computations) :** Range, Quartile deviation, Standard deviation, Combined standard deviation, Shepherd's correction, Co-efficient of variation,

Unit 2 Norms and Probability

- 2.1 **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
- 2.2 **Normal probability curve :** Probability, Equation of normal probability curve, Uses of N.P.C. some *sigma* values, Skewness and kurtosis of N.P.S., Uses of N.P.C. (with computation)

Unit 3 Correlation & Regression

- 3.1 Meaning, Methods to Calculate Correlation, Interpretation of co-efficient of correlation
- 3.2 Meaning of Regression, Regression line, Regression equation, Prediction, Standards error, Co-efficient of Alienation

Unit 4 Statistical inference

- 4.1 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
- 4.2 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

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Educational Technology (E.T.)

SEMESTER – I

COURSE OBJECTIVES

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

Unit 1 Educational Technology

- 1.1 Concept of Educational Technology
- 1.2 Meaning, Nature, Scope and Significance of E.T.
- 1.3 Components of E.T. : Software, Hardware
- 1.4 Educational Technology and Instructional Technology

Unit 2 Communication, Teaching and Instruction

- 2.1 Communication and Instruction :
- 2.2 Theory, Concept, Nature, Process, Components, Types, Classroom Communication, Mass media approach in Educational Technology.
- 2.3 Designing Instructional System
- 2.4 Formulation of Instructional Objective
- 2.5 Task Analysis
- 2.6 Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

Unit 3 Teaching Levels and Strategies

- 3.1 Teaching levels, Strategies & Models
- 3.2 Memory, Understanding and reflective levels of Teaching
- 3.3 Teaching strategies : Meaning, Nature, Function and Types (Psychological Models and Models of Teaching)
- 3.4 Modification of Teaching Behavior
- 3.5 Micro teaching, Flander's Interaction Analysis, Simulation

Unit 4 Teaching Models and Computer Assisted Instruction

- 4.1 Models of Teaching : Meaning, nature, function and types (Concept Attainment model and Advance organizer Model)
- 4.2 Application of computer in instruction, learning and testing.
- 4.3 Characteristics of Computer assisted instruction (CAI)
- 4.4 Concept related with Internet : World wide web (WWW), Intranet, search engine, browsing, e-mail and tele-conferencing

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Curriculum Development And Transaction

SEMESTER-I

Objectives

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

1. Define meaning of curriculum Transaction.
2. Describe various methods/media for transaction.
3. Discuss approaches of curriculum transaction.
4. Explain role of ICT in curriculum Transaction.

Unit 1 Curriculum and Foundation

1.1 The Meaning and Concept of Curriculum

- Principles of curriculum development
- Meaning and concept of curriculum, Curriculum as a Field of Study
- Types of Curriculum
- Evaluation of Curriculum

1.2 Foundations of Curriculum

- Psychological and Sociological Foundations of Curriculum
- Basic Human Needs and Curriculum
- Curriculum and the Role of Teachers, Curriculum Change

Unit 2 Curriculum Development

2.1 Curriculum Planning

- Levels of Curriculum Planning.
- Principles of Curriculum Planning
- Defining Curriculum Planning
- Curriculum Planning Framework
- Development of Specific Curriculum Plans,
- Learner Involvement in Curriculum Planning
- Improvement of Curriculum Planning
- Trends and Issues in Curriculum

2.2 Curriculum Designing

- Components of Curriculum Design
- Sources of Curriculum Design
- Dimensions of Curriculum Design,
- Curricular Approaches
- Models of Curriculum Development,
- Basic Takes of Curriculum Development
- Hidden Curriculum

Unit 3 The Meaning of Curriculum Transaction & Structure of Curriculum Material

3.1 Meaning of Curriculum transaction.

3.2 Minimum requirement for transaction of curriculum : (Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities institutional facilities, (classroom climate)

3.3 Curricular materials: Textbooks - presentation of content, language, illustrations, episode, stories and practice exercise etc.

3.4 Teacher's guide: its role in transaction.

Unit-4 Integration of ICT in Curriculum Transaction

- 4.1 Relationship between Curriculum Transaction and Instruction.
- 4.2 Instructional Design and Instructional System.
- 4.3 ICT in transaction of curriculum, its importance and role Various modes of ICT (PLM, CAL, CAI) for transaction with their strengths and limitation.
- 4.4 ICT use of in teaching-learning of social science Role of Communication in Transaction.

Sessional Work

- The students may undertake any one of the following activities: Identify various criteria to evaluate textbook / programme /course. Based on the criteria, evaluate any course/programme/curriculum Identify Various issues involved in evaluation of course/programme/ curriculum

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Introduction To Computer In Education

SEMESTER-I

SECTION – A : THEORY(50 marks)

Unit 1 Computer

- 1.1 **Fundamentals of Personal Computer**– CPU, Hardware and Software, Operating System, BIOS, Interface–GUI, CLI, TAPI, Peripherals.
- 1.2 **Definitions and/or Meaning:** Data, Information, Technology, Information Technology.
- 1.3 **Storage of Information:** Storage Medium and Device.

Unit 2 Network and Internet Technology :

- 2.1 **Types of Network**-LAN, WAN, PAN, Internet. Network Operating Systems.
- 2.2 **Topology:** Ring, Star, Token Ring, Bus, Mesh, Tree.
- 2.3 **Blue Tooth:** Meaning, Advantages, Limitations, Precautions. Blue Tooth PAN
- 2.4 **Internet Technology**-Options For Connections, IP Address, NAT, URLs-Domain, Search Engines, Educational Websites, E-Mail. Protocols. IP Address, ISP.
- 2.5 **Browser:** Meaning, Use.

Unit 3 Threats to Computer Through Network:

- 3.1 **Malicious Programme** :Trojan Horse, Blended Threat.
- 3.2 **Fire Walls:** Meaning, Use.
- 3.3 **Virus, Worm, Spyware:** Meaning, Cause, Precautions.

Unit 4 Multimedia and Computer Laboratory

- 4.1 **Multimedia:** Meaning, Multimedia Applications In Education.
- 4.2 **Computer Laboratory:** Meaning, Required Hardware and Software, Lay-Out of Computer Lab, Criteria For Selecting Hardware And Software.
- 4.3 **Printers:** Types And Characteristics Of Different Types Of Printers.

SECTION – B PRACTICALS AND PROJECTS (50 MARKS)

1. Preparation of a questionnaire, opinionnaire with at least 30 items using word processor like MSWORD in Hindi, English or Gujarati. **(3 hours)**
2. Preparation of at least three slide shows with music based on any high school or higher secondary school subjects consisting at least five slides in each show using presentations package like MSPOWERPOINT in Hindi, English or Gujarati. **(5 hours)**
3. Preparation of an imaginary research article in Hindi, English or Gujarati using MSWORD. **(4 hours)**
4. Use of database in mail- merge. **(2 hours)**
5. Preparation of at least five different charts based on different data using spreadsheet like MSEXCEL. **(2 hours)**
6. Preparation of a database of at least fifty students using database management system like MSACCESS. Printing reports, exporting to a spreadsheet, exporting to a word processor. Queries- creation of queries, form & label. **(6 hours)**

Note :

- a. This subject will be offered to the students who had “Information Technology in Education” or “Computer in Education” in B. Ed.
- b. Every student will have to complete all the practicals.
- c. Students have to get all the practical work (except slide shows) printed and signed by the instructor.
- d. Slide shows should be saved either in computer hard disk of the computer of the institute or in a floppy disk/CD/Pen Drive.

- e. Both printing and floppy disk/CD should be presented at the time of practical exam.
- f. Theory and practical exams will be held separately

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SEMESTER – I

Course Objective :

1. To help the students recognize Bhagwad Gita as a source of Human Values and Education
2. To acquaint the student with the concept of Karma, Action, Meditation, Mind Control, Oneness of Existence and God, Grace, Discipline and Self.
3. To enable the student to understand the different values inherited in the Bhagwad Gita its utility in Education
4. To help the students understand importance of Bhagwad Gita and its utility in Education
5. To develop and inculcate in the students the different Human Values inherited in the Bhagwad Gita
6. To help the student apply their Knowledge and understanding of Human Values and Self in the development of Society and Education

Unit 1 Karma and Righteousness

- 1.1 **The Soul Adhyaya :** 2 Slokas 11-13, 17, 20, 22, 24, 25, 30 Adhyaya -13 Slokas 26, 32,33
- 1.2 **Karma :** Adhyaya -15 Slokas 7-9 Adhyaya -13 Slokas 19-21
- 1.3 **God and Nature :** Adhyaya -7 Slokas 4-14, 25, 27 Adhyaya -9 Slokas 4, 6, 8, 10, 16-19 Adhyaya -15 Slokas 16-18
- 1.4 **Right Action :** Adhyaya -2 Slokas 47, 48 Adhyaya -3 Slokas 3-9, 20, 21, 25-29, 33 Adhyaya -4 Slokas 16, 18, 19, 22, 31- 33, 37, 38, 41, 42 Adhyaya -5 Slokas 4, 7, 11 Adhyaya -6 Slokas 1, 2, Adhyaya -18 Slokas 2, 7, 9, 11, 56, 57
- 1.5 Need, Utility and Implication of above slokas in present scenario and in Education, Values inculcated in the Slokas, Role of a Teacher, Evaluation of the High School and High School and Higher Education Curriculum in the light of above Slokas. Suggestions to develop these Values in the syllabus, What would you do to inculcate and develop these Values

Unit 2 Meditation and Mind Control

- 2.1 **The Practice of Mind Control** Adhyaya -2 Slokas 60-63, 67, Adhyaya -3 Slokas 36-41 Adhyaya -16 Slokas 21, 22 Adhyaya -18 Slokas 36, 37
- 2.2 **Meditation** Adhyaya -2 Slokas 14, 15, 38 Adhyaya -5 Slokas 22-24, 26, 28 Adhyaya -6 Slokas 3-7, 10-14, 16, 17, 19, 24-27 Adhyaya -12 Slokas 13-19 Adhyaya -14 Slokas 22-25
- 2.3 **Inherited Propensities** Adhyaya -5 Slokas 14, 15 Adhyaya -13 Slokas 30-32 Adhyaya -14 Slokas 5, 19 Adhyaya -18 Slokas 40, 60, 61
- 2.4 **Hope for All** Adhyaya -4 Slokas 11 Adhyaya -7 Slokas 20-22 Adhyaya -9 Slokas 23, 26, 27, 29, 31
- 2.5 **Need, Utility and Implication** of above slokas in present scenario and in Education, Values inculcated in the Slokas, Role of a Teacher, Evaluation of the High School and Higher Education Curriculum in the light of above Slokas. Suggestions to develop these Values in the syllabus, What would you do to inculcate and develop these Values

Unit 3 Existence and Piety-I

- 3.1 **Godlessness** Adhyaya -16 Slokas 7-18, 23, 24
- 3.2 **Ideals-Austerities-Food** Adhyaya -17 Slokas 3, 5-10, 14-16, 20-22
- 3.3 **Surrender and Grace** Adhyaya -9 Slokas 22 Adhyaya -10 Slokas 9-11
Adhyaya -12 Slokas 5-7 Adhyaya -14 Slokas 26 Adhyaya -18 Slokas 62, 64-66

Unit 4 Existence and Piety-II

- 4.1 **The Oneness of Existence** Adhyaya -5 Slokas 16, 18 Adhyaya -6 Slokas 29-31
Adhyaya -8 Slokas 9, 10, 12-14, 18-20, 22 Adhyaya -18 Slokas 20, 45-49
- 4.2 Need, Utility and Implication of above slokas in present scenario and in Education, Values inculcated in the Slokas, Role of a Teacher, Evaluation of the High School and Higher Education Curriculum in the light of above Slokas. Suggestions to develop these Values in the syllabus, What would you do to inculcate and develop these Values

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CBCS
M.Ed. SYLLABUS
SEMESTER - II

(Revised in 2011)

IN FORCE FROM : JUNE-2011

Semester – 2

No.	Course		No. of Hours			Marks		Credits
	Compulsory Paper/Core Papers		Lectures	Practical	Total	Internal	External	
EDU 408	408 C	Sociological Foundations of Education	45	-	45	30	70	3
EDU 409	409 C	Psychology of Human Abilities and Personality	45	-	45	30	70	3
EDU 410	410 C	Methodology of Educational Research	45	-	45	30	70	3
Elective (Optional) Papers								
(A student will select any one of the following course as a elective paper IV and V from each group)								
Elective (Optional) Paper – IV (Any One of the Following)								
EDU 411	411 EA	Process of Guidance and Counseling	45		45	30	70	3
	411 EB	Psychological Test and Mental Measurement						
	411 EC	Perspective in Teacher Education						
	411 ED	Educational Planning & Financing	(23)	(22)				
Elective (Optional) Paper – V (Any One of the Following)								
EDU 412	412 EA	Tools & Techniques of Measurement and Evaluation	45		45	30	70	3
	412 EB	Application of Inferential Statistics in Educational Research						
	412 EC	Application of Educational Technology						
	412 ED	Curriculum Evaluation						
Foundation Papers								
(A student will select any one of the following course as a foundation paper VI from following group)								
EDU 413	413 A	Application of Computer in Education (50% for practical work)	45	-	45	30	-	-
	413 B	Human Values in Bhagwad Gita						
Note: The foundation courses are to be conducted by the colleges/Department themselves. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain passing minimum marks to become eligible for the final semester (1 and 2) examination/award of the M.Ed. Degree.								
Practicals, Projects and other Assignment work								
EDU 414	414 A	Internship Programme, Symposium, Seminar, Workshop, Communication Skill, Internal Exam**	8	75	83	50		9
	414 B	Dissertation: Guidance and discussion for Data Analysis and preparation of dissertation.	15	48	63			
	414 C	Library Work		40	40			
EDU 415		Evaluation of Dissertation					150	9
		Viva (Based on dissertation and other assignment work)					50	3
Semester – 2 Total			293	163	456	230	550	36
Semester – 1 Total			293	163	456	230	350	24
Grand Total			-	-	-	460	900	60**

Internal Marks :

	Description	Marks	Total Marks
A	Internship Programme: In Primary Teachers' Training (PTC) College	10	50
	Symposium : (On Title of Dissertation)	10	
	Seminar : (On any One Foundation Paper and Research Tool)	10	
	Workshop : (On Preparation of Proposal)	10	
	Communication Skill	05	
	Attendance	05	
B	Internal Examination of 5 Papers (30 marks for each subject)	150	150
C	Foundation Paper: 30 Marks (Proposnet Marks from 100 of this paper)	30	30
Total Marks		180	230

Note: Assign direct credit for Internal Marks

Sociological Foundation Of Education

SEMESTER-II

Course Objectives :

To enable student to

1. Understand the scope and application of educational philosophy and sociology.
2. Acquaint himself with the philosophical and sociological theories underlying educational principles.
3. Appreciate the role of education in development on and 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 Sociology

- 1.1 Meaning, scope, nature, function and understanding of Educational Sociology
- 1.2 The process of Socialization

Unit 2 Cultures, Religions, Social Changes and Education

- 2.1 Concept, Impact Education on Culture and Civilization
- 2.2 Role of Education in transmission of the cultural heritage, Relation between culture and civilization
- 2.3 Caste, Social Groups and Social Class, Impact of Education, Social stratification and its impact on Education.
- 2.4 Social Mobility and Education
- 2.5 Concept of Religion, Arguments against and in favors of religious education
- 2.6 Secularism and religious Education, Moral and spirituals Education

Unit 3 Education and Socio Political Systems

- 3.1 Education and New Social Order
- 3.2 Education and Economic Growth
- 3.3 Education for democratic living

Unit 4 Educations In The Modern World

- 4.1 Changing role of Education in the modern world
- 4.2 Internationalizations and Education
- 4.3 Challenges of Education in 21st Century
 - Education for demolition of poverty
 - Liberalization, Privatization and Education
 - Education and Technological Development

❖ Suggested Practice Work

- Study of various stratas of your society and its education
- Review of books related to Education written by any one philosopher: Gandhiji, Tagore, Arvind, J. Krishnamurti or S. Radhakrishna
- Study of the views of Religious leaders of various religions with special reference to secularism
- Research carried out in Gujarat with reference to philosophy of Education
- A study of the relationship between economy and education of various social groups of your society

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Psychology of Human Abilities And Personality

SEMESTER-II

COURSE OBJECTIVES :

1. To enable the students to understand concept and process of educational psychology as an applied science.
2. To enable the learner to understand implications of psychological theories for Education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits.

Unit 1 Psychology of Human Abilities

- 1.1 **Intelligence** : Definition, Meaning and Types of Intelligence, Factors Affecting Development of the Intelligence
- 1.2 **Theories and Development of Intelligence** : Two-Factor Theory, Group Factor Theory, Multi-Factor Theory, Guilford's Theory, Vernon's Theory, Goleman's theory of Emotional Intelligence. Measurement of Intelligence: Mental Age, Intelligence Quotient, Importance of Intelligence Test, Classification of Intelligence Test.
- 1.3 **Creativity** : Definition, Meaning, Nature and Characteristics of Creativity, Stages of the Development of Creativity, Suggestions to Develop Creativity Among Students
- 1.4 **Aptitude, Interest, Attitude and Values** : Definitions, Meaning, Way of development and measurement.
- 1.5 **Thinking, Reasoning & Problem Solving** : Meaning, Kinds and Tools of Thinking. Meaning, Characteristics and Kinds of Reasoning. Suggestions to Improve Thinking and Reasoning of the Students. Meaning and Methods of Problem Solving.

Unit 2 Theories of Personality:

- 2.1 **Trait Approach** : Eysenck, Cattell's
- 2.2 **Psychoanalytic approach** : Freud, Ericson
- 2.3 **Behavioral approach** : Miller, Dollard and Bandura
- 2.4 **Humanistic approach** : Rogers, Maslow

Unit 3 Assessment of Personality :

- 3.1 **Personality Inventories** : Rating Scales
- 3.2 **Projective Techniques** : Rorschach, TAT
- 3.3 **Questionair Techniques**: ESPQ, HSPQ, CPQ, 16PFQ

Unit 4 Mental Health & Hygiene:

- 4.1 **Mental Hygiene** : Definition, Meaning and Aims of Mental Hygiene
- 4.2 **Mental Health** : Meaning of Mental Health, Characteristics of Mentally Healthy Individual, Factors Affecting Mental Health, Educational Implications of Mental Health of the Students
- 4.3 **Mental Conflicts**: Meaning and Kinds of Mental Conflict.
- 4.4 **Defence Mechanism** : Definition and Meaning of Defence Mechanism, Various Defence Mechanism

- 4.5 **Adjustment** : Definition and Meaning of Adjustment, Criteria for Good Adjustment, Characteristics of Well Adjusted Person, Meaning of Maladjustment, Causes of Maladjustment in Students
- 4.6 Introduction to common forms of neurosis, psychosis and somatic disorders

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Methodology of Educational Research

SEMESTER-II

Objectives :

To enable student to understand

1. The meaning of scientific inquiry, Paradigm, Theory and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. The different strategies, approaches, methods of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of Sampling.
6. Various type of tools and data collection.
7. The broad canvas of Educational Research

Unit 1 Major approaches to research (Past, Present & Future Approach)

1.1 Historical Method :

- Collection of data
- Primary and secondary sources
- External & internal criticism of source materials
- Interpretations in Historical research

1.2 Descriptive Methods (Survey, Content Analysis, Correlation study, Developmental studies)

- Survey : Concept, Characteristics, Types, Steps, Merits and Demerits
- Method of content analysis : Concept, Steps, Needs and some illustrations
- Inter-relationship studies : (i) Case study, (ii) Cansat Comparatives studies, (iii) Correlational studies (for each method concept, steps, merits & demerits and illustrations)
- Developmental Methods: Longitudinal and cross sectional Methods

1.3 Experimental Methods :

- Meaning and characteristic in experimental research
- Method of control, criteria for the experimental design, appropriateness, adequacy of control, internal & external validity
- Various types of experimental designs including quasi experimental design

Unit 2 Tools and Techniques of research

2.1 **Concept(Meaning), types, forms, preparations, advantage and limitations of following tools :** Questionnaire, Opinionaire, Interview, Observation, Rating scale, Attitude scale, Check-list

2.2 **Standardized tests :** IQ, Aptitudes, Personalities, Inventories, SES, Projective Technologies :

- Types & characteristics
- Criteria for selection of standardized test
- NRT & CRT
- Some standardized tests available in Gujarat language

Unit 3 Library skills and Treatment of Data

3.1 Resources and Library skills for Research

- **References :** Encyclopedias, Dictionaries, Almanacs and yearbooks Directories, Biographical sources, Bibliographical sources.
- **Books and monographs :** Card-catalogue, book-list and reviews
- **Periodicals and pamphlets :** News-paper, periodicals, Micro-films
- Dissertations, Thesis, Research journals

- Web-site, CDs
 - **Library Skills :**
 - What to read and how to read
 - Certain reading skills
 - Note-taking
- 3.2 **Treatment of data**
- Classification of data
 - Types of quantified data
 - Tabulation of data
 - Quantification and description of data
 - Selection of techniques for analysis of data
 - Descriptive statistics (No Computation) : (Basic Concepts and their Uses)
 - Inferential statistics (No Computation)
 - Non-parametric methods :
 - Parametric methods : t-test (C.R.), F-test
 - Concept of Normal Probability Curve, its uses, Sk & Ku, level of significance, One tailed- two tailed test, α error, β error
 - Different computer packages, its use in data analysis
 - Generalization and conclusions, Deriving implications

Unit 4 Writing research report : (Mechanics of writing research report)

- 4.1 Format style, typing quotation, foot-notes, bibliography, pagination, tables, figures and graphs
- 4.2 Chapterization / division of a report
- Introductory section
 - Review of the literature section
 - Method section
 - Result section
 - Summary and discussion section
 - References
 - Abstract
 - Bibliography and appendices
- 4.3 Mistakes in preparing / writing research report
- 4.4 Criteria for evaluating research report

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Process of Guidance & Counseling

SEMESTER-II

Course Objectives :

1. To develop an understanding of the need and importance of career information for the pupils.
2. To get an idea of psychological measurement in process of career guidance.
3. To help students understand the concept and approaches of counseling.
4. To get an idea of how setup of career resource centre enhance the process of guidance and counseling.

Unit 1 Counseling process

- 1.1 Concept, nature, principles of counseling
- 1.2 Counseling approaches – directive, non-directive
- 1.3 Group counseling vs. Individual counseling, Counseling for adjustment
- 1.4 Characteristics of group counseling

Unit 2 Group Guidance and Its Organization

- 2.1 **Group guidance**
 - Concept, concern and principles of group guidance
 - Procedure and techniques of group guidance
- 2.2 **Organization of a Guidance Programme**
 - Principles of organization
 - Various types of services – Counseling (Directive, Non-Directive, Eclectic)
 - Group guidance, Individual inventory service and information orientation service, placement service and follow up programme, Introduction of Guidance Service Institutional

Unit 3 Testing in Guidance Service

- 3.1 Use of tests in guidance and counseling
- 3.2 Tests of intelligence, aptitude, creativity, interest and personality
- 3.3 Administering, scoring and interpretation of test scores
- 3.4 Communication of test results as relevant in the context of guidance programme

Unit 4 Human Adjustment and Mental Health

- 4.1 Psychological foundations of Adjustment
- 4.2 Role of motivation and perception in adjustment
- 4.3 Principles of mental hygiene and their implication of effective adjustment
- 4.4 Mental health and development of integrated personality

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Psychological Test And Mental Measurement

SEMESTER-II

Course Objectives

The Student

1. Understand the meaning and nature of psychological testing and its underlying principles.
2. Knows the process of test construction and test standardization.
3. Selects proper tests for measurement
4. Administers Scores tests and interpret results of Psychological Tests properly.
5. Appreciates the need to have a wide range of test material in the school and other educational institutions knows elementary test statistics.

Unit 1 Testing of Intelligence

- 1.1 Concept of Intelligence
- 1.2 Types of intelligence Test : (i) Group Test (ii) Individual Test (Concept, Advantages & Limitation of different types of test)
- 1.3 Types of Quotients: IQ, EQ, SQ., AQ, CQ
- 1.4 Some intelligent Test : (1) Stanford Binet Adaptation, (2) Weschsler Adapting
- 1.5 Test available in Gujarat for local use, Institution Providing Test
- 1.6 Uses of Intelligence Test (Classification, Assigning work, Diagnosis, Guidance & Counseling etc.)
- 1.7 Recent trends in testing of Intelligence
- 1.8 Test of EQ and its uses, Comparison a test of EQ and IQ

Unit 2 Measurements of Educational Achievement and Aptitudes

- 2.1 Tests of Educational Achievement, Proficiency Tests, Diagnostic Tests
- 2.2 Aptitude and their testing : Meaning, Global and Unitary approaches to aptitude testing
- 2.3 Multifactor Test Batteries : DAT, GATB, other tests of special abilities and professional aptitudes.
- 2.4 Information about tests of aptitudes available in Gujarati.

Unit 3 Interest Inventories, Attitude Scale

- 3.1 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, information about measurement of interest in Gujarati.
- 3.2 **Methods of constructing attitude scales** : Likert, Thurston and Guttman, Merit & Limitation of each method.
- 3.3 Types of Values and their Measurement

Unit 4 Measurement of Personality

- 4.1 Different views about the concept of personality.
- 4.2 Different approaches for its measurement, rating scale, inventories.
- 4.3 Projective techniques – information about Rorschach and TAT, Situational tests.
- 4.4 Work done in Gujarati in the field of Personality Assessment, ESPQ, HSPQ, CPQ and 16PFQ

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SEMESTER-II

Objectives :

1. To acquaint students with the need, concept and objectives of Teacher Education.
2. To acquaint students with the history of Teacher Education in India.
3. To enable the students understand the Importance of teaching profession in Indian society.
- 4.

Unit 1 Agencies of Teacher Education.

1.1 Role and function of following agencies :

- **National Level :**
 - University Grant Commission
 - National Council of Education Research and Training
 - National Council for Teacher Education
 - India Council of Social Science and Research
 - Tata Institute of Social Science and Research
 - Centre of Advanced Studies in Educator (MSU)
- **State Level :**
 - State Institutes of Education
 - State Councils of Educational Research and Training
 - Centers of Continuing Education Teachers
 - State Boards of Teacher Education
 - University Department of Education

Unit 2 Professional Organization and status of Teacher Education :

2.1 **Professional Organizations :**

- Local, State, National and International level of professional organization for teacher educators
- Their objectives and activities
- Comparative struggle among Teacher Educator's Organizations, need for collective and united action by Teacher Educators

2.2 **Status of Teacher Educators :**

- Professional status
- Responsibilities and rights
- Opportunities for Professional growth.
- Academic freedom
- Participation in civic rights
- Code of ethics and its enforcement
- Working conditions
- Provision for necessary facilities and equipment

2.3 **Economic Status :**

- Salary system
- Service conditions
- Service requirements
- Security of service, welfare measures etc.

2.4 **Social Status :**

- Recognition
- Participation in the decision making bodies
- Relationship with other educational institutions
- Provision of awards etc.

Unit 3 Continuing Education (In-service Education) of Teachers/Teacher Educators :

- 3.1 Concept and scope of continuing education.
- 3.2 Differential needs of continuing education for teachers and teacher educators.
- 3.3 Extension Services Department : Their nature, role and functions.
- 3.4 Methods and techniques of continuing education for teachers/teacher educators.
- 3.5 Practice of evaluation of continuing education programmes.

Unit 4 Planning, Financing and Control of Teacher Education :

- 4.1 Planning, financing and control of teacher education at elementary and secondary levels.
- 4.2 Centre and state role in planning and financing.
- 4.3 Role of voluntary organizations.
- 4.4 Academic control of teacher education at elementary and secondary levels.
- 4.5 Staffing pattern, qualification and mode of recruitment of academic staff.

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Educational Planning And Financing
SEMESTER-II

Course Objectives :

1. To enable the student to understand the Meaning, Definition, Characteristics and Functions of Educational Planning, Human Resource Management, Total Quality Management and its utility in Education
2. To help the students understand Approaches to management, significance of Human resources. and its utility in Education
3. To help the students understand the Meaning, Definition, Characteristics and Functions Total Quality Management and its utility in Education
4. To help the students understand the concept of Educational Financing.
5. To help the students understand the concept of Educational Leadership.

Unit 1 Management of Educational Planning

- 1.1 Meaning, nature, scope and principles of Educational Management
- 1.2 Functions of Educational Management, The Present trends in Educational Management, The Process of Management, Principles of Modern Scientific Management and Role of Teacher
- 1.3 Educational Planning: Meaning, Progress and Planning
- 1.4 Introduction, Concept, Principle, Need of System approach in Educational Management.

Unit 2 Management of Educational Financing

- 2.1 Concept, Nature and Principles of Educational Financing
- 2.2 Resources, Budgeting and Allocation of Funds from various agencies
- 2.3 Sharing and distribution financial responsibility
- 2.4 Budgeting: Meaning, Types, Formulations and Drawbacks

Unit 3 Supervision, Inspection and Leadership

- 3.1 Supervision, Inspections: Concept, Objectives, Principles and Techniques
- 3.2 Duty and responsibilities of Inspector and Supervisor
- 3.3 Evaluation for performance and accountability
- 3.4 Leadership: Meaning, Theories and Styles

Unit 4 Total Quality Management and Human Resource Development

- 4.1 Concept, Areas and Factors, Importance, Steps, Threat, Suggestion of TQM In Education, Educational implication of TQM, Indian View for Quality Education, Planning Strategy for TQM (SWOT), Concept, scope, objectives, functions, and challenges in Human Resource Management, Developing Human Resources: Educating Parents, Student and Others, Building Effective Relationship: Physical as well as Human Resources ,Communication in Educational Management, Humanization of Education (humanizing process of Educational Management)

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M.Ed. Optional Paper : **EDU 412 EA**
Tools And Techniques of Measurement And Evaluation
SEMESTER–II

Course objectives:

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

Unit 1 Tools of measurements and evaluation

- 1.1 Subjective and objective tools
- 1.2 Scales, Questionnaires, Schedules, Inventories

Unit 2 Standardized Test

- 2.1 Nature and uses of standardization
- 2.2 Types of standardization tests
- 2.3 Administration of standardized test
- 2.4 Sources of information about standardized test
- 2.5 Choosing a standardized test
- 2.6 Steps involved in standardization of a test
- 2.7 Scoring a standardized test
- 2.8 Interpretation of standardized test score: Concept of norms, Types of norms.

Unit 3 Different types of test and their introduction.

- 3.1 **Achievement Test** : Steps of Achievement test, Different types of Questions
- 3.2 **Aptitude Test** : Meaning & Steps, types of aptitude test (Mechanical, Verbal)
- 3.3 **Intelligence Test** : Meaning and types, Mini Intelligence Test (Dr. J.H. Shah), Stanford Binet.
- 3.4 **Attitude Scale** : Meaning, Steps (Thurston and likert types scale)
- 3.5 **Interest Inventory** : Meaning and types (Strong and Campbell Interest Inventory, Kuder Interest Inventory)
- 3.6 **Personality** : Meaning, Projective techniques and questioner techniques (16PFQ, HSPQ,CPQ, ESPQ)

Unit 4 Evaluating Results

- 4.1 Marks and marking system, need problems
- 4.2 Marking : Traditional V/S Grading
- 4.3 Grading : Concept and process of grading
- 4.4 Semester
- 4.5 Continuous internal assessment
- 4.6 Question bank : Meaning importance, Steps for construction
- 4.7 Progress report : Nature and use
- 4.8 Use of Computers in Evaluation

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Application of Inferential Statistics In Educational Research

SEMESTER-II

COURSE OBJECTIVES :

1. To understand the scope and application of educational statistics.
2. To acquire himself 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. To understand the importance of educational statistics and its relationship with of educational research.

Unit 1 ANOVA and ANCOVA

- 1.1 Analysis of variance (One-way, Two-way, Three-way)
- 1.2 Analysis of Co-variance and Factorial Design (No Computation)
- 1.3 Its Uses (ANOVA and ANCOVA)

Unit 2 Special Methods of Correlation

- 2.1 Bi-serial correlation, Point Bi serial Correlation
- 2.2 Point bi-serial correlation
- 2.3 Tetra choric, Phi-Correlation
- 2.4 Contingency coefficient C.
- 2.5 Partial and Multiple Correlation

Unit 3 Testing of null hypothesis and non parametric methods

3.1 Testing of null hypothesis by chi-square test

- Concept of chi-square, assumption of chi-square,
- **Method of computing chi-square** : Equal probability, Normal probability, Contingency table & 2 x 2 chi-square method

3.2 Non parametric methods

- Meaning & scope
- Candal's T-test
- Candal's W-test
- Mann-whitney U-test
- Wilcoxon Testing
- Use of parametric and non-parametric methods

Unit 4 Reliability, Validity, Scaling and Factor Analysis

- 4.1 **Reliability** : Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent.
- 4.2 **Validity** : Meaning, Methods, Calculations, length of test of validity.
 - **Scaling of test** : T scaling & Stanine scores
- 4.3 **Scaling of Judgments and their types**
 - Item analysis : Difficulty index, Discrimination index
 - Item objective congruence (IOC) in CRT
- 4.5 **Factor Analysis**
 - Meaning, scope, basic equations
 - Use of factor analysis
 - Types and Identification of factors
 - Different methods of F.A.
 - Use of statistical software in data analysis

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Application of Educational Technology

SEMESTER-II

COURSE OBJECTIVES :

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

Unit 1 PROGRAMED INSTRUCTION

- 1.1 Basic Principles of Programmed instruction
- 1.2 Origin and Types : Linear, Branching and Mathematics Model-Characteristics and Limitations
- 1.3 Steps in the Development of Programmed Instructional Materials : Behavior Specification, Content Analysis, Writing frames, Tryout, Editing and Validation
- 1.4 Orientation to self Learning Material Preparation

Unit 2 Research in Educational Technology

- 2.1 Researches in Education Technology.
- 2.2 Future priorities in Educational Technology

Unit 3 Management of Educational Technology

- 3.1 Application of Systems approach in improving the effectiveness of instruction
- 3.2 Planning for managing teaching-Learning Process
- 3.3 Organizing for managing teaching-Learning Process
- 3.4 Leading for managing teaching-Learning Process
- 3.5 Controlling for managing teaching-Learning Process

Unit 4 Emerging Trend, Evaluation & Resource Centre

- 4.1 Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAL, INSAT Edu SAT – Problems of New Technologies.
- 4.2 Evaluation and Educational Technology. Resources Centers for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc. – their activity for the improvement of teaching-learning.

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Curriculum Evaluation

SEMESTER-II

Objectives

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

1. Define process of curriculum evaluation Differentiate between formative and summative evaluation.
2. Explain various tools used in curriculum evaluation.
3. Identify the various stages of programme evaluation.
4. Describe issues in curriculum evaluation

Unit 1 Curriculum Evaluation

- 1.1 Meaning, Importance, Ideas for Effectiveness, Objective & Criteria.

Unit 2 Formative and Summative evaluation

- 2.1 Concept of formative evaluation, scope and importance.
- 2.2 Validity and Significance of course content Consistency with social reality 87 Collection of appropriate evidences during designing of Curriculum Collection of evidences during trying out of Curriculum Revision based on evidences during designing and trying out.
- 2.3 Summative evaluation based on Test Students reaction to instructional process (who have completed the course and are in job) teachers views concerning effectiveness of instruction parents reaction about courses Situation analysis using survey and interview Issues in Curriculum evaluation

Unit 3 Tools and Techniques of Curriculum evaluation

- 3.1 Observation; classroom interaction (with teacher and in peer group, group work) Oral: pretesting, diagnostic questions Interview: consulting users of curriculum An opinionnaire Maintaining daily by the children as well as teachers.
- 3.2 Project work Peer evaluation Maintaining portfolio of the work and their presentation.

Unit 4 Comparative Evaluation of Curriculum

- 4.1 Comparative Study of Curriculum at upper primary and secondary level (India Vs U.S.A.), (India Vs U.K.)

❖ Sessional Work :

- The students may undertake any one of the following activities: Students will prepare an observation schedule for curriculum transaction in any one-school subject.
- Student will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.
- Student will integrate ICT for particular unit in teacher education course to transact the same. Student will identify various issues in transacting Curriculum in Teacher Education Institute. 88

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Application of Computer In Education

SEMESTER-II

SECTION A. : THEORY(50 marks)

Unit 1 Use Of Computer In Educational Research

- 1.1 **Educational Research:** Meaning.
- 1.2 **Use of Computers In Educational Research:** Use Of Word Processor, Spreadsheet, DBMS, Presentation Programme.
- 1.3 Use of Computer Networks In Educational Research.

Unit 2 Data Analysis and Presentation.

- 2.1 Statistical Data Analysis Using Spread Sheet Like Excel, Data Recording, Calculation Of Central Tendency, Dispersion, Correlation, Frequency Distribution, Regression. One Way ANOVA.
- 2.2 DBMS – Meaning Utility, Field, Record, Query, Report Form-Meaning, Use And Preparation Of All These Using DBMS Like Access.
- 2.3 Preparation Of Research Proposal Using Word Processor Like MS WORD.
- 2.4 Preparation Of Research Article Using Word Processor Like MS WORD.

Unit 3 Languages, Flow Chart, HTML

- 3.1 Computer Languages- Meaning And Types-Machine, Assembly, Higher Level And Lower Level Languages. Names Of Different Languages.
- 3.2 Meaning And Preparation Of An Algorithm, Flowchart For Simple Programmes.
- 3.3 HTML – Meaning And Usage, Basic Structure. Tags. Concept Of Hyperlinks.
- 3.4 Simple Web Page Creation Using Front Page Or HTML.

Unit 4 Computer for Distance Learning:

- 4.1 **Distance Learning:** Need for Communication between Teacher Or Institutions And Learners, Use Of Computer In Distance Learning.
- 4.2 **Virtual Class-Room:** Meaning, Advantages and Disadvantages. Use of Computer in Virtual Class Room.
- 4.3 **E-Learning:** Meaning, Advantages And Disadvantages. Use of Computer in E - Learning.

SECTION : B PRACTICALS AND PROJECTS (50 marks)

1. Calculation of mean, standard deviation, correlation, t test, one way and two way ANOVA, test of homogeneity and Chi-square based on imaginary data using spreadsheet like MSEXCEL. **(10 hours)**
2. Preparation of pay-role and mark-sheet in MSEXCEL using simple formulae and preparation of merit list of at least 30 students in MSEXCEL. **(4 hours)**
3. Preparation of hypertext web page using hypertext language like HTML. **(4 hours)**
4. Sending e-mail. **(2 hours)**
5. Net surfing for educational websites. **(2 hours)**

Note :

1. This subject will be offered to the students who had “Information Technology in Education” or “Computer in Education” in B. Ed.
2. Every student will have to complete all the practicals.
3. Students have to get all the practical work (except slide shows) printed and signed by the instructor.
4. Slide shows should be saved either in computer hard disk of the computer of the institute or in a floppy disk/CD/Pen Drive.
5. Both printing and floppy disk/CD should be presented at the time of practical exam.
6. Theory and practical exams will be held separately.

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Human Values And Bhagwad Gita

SEMESTER-II

Course Objective :

1. To help the students recognize Bhagwad Gita as a source of Human Values and Education
2. To acquaint the student with the concept of Karma, Action, Meditation, Mind Control, Oneness of Existence and God, Grace, Discipline and Self.
3. To enable the student to understand the different values inherited in the Bhagwad Gita its utility in Education
4. To help the students understand importance of Bhagwad Gita and its utility in Education
5. To develop and inculcate in the students the different Human Values inherited in the Bhagwad Gita
6. To help the student apply their Knowledge and understanding of Human Values and Self in the development of Society and Education

Unit 1 Geeta and Discipline

1.1 Advaita and Gita Discipline

1.2 Seeing GOD Adhyaya -11 Slokas 9, 12, 13, 15-18, 38-40, 43, 44

1.3 Need, Utility and Implication of above slokas in present scenario and in Education, Values inculcated in the Slokas, Role of a Teacher, Evaluation of the High School and Higher Education Curriculum in the light of above Slokas. Suggestions to develop these Values in the syllabus, What would you do to inculcate and develop these Values

Unit 2 Self

- 2.1 Yoga, Knowledge and Truth, relationship between Brahma and GOD, Last Goal (Moksha) Freedom of Commitment, Wholeness of Religion And Rebirth, according to Shankaracharya and Aurobindo, Rebirth, **What Am I** – Name Or Soul, Non realization of soul by mere discourse, reasoning or hearing Shrutis, Hierarchy of sense, mind, reason, and HE (GOD), Utility and Implication in present scenario and in Education, Role of a Teacher, Evaluation of the High School and Higher Education Curriculum in the light of above, Suggestions to develop these Values in the syllabus, What would you do to inculcate and develop these Values

Unit 3 Peace

- 3.1 **Where is Peace** (Peace with self ?, Peace and insecurity, fear, Violence, weakness, afraid, Commitment to peace and justice, Peace and truth and falsehood, Peace and others perception about us, sin and peace, peace as matter of maturity, Peace conquest of self) Need, Utility and Implication in present scenario and in Education, Role of a Teacher, Evaluation of the High School and Higher Education Curriculum in the light of above, Suggestions to develop these Values in the syllabus, What would you do to inculcate and develop these Values

Unit 4 Educational Thoughts of Geeta

- 4.1 Development of Values through Geeta
- 4.2 Implication of Geeta for syllabus development
- 4.3 Students-Teachers Relation according to Geeta
- 4.4 Role of Geeta in Recent Education system

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Formate of M.Ed. Dissertation Report

Code Number of Dissertation :

Title of the Dissertation :

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Special Features of the Dissertation :

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Suggestions regarding Dissertation:

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for VIVA VOCE :

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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	10					
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

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M. Ed. Dissertation VIVA Evaluation Marksheet

Name of the Examiner :

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

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Member of Syllabus Committee

- **Dr. R.S. Patel**, Coordinator of Course Committee, Director & Professor, Department of Education, Gujarat University.
- **Dr. A. G. Kachhia**, Principal & Dean, Faculty of Education, B.Ed. College, Petlad . (Member of Syllabus Committee)
- **Dr. C. P. Patel**, Principal, A.G. Teachers College, Ahmedabad. (Member of Syllabus Committee)
- **Dr. Kanubhai Patel**, B.Ed. College, Dabhoi. (Member of Syllabus Committee)

Expert members of Reviewing Committee for M.Ed. Syllabus

- **Dr. Bhagvanbhai Patel**, Professor and Head, Department of Education, Kutch University
- **Dr. Ganesh Parmar**, Professor & Head, Dept. of Education, South Guj. Uni. Surat
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- **Dr. J. P. Maiyani**, Vice Chancellor (I/C), Professor & Head, Department of Education, Bhavnagar University
- **Dr. M. L. Joshi**, Retired Professor, Department of Education, Gujarat University
- **Dr. Mohanbhai Patel**, Retired Principal & Professor, Dept. of Education, Gujarat Vidhyapith
- **Dr. S. K. Yadav**, Professor, NCERT, New Delhi
- **Dr. Sharad Sinha**, Asso. Prof. NCERT, New Delhi

Principals & Associate Professors of Education Colleges

Dr. A. J. Bharvad, Dr. Ashaben Pandit, Dr. Bhavesh Modi, Dr. Bhavesh Shah, Dr. Haresh Vadhel, Dr. L. G. Malav, Dr. Manoj Shastri, Dr. Milan T. Mistry, Dr. R.N. Takur, Dr. Satish Shukla,

Any suggestions regarding this CBCS M.Ed. Syllabus for enhancing quality of teacher education are welcome. The university will consider their suggestions after reviewing them as per norms.