

# Kadi Sarva Vishwavidyalaya Sector-15, Gandhinagar

(Established Under The State Act of Gujarat, No-21, 2007)

## Curriculum

### Master of Education



## Department of Education

Sector-23, Gh-6, Gandhinagar  
Gujarat (India)

Phone : (079) 23244181, 23248131

Web addresses : [www.rhpeducation.org](http://www.rhpeducation.org)  
[www.sspeducation.org](http://www.sspeducation.org)

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# EDUCATIONAL RULES AND GUIDELINES

## I. RULES OF ADMISSION/ ELIGIBILITY:

1. A candidate who has obtained at least 55% Marks in **the regular** B.Ed. degree are eligible for admission into M.Ed. programme.
2. 5 % of relaxation from the minimum of 55% of marks of the B.Ed. will be given to the candidate belonging to SC/ST/SEBC.
3. Admission shall be availed on 60% merit of compulsory/core papers on the basis of marks obtained in the B.Ed. examination and 40% on the basis of entrance examination.

## II. DURATION AND COURSE OF STUDY:

1. The duration of the course will be one academic year spread over two semesters each with a minimum of 90 working days per semester covering instructional hours, practicum, library reference, field-based dissertation and internship in teacher education colleges, etc. Thus number of working days in one academic year will be at least 180 and semesters in the year are referred to as Semester I and Semester II. The whole course content is divided into two parts: part I and Part II. Part I consists of compulsory/core papers, elective papers and practicum and Part II consists of dissertation.

## 2. TITLE OF THE COURSES:

### PART I:

Part I of the course consists of four compulsory papers (part A and Part B) and one elective paper (part A and Part B), each paper carries 100 marks. It also consists of practicums i.e, Community participation project, Internship programme and Psychological test.

<b>Paper Title</b>	<b>Part A</b>	<b>Part B</b>
<b>Paper I:</b> Methodology of Educational Research and Data analysis	Methodology of Educational Research	Data analysis
<b>Paper II:</b> Philosophical and Sociological Foundations of Education	Philosophical Foundations of Education	Sociological Foundations of Education
<b>Paper II:</b> Psychological Foundations of Education and Information and Communication Technology In Education	Psychological Foundations of Education	Information and Communication Technology In Education
<b>Paper IV:</b> Teacher Education	Foundations of Teacher Education	Student Teaching & Innovations in Teacher

		Education
<b>Elective I:</b> Evaluation and Measurement in Education	Principles of Measurement and Evaluation	Tools and Techniques of Measurement and Evaluation
<b>Elective II:</b> Guidance and Counseling in Education	Guidance	Counseling
<b>Elective III:</b> Educational Management, Planning and Financing	Management and Administration of Education	Planning and Financing of Education
<b>Practicum I</b>	Community participation project	Psychological Test
<b>Practicum II</b>	Internship in PTC colleges	Internship in B.Ed. Colleges

**PART II: DISSERTATION.**  
**III EXAMINATION SCHEME:**

**A. FIRST SEMESTER EXAMINATION**

Subject	Scheme of Examination		Total
	Maximum Marks		
	Internal Assessment	Semester end exam	
Methodology of Educational Research	25	75	100
Philosophical Foundations of Education	25	75	100
Information and Communication Technology In Education	25	75**	100
Foundations of Teacher Education	25	75	100
Elective Paper (part A)	25	75	100
Community Participation Project	20	-	20
Internship in PTC Colleges	30	-	30
<b>Total</b>	<b>175</b>	<b>375</b>	<b>550</b>

\*\* 25 marks for semester end practical exams and 50 marks for semester end theory exam.

## SECOND SEMESTER EXAMINATION

Subject	Scheme of Examination		Total
	Maximum Marks		
	Internal Assessment	Semester end exam	
Data Analysis	25	75	100
Sociological Foundations of Education	25	75	100
Psychological Foundations of Education	25	75	100
Issues and Innovations on Teacher Education	25	75	100
Elective Paper (part B)	25	75	100
Psychological Test	20	-	20
Internship in B.Ed. Colleges	30	-	30
<b>Total</b>	<b>175</b>	<b>375</b>	<b>550</b>

The following breakup of marks will be followed for **assessment of Dissertation:**

Component	Marks
Dissertation Proposal Presentation (semester I)	10
Dissertation Synopsis Presentation (semester II)	10
Valuation by Research Supervisor	75
Valuation by External Examiner	75
Viva-voce	30
<b>Total</b>	<b>200</b>

### **B. RULES FOR PASSING MARKS AND CLASS DISTRIBUTION:**

1. A candidate shall be declared as having passed the M. Ed. Degree examination if and only if he/she secures a minimum of 50% in each semester. He/she shall be declared as passed in second class if he/she obtains minimum 50% as aggregate of two semesters and who secures 60% marks and above on the aggregate of two semesters shall be placed in the first class and who secures 70% marks and above on the aggregate of two semesters shall be placed in distinction. This will also be applicable to the results of candidates availing more than one chance.

2. A candidate fails in the first semester examination or does not appear in first semester may be permitted to continue for the second semester. But he/she can appear for the first semester in the next or the subsequent academic period only. If a candidate fails in the second semester, he/she can appear for the second semester in the next or subsequent academic year. A candidate can appear for the Viva-voce at the end of the second semester examination even if he/she has to complete the first semester examination and not more than three chances shall be given for the completion of the written exams.

3. A candidate who completes and submits the reports related to practicum is only eligible for obtaining hall ticket to appear in the semester university theory / practical examinations.

### **C. RULES REGARDING DISSERTATION:**

1. The date of submission of the dissertation will be 31<sup>st</sup> March of the Academic year. Those who fail to submit the dissertation by the date, have to submit the dissertation within a maximum period of 3 years with a penalty fee prescribed by the University.

2. The candidate who secures less than 50% marks in dissertation is considered fail and has to re-submit the dissertation within a maximum period of 3 years and a maximum of 3 chances with a penalty fee prescribed by the University.

3. Each dissertation shall be accompanied by a certificate signed by the supervisor and counter signed by the Principal of the College / Head of the University Department to the effect that the thesis has been prepared under the direction of the Supervisor and that it had not been the basis for the award of any degree of diploma earlier.

4. Each candidate has to carry out an investigation under the supervision of a member of faculty. Four copies of the dissertation and a soft copy of the dissertation on the CD should be submitted to the course Co-ordinator by 31<sup>st</sup> March of the Academic year.

5. Each examiner has to assess dissertation out of 75 marks and if the difference in marking of two (internal & external) examiners is more than 20 marks, third examiners' opinion would be sought. Finally, the marks of those two examiners would be considered whose difference in marks is less than others.

6. A Viva-voce Examination based on the dissertation of each candidate shall be held after the submission of dissertation. Dissertation marks shall be assigned independently by both the external examiner and the

Internal Examiner out of a maximum of 30 Marks, the average of the two awards being taken as the final awards.

7. Each candidate has to give 2 presentation seminars (one in each semester) based on his/her dissertation work.

#### IV SCHEME OF TEACHING

##### Semester – I: Scheme of Instruction

<b>Title of Paper</b>	<b>Teaching Hours</b>
Methodology of Educational Research	52
Philosophical Foundations of Education	52
Psychological Foundations of Education	52
Foundations of Teacher Education	52
Elective Paper (Section - 1)	52
Community Participation Project	20
Internship in PTC Colleges	42
Dissertation Proposal Presentation	24
Dissertation Guidance	52
Library Hours	52
<b>Total</b>	<b>450</b>

##### Semester –II: Scheme of Instruction

<b>Title of Paper</b>	<b>Teaching Hours</b>
Data Analysis	52
Sociological Foundations of Education	52
Information and Communication Technology In Education	52
Student Teaching & Innovations in Teacher Education	52
Elective Paper (Section - 2)	52
Psychological Test	20
Internship in B.Ed. Colleges	42
Dissertation Synopsis Presentation	24
Dissertation Guidance	52
Library Hours	52
<b>Total</b>	<b>450</b>

**KADI SARVA VISHWAVIDYALAYA**  
**DEPARTMENT OF EDUCATION**  
**MASTER OF EDUCATION**

**OBJECTIVES**

**To enable the students to:**

1. expose the students to different modes of Philosophical Inquiry as a basis of all educational endeavors.
2. familiarize students with the sociological Inquiry pertaining to education
3. understand and apply essential elements of psychology in education.
4. create awareness regarding information and communication technology and provide them hand on experience .
5. get acquainted with various aspects of teacher education.
6. understand the foundations of educational research
7. advance the command over particular area of specialization pertaining to education.

## Paper – 1

### METHODOLOGY OF EDUCATIONAL RESEARCH AND DATA ANALYSIS

#### Rationale:

The only static thing in the world is “change” in every field of human endeavor. It has increased the complexities in every field including education because every now and then novel situations are emerging. Emergence of these situations is inevitable. Hence in order to resolve them, it is essential to understand these situations from their derivation point and adopt systematic and scientific approach. Research Methodology and Data Analysis helps educators to address to these aspects in more systematic and scientific way. Hence the course “Methodology of Educational Research and Data Analysis” is introduced in Master of Education Programme.

#### **SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	Introduction to Educational Research	7
2	The Research Problem and Preparation of the Research Proposal	13
3	Sample and Tools of Data Collection	15
4	Methods of Research	10
5	The Writing of Research Report	7
	Total :	<b>52</b>

#### Objectives:

##### **To enable students to**

1. develop the understanding about the concept and significance of Research in education
2. develop insight in identification of research problem and preparation of research proposal
3. develop scientific aptitude and rational attitude toward solving a problem
4. develop understanding about the use of different types of research tools & techniques.
5. develop insight into different methods of research in education
6. learn to write a good research report
7. plan for different types of research designs.
8. acquire the skill of presenting data in graphical form
9. get acquainted with the skill in applying statistical techniques for data analysis
10. acquire the skill in using software for data analysis

## SECTION - 1

### METHODOLOGY OF EDUCATIONAL RESEARCH

#### UNIT: - 1 Introduction to Educational Research

15%

- 1.1 Nature, Meaning, Characteristics of Research and Educational Research
- 1.2 Need or Significance of Educational Research
- 1.3 Purpose of Research: Basic or Fundamental, Applied and Action Research
- 1.4 Areas of Educational Research: Problems related to Content, Different Stages and Sectors of Education and Teaching process.
- 1.5 Steps in Research process

#### UNIT: - 2 The Research Problem and Preparation of the Research Proposal

25%

- 2.1 Selection of the Problem, Definition and Statement of the Problem, Evaluation of the Problem, Criteria and sources for identifying the problem
- 2.2 Use of reference material source, library survey and internet surfing
- 2.3 Variables- Dependent, Independent, Intervening, Control
- 2.4 Delineating and Operationalizing variables
- 2.5 Writing Objectives
- 2.6 The Hypothesis: Nature, Definition and Characteristics of Good Hypothesis, Various types of hypothesis-Directional and Non Directional Hypothesis
- 2.7 Steps in Preparation of Research Proposal

#### UNIT: -3 Sample and Tools of Data Collection

30%

- 3.1 **Sampling:** Concept of Population and Sample, Characteristics of a Good Sample, Non Probability Sampling, Probability Sampling, Methods of Sampling: Random, Stratified, Purposive, Cluster and Quota Sampling, Sampling Errors and how to reduce them
- 3.2 **Tools of Educational Research**
  - 3.2.1 Concept, types, forms, preparation (Construction), characteristics, validity, reliability, advantages and limitations of following tools: Questionnaire, opinionnaire, Interview, Observation, Rating scale, Attitude scale, Check-list
  - 3.2.2 Standardized tests: Types and characteristics, Criteria for selecting a standardized test, NRT and CRT, Some standardized tests available in Gujarati language (Sp)

#### UNIT: -4 Methods of Research:

20%

- 4.1 Descriptive Research, Historical Method, Survey Method, Ex post Facto Research, Developmental Research, Experimental and Quasi Experimental Research, Designs of experimental research, characteristics, Internal and external validity in experimental research.
- 4.2 Qualitative Research: Themes of Qualitative Research, Research Strategies- Document or Content Analysis, The Case Study, Data Collection and analysis in Qualitative Research.

#### UNIT: -5 The Writing of Research Report:

10%

- 5.1 General and Essential Considerations Format of Thesis/Dissertation, Quotations, Footnotes, Bibliography, Table and illustrations, Style and Typing,
- 5.2 Probable errors aroused while report writing
- 5.3 Criteria for evaluating research report

#### ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Introduction to Educational Research	15
2	The Research Problem and Preparation of the Research Proposal	25
3	Sample and Tools of Data Collection	30
4	Methods of Research	20
5	The Writing of Research Report	10
	Total :	100

## SECTION - 2

### DATA ANALYSIS

#### **Rationale:**

The only static thing in the world is “change” in every field of human endeavor. It has increased the complexities in every field including education because every now and then novel situations are emerging. Emergence of these situations is inevitable. Hence in order to resolve them, it is essential to understand these situations from their derivation point and adopt systematic and scientific approach. Research Methodology and Data Analysis helps educators to address to these aspects in more systematic and scientific way. Hence the course “Methodology of Educational Research and Data Analysis” is introduced in Master of Education Programme.

#### **SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	Concept and Graphical Presentation of Educational Data	7
2	The Statistical Measures	8
3	The Normal Distribution	11
4	Inferential Statistical Methods	19
5	Computer Data Analysis	7
	Total :	<b>52</b>

#### **UNIT: - 1 Concept and Graphical Presentation of Educational Data**

**15%**

- 1.1 Concept of Statistics
- 1.2 Parametric and Non Parametric Data: Concept and Scales of Measurement, Uses of Parametric and Non Parametric Tests
- 1.3 Descriptive and Inferential Analysis: Concept
- 1.4 Organization and Graphical Representation of Data: Drawing up a Frequency Distribution
- 1.5 Graphical Representation of The Frequency Distribution: Concept, Frequency Polygon, Histogram or Column Diagram, Ogive

#### **UNIT: - 2 The Statistical Measures**

**15%**

- 2.1 Measures of Central Tendency: Mean, Median, Mode
- 2.2 Measures of Dispersion: Range, Standard Deviation
- 2.3 Measures of Relative Position: Standard Scores-Z Score and T-Score, Percentile and Percentile Rank
- 2.4 Measures of Relationship: Coefficient of Correlation-Product Moment Correlation, Rank Order Correlation and Phi Correlation
- 2.5 Interpretation of the Correlation Coefficient: Outlines, Misinterpretation, Prediction
- 2.6 Standard Error of Estimate

#### **UNIT: - 3 The Normal Distribution**

**20%**

- 3.1 Concept of Normal and Non Normal Distributions
- 3.2 Properties of the Normal Probability Distribution
- 3.3 Measuring Divergence from Normality: Skewness and Kurtosis
- 3.4 Practical Applications of Normal Probability Curve
- 3.5 Reasons for Frequency Distributions to Deviate From Normal Curve

#### **UNIT: - 4 Inferential Statistical Methods**

**35%**

- 4.1 Concept of Inferential Statistics
- 4.2 Testing Statistical Significance: The Significance of the Difference between the Means of Two Independent Groups, The Null Hypothesis, Level of Significance
- 4.3 Types of Errors, Two Tailed and One Tailed Tests of Significance, Degree of Freedom

4.4 t Test and F Test (One Way and Two Way ANOVA), ANCOVA

4.5 Partial and Multiple Correlations

4.6 Non Parametric Tests: The Chi Square Test, Sign Test, Median Test, The Mann-Whitney U Test

**UNIT: -5 Computer Data Analysis: Different computer packages for data analysis and its uses**

**15%**

**ASSESSMENT SCHEME:**

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Concept and Graphical Presentation of Educational Data	15
2	The Statistical Measures	15
3	The Normal Distribution	20
4	Inferential Statistical Methods	35
5	Computer Data Analysis	15
	Total :	<b>100</b>

**REFERENCES:**

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## Paper – 2

### PHILOSOPHICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION

#### SECTION - 1

#### PHILOSOPHICAL FOUNDATION OF EDUCATION

##### Rationale:

Philosophy of education indicates a revival of interest in the subject. It is concerned with the purpose, process, nature, and ideals of education, and seeks to understand what entails the best educational process in a society. It enables the students not only to understand what has gone in the past in the education but also to develop the kind of perceptive and intellectual tools that will help the students deal with the educational problems of today and the years ahead. Hence, the course “Philosophical Foundation of Education “ is included in M.Ed.

##### **SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	Philosophy and Education	10
2	Indian School of Philosophy	11
3	Educational Contributions of Indian Thinkers	10
4	Educational Contributions of Western Thinkers	11
5	Western School of Philosophy	10
	Total :	<b>52</b>

##### Objectives:

To enable the students to:

1. understand the scope and application of educational philosophy and Sociology.
2. understand the relationship existing between education and social politic and economic system on other.
3. expose the different mode of philosophical enquiry as a basis of all educational endeavours.
4. develop understanding about the contributions of Eastern and Western philosophies
5. understand the concept and process of educational sociology, social change, socialization and social mobility
6. understand the role of education in socialization
7. develop understanding the factors and Constraints on social change
8. understand and analyze the current issues in education of Indian society
9. understand the stratifications of Indian Society

##### **Unit: - 1 Philosophy and Education**

**20%**

- 1.1 Concept of philosophy and educational philosophy,
- 1.2 Relationship between philosophy and education,
- 1.3 Educational philosophy: nature, scope, function,
- 1.4 Structure and modes of philosophical inquiry: Metaphysics, Epistemology, Axiology, With reference to Origin and Meaning, their educational implication

##### **Unit: - 2 Indian schools of philosophy**

**20%**

- 2.1 Jainism
- 2.2 Sankhya

2.3 Buddhism

2.4 Vedanta

2.5 Islamic

With reference to aims of education, Curriculum, Teaching methods, Discipline,

**Unit: - 3 Educational Contribution of Indian Thinkers**

**20%**

3.1 Mahatma Gandhi

3.2 Swami Vivekananda

3.3 J. Krishnamurthy

3.4 Shree Arbindo

With reference to Concept of education, Principles, Aims, Effect of their contribution on philosophies.

**Unit: - 4 Educational Contribution of following**

**20%**

4.1 Western Thinkers

4.1.1 Aristotle

4.1.2 Plato

With reference to Concept of education, Principles, Aims, Effect of their contribution on philosophies.

4.2 Bhagvad Geeta and Upanishad

**Unit: - 5 Western School of philosophy**

**20%**

5.1 Existentialism

5.2 Humanism

5.3 Pragmatism

5.4 Naturalism

With reference to aims of education, Curriculum, Teaching methods, Discipline,

**ASSESSMENT SCHEME:**

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Philosophy and Education	20
2	Indian School of Philosophy	20
3	Educational Contributions of Indian Thinkers	20
4	Educational Contributions of following	20
5	Western School of Philosophy	20
	Total :	<b>100</b>

**REFERENCES:**

1. Chaube S. P, (1993) Educational Philosophies in India, Vikas publishing House Pvt. Ltd, Mumbai.
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## SECTION - 2

### SOCIOLOGICAL FOUNDATION OF EDUCATION

#### **Rationale:**

Sociology of education is considered as a vital instrument in bringing about a peaceful and silent social revolution for ushering an era of harmony, peace, progress and prosperity among the students and society at large. It helps the students to be competent citizens, understand various problems, issues and work out the solution of the society and transmit essential human and societal values to next generation. It is necessary to understand sociology of education to become an active and responsible global citizen. Hence it becomes a part of M.Ed syllabus.

#### **SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	Sociology and Education	10
2	Education and Social Change	11
3	Education and Socialization	10
4	Certain Current Issues in the Context of Education and Society in India	11
5	Social Stratification and Social Mobility	10
	Total :	<b>52</b>

#### **Unit: -1 Sociology and Education**

**20%**

- 1.1 Concept of sociology and educational sociology,
- 1.2 Relationship between sociology and education
- 1.3 Educational sociology: nature, scope, function, and its importance

#### **Unit: - 2 Education and Social Change**

**20%**

- 2.1 Meaning, nature of social change
- 2.2 Relationship between Education and social change
- 2.3 Factors promoting social change: Family, religion, school and mass- media
- 2.4 Constraints on social change: Caste, Class, Language, Religion, population and regionalism

#### **Unit: - 3 Education and Socialization**

**20%**

- 3.1 Concept and nature of socialization
- 3.2 Role of education in the process of socialization
- 3.3 Role of the following factors in the process of socialization:
  - Polactics
  - Religion
  - Culture
  - Democracy
  - Economy

#### **Unit: - 4 Certain Current issues in the cont ext of Education and society in India**

**20%**

- 4.1 Globalization and privatization: Concept, Overview of its impact on education and society.
- 4.2 Politicization of education: political control, interference in the institutional administration
- 4.2 Education as a potential equalizing social force: Equality of educational opportunities

#### **Unit: - 5 Social stratification and Social Mobility**

**20%**

- 5.1 Meaning, nature, types and factors in social stratification
- 5.2 Meaning, factors and types in social mobility
- 5.3 Role of education in social mobility
- 5.4 Education of socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population.

**ASSESSMENT SCHEME:**

<b>UNIT</b>	<b>TOPICS</b>	<b>PERCENTAGE WEIGHTAGE</b>
1	Sociology and Education	20
2	Education and Social Change	20
3	Education and Socialization	20
4	Certain Current Issues in the Context of Education and Society in India	20
5	Social Stratification and Social Mobility	20
	Total :	<b>100</b>

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**Paper – 3**  
**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION & INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

**SECTION - 1**

**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**Rationale:**

Advanced educational psychology is the growing need for today’s education system with matured perception. Educational psychology aims at improving the processes and products of education. It supplies the means and ways as well as science and technology for helping the teachers, teacher trainers, educational planners, the administrators and course personnel in their respective areas of activity, so that they will be able to assist the younger generation in their pursuit of education. To equip them with necessary knowledge and skills, interest and attitudes helpful in playing their roles effectively “**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**” has been introduced.

**SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	Introduction to Educational Psychology	5
2	Developmental Psychology	13
3	Individual Differences	13
4	Learning	10
5	Factors Affecting Learning	11
	Total :	<b>52</b>

**Objectives:**

**To enable Students to:**

1. provide students a theoretical background of educational psychology and its important concepts.
2. enable them to understand the application of theories of educational psychology in educational practice.
3. help them to understand the nature of individual differences among students.
4. acquaint the learner with the process of and assessment of creativity, adjustment and mental health.
5. enable the students to understand the nature of development learning, motivation and its educational implications.

**Unit: - 1 Introduction to educational psychology 10%**

- 1.1 Educational psychology- Concept, scope of educational psychology
- 1.2 Profession of teaching and aims of educational psychology
- 1.3 Methods of educational psychology (Observation, Experimental, case study, Survey)

**Unit: - 2 Developmental psychology 25%**

- 2.1 Growth and development – Concept, Influencing factors
- 2.2 Physical and Motor development
- 2.3 Cognitive development (Piaget)
- 2.4 Emotional development (Freud)
- 2.5 Moral development (Kohlberg)
- 2.6 Social development (Bandura)
- 2.7 Psycho social development (Erickson)

**Unit: - 3 Individual differences 25%**

- 3.1 Nature Causes, Factors influencing individual differences
- 3.2 Personality

- 3.2.1 Theories of personality- All port, Catell, Freud
- 3.2.2 Role of yoga and meditation for the development of concentration and emotional stability
- 3.2.3 Personality Assessment –Projective technique and situational tests
- 3.3 Intelligence
  - 3.3.1 Theories –Two factor, multi factor &SOI model
  - 3.3.2 Testing Intelligence-Verbal, non verbal and Performance tests
  - 3.3.3 Emotional intelligence-Meaning, definition, Emotional Maturity

**Unit: - 4 Learning** **20%**

- 4.1 Theories-Tolman, Guthrie, Lewin, Hull’s reinforcement
- 4.2 Gagne’s hierarchy of learning
- 4.3 Transfer of learning and its theories

**Unit: - 5 Factors affecting learning** **20%**

- Motivation- Concept, Types,
- 5.2 Maslow’s theory of motivation and Maclelland’s theory of motivation
- 5.3 Creativity-Nature, Characteristics
  - Fostering creativity
- 5.4 Teacher related, school related learner related home related factors influencing learning.
- 5.5 Adjustment and mental health.

**ASSESSMENT SCHEME:**

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Introduction to Educational Psychology	10
2	Developmental Psychology	25
3	Individual Differences	25
4	Learning	20
5	Factors Affecting Learning	20
	Total :	<b>100</b>

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## SECTION – 2

# INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

### **Rationale:**

Information and communication technologies have become an integral part of many spheres of human life – business, industry, medicines, education, research etc. In the sphere of education, these technologies are creating a new learning environment in which student is now having the chance to learn through computer-application based courses of studies. Research is an important component of higher education and it assumes great importance in the entire process of modern education. Integration of ICT in the field of research would not only increase the reliability of research findings but would also make the task of data analysis easy for the researcher. Keeping in the mind various tasks a researcher has to do in the research, this course “Information and Communication Technology in Education” has been introduced.

### **SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	Information and Information Technology	10
2	Communication and Communication Technology	11
3	Multimedia and Authoring Tools	10
4	Use of Computers in Educational Research	11
5	E-Learning	10
	Total :	<b>52</b>

### **Objectives:**

#### **To enable the students to:**

1. create general awareness regarding Information and Communication Technology (ICT) and its use in Education.
2. acquaint different parts of computer system and their functions
3. develop fluency in vocabulary of information and communication technology
4. develop competency in the use of off-line electronic resources (CD-ROM, etc) and on-line resources (World Wide Web etc.)
5. develop and encourage using of ICT for improving school teaching and personal professional growth
6. develop understanding about the various aspects of multimedia and its usage in education
7. develop various skills to use information and communication technology for the purpose of educational research.
8. inculcate interest about the use of information and communication technology in educational research.
9. appreciate the contemporary developments in the emerging technologies of distance education.

**Unit: - 1 Information and Information Technology** **20%**

- 1.1 Information - Nature and characteristics of information–Misinformation, Disinformation and Information Explosion.
- 1.2. Information Technology
  - 1.2.1. Computer System Hardware - CPU, memory unit, out put unit, block diagram, input and out put devices
  - 1.2.2 Computer System Software - MS windows, MS office (Word, Power Point, Excel)
  - 1.2.3 Computer Applications in Education – Teaching-learning, Evaluation, Library, Administration and Research.

**Unit: - 2 Communication and Communication Technology** **20%**

- 2.1. Communication- Nature, Characteristics, Process and types
- 2.2 Communication Technology
  - 2.2.1 Networking: Concept, importance and types (LAN-topology, cables. WAN-Public Network, Intranet, Extranet)
  - 2.2.2 Internet and World Wide Web: Meaning, access options, equipment for internet, services (Email, Newsgroups, Chats, etc. Academic resources on the web search engines.), Advantages and Limitations of internet.
  - 2.2.3 Cyberethics

**Unit: - 3 Multimedia and Authoring Tools** **20%**

- 3.1 Multimedia: Meaning, importance.
- 3.2 Multimedia Building block: Text, Graphics, Digital Video or Animation, Digital audio
- 3.3 Multimedia software: Basic tools and authoring tools (Flash, Photoshop, Paint etc.)
- 3.4 Simple Web Page Creation using FrontPage or Microsoft Web Publisher.
- 3.5 Multimedia applications in education

**Unit: - 4 Use of Computers in Educational Research** **20%**

- 4.1. Planning, creating and presenting Research Proposal, Research tools using MS Word.
- 4.2 Locating Internet resources Using directories and web search engines, Encyclopedia CD-ROMs.
- 4.3 Analyzing Data Using Excel
- 4.4 Creating Newsletter/Website/Word Document for publication of research projects.

**Unit: - 5 e-LEARNING** **20%**

- 5.1 Need, Concept and Importance of e-Learning
- 5.2 Components of e-Learning (CBT (Computer Based Training), WBT (Web based training) and Virtual Classrooms.)
- 5.3 Advantages and disadvantages of e-learning

**PRACTICALS SYLLABUS**

**SESSION I:** Working with Windows XP: Folders and files, icons, tree, path, save/rename/copy/transfer/deleting of files etc.

**SESSION II: MS-WORD**

Use of various features of MS-Word like bold, italics, underline, type of font, size of font, line spacing, margins, paragraph, spelling and grammar, insertion of files/text, objects, creation of tables, borders etc in creating Research Proposals, developing research tools like questionnaire, check list etc, preparation of research report

Use of Mail Merge utility to send research tools to various participants of the study.

**SESSION III: Locating Resources for Research Project/ Internet Surfing and searching.**

Locating resources material related to research projects using Internet resources, directories and web search engines, Encyclopedia CD ROMs, educational websites, e-journals etc.

**SESSION IV: Analyzing Data Using Excel**

Performing Statistical Calculations for descriptive and inferential analysis using functions and References, using statistical and Financial functions, creating frequency tables, graphical depiction of data collected/researched, Creating charts, Editing and Formatting a charts, Working in 3-D Views

**SESSION V: Publishing the Research Project using MS-Web Publisher**

Creating Newsletter/Website/ Creating Flyers, Handouts, Templates etc using MS-Web Publisher

**ASSESSMENT SCHEME:**

<b>UNIT</b>	<b>TOPICS</b>	<b>PERCENTAGE WEIGHTAGE</b>
1	Information and Information Technology	20
2	Communication and Communication Technology	20
3	Multimedia and Authoring Tools	20
4	Use of Computers in Educational Research	20
5	E-Learning	20
	Total :	<b>100</b>

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# Paper 4

## TEACHER EDUCATION

### SECTION - 1

#### FOUNDATIONS OF TEACHER EDUCATION

##### Rationale:

Teacher preparation is one of the major areas of concern since long. Like today, it was a felt need during pre-independent time too. It has to support the efforts for the solution of the problems and challenges of education of the country. The nature, objectives, contents and pedagogy of subjects at the school stage are continuously changing. Such a situation, demands appropriate changes in Teacher Education as well. Teachers are now expected to educate students about 'learning to learn', 'learning to do', 'learning to live together, and 'learning to be'. In addition to this, international experiments in education, in the context of Teacher Education, need to be absorbed in Teacher Education programmes. Teacher Education has to play a very important role in cultural, social, economic, political context of the country. Taking a note of these developments, Teacher Education paper has been introduced in the M.Ed. programme.

##### **SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	Teacher Education in India – A Historical Perspective	8
2	Teacher Education Concept, Need, Objectives Curriculum	13
3	Teaching as a Profession	11
4	Type of Teacher Education Programmes and Agencies for Teacher Education	13
5	Problems of Teacher Education in India	7
	Total :	<b>52</b>

##### Objectives:

##### **To enable students to :**

1. acquaint the students with the historical development of teacher education in India.
2. acquaint the students with the concept, objectives and principles of Teacher Education.
3. understand the teaching as a profession.
4. acquaint the students with various organizational patterns of teacher education programme in India.
5. understand the problems of teacher education.

##### **Unit:-1 Teacher Education in India – A Historical Perspective**

**15%**

- 1.1 Ancient, Medieval, Buddha Period, Muslim Period, British Period
- 1.2 Post Independence Period [Recommendations on Teacher Education by muddaliar Commission, Kothari Commission, national Education Policy-1980]

##### **Unit:-2 Teacher Education Concept, Need, Objectives Curriculum**

**25%**

- 2.1 Concept of Teacher Education
- 2.2 Need and Importance of teacher Education
- 2.3 General objective of Teacher Education Programme
- 2.4 Objectives of Pre-service Teacher Education at various levels (Primary, Secondary and Higher Secondary levels)

2.5 Teacher Education Curriculum: Teacher Education Curriculum frame work, Recommendations of Education Commission and Kothari Commission on Teacher Education Curriculum, Present Scenario of teacher education Curriculum in Gujarat

**Unit:-3 Teaching as a Profession** **20%**

- 3.1 Assessment of Professionalism
- 3.2 Evaluation of teaching as a Profession
- 3.3 Professional Development of a teacher
- 3.4 Professional Ethics for teachers
- 3.5 Needs, Aims and Objectives of Teacher Associations / Organizations
- 3.6 Role and Responsibilities of Teacher Associations / Organizations

**Unit-4 Type of Teacher Education Programmes and Agencies for Teacher Education** **25%**

- 4.1 In-service Teacher Education-Concept, Meaning, Need, and Nature
- 4.2 Pre-Service Teacher Education- Concept, Meaning, Need, and Nature
- 4.3 Teacher Education through Distance mode for In-service teacher
- 4.4 Orientation and Refresher courses
- 4.5 Agencies for Teacher Education-UGC, NCERT, NCTE, SCERT

**Unit:-5 Problems of Teacher Education in India** **15%**

- 5.1 Major problems of Teacher education programmes (relates to Admission process, Quality of student teacher, Syllabus, Practice teaching and practicing schools, Infrastructural facilities of Teacher training colleges, Constrains of time etc.
- 5.2 Remedies to problems of Teacher Education

**ASSESSMENT SCHEME:**

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Teacher Education in India – A Historical Perspective	15
2	Teacher Education Concept, Need, Objectives Curriculum	25
3	Teaching as a Profession	20
4	Type of Teacher Education Programmes an Agencies for Teacher Education	25
5	Problems of Teacher Education in India	15
	Total :	<b>100</b>

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## SECTION - 2

# STUDENT TEACHING & INNOVATIONS IN TEACHER EDUCATION

### SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Student Teaching	13
2	Teaching and Training techniques	13
3	Instructional Designs	8
4	Evaluation in Teacher education	11
5	Teacher effectiveness and its measurement	7
	Total :	<b>52</b>

### Objectives:

#### To enable students to:

1. understand the place of student teaching and its principles in teacher education
2. acquaint with various techniques of training and teacher training
3. acquaint the students with innovative approaches, innovative evaluation process and researches in Teacher Education
4. understand the different instructional designs
5. acquaint with evaluation practices in teacher education

#### **Unit: - 1 Student Teaching:**

**25%**

- 1.1 Meaning, Concept and Scope of Student Teaching
- 1.2 Patterns of Student Teaching programmes, their nature, organization, (Teaching practice, Internship, Block teaching/off campus activities, Stray lesson etc.)
- 1.3 Problems in Student Teaching
- 1.4 Lesson planning: Meaning, need, advantages of lesson planning
- 1.5 Characteristics of an ideal lesson plan
- 1.6 Approaches to lesson planning (Herbartian five step Approach, Bloom's evaluation Approach)

#### **Unit: - 2 Teaching and Training techniques**

**25%**

- 2.1 Concept, Nature, Objectives, Procedure/Stages, Advantages, limitations and role of teacher educator for the following techniques.  
- Seminar, Conference, Symposium, Workshop, Panel Discussion, Team teaching, Tutorials, Brain storming
- 2.2 Concept, Nature, Objectives, Procedure/Stages, Advantages and limitations of the following training techniques  
- Micro teaching, Simulation, Role playing

#### **Unit: - 3 Instructional Designs**

**15%**

- 3.1 Definitions of Instructional Design
- 3.2 Training psychology
- 3.3 System analysis
- 3.4 System Approach

#### **Unit: - 4 Evaluation in Teacher education**

**20%**

- 4.1 Concept of evaluation and measurement
- 4.2 Concept of the following types of evaluation: Planning stage evaluation, formative evaluation, Diagnostic evaluation, Summative evaluation
- 4.3 Objectives of evaluation in teacher education: Pedagogical theory, Practical work, Practice teaching

4.4 Existing evaluation Practices for the following: Stray lessons, Internship, Co curricular activities and other practical work

4.5 Suggestions to improve evaluation practices in Teacher training

**Unit: - 5 Teacher effectiveness and its measurement**

**15%**

5.1 Concept of Teacher effectiveness

5.2 Measuring Teacher effectiveness

5.3 Recent trends and current researches on teacher effectiveness

**ASSESSMENT SCHEME:**

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Student Teaching	20
2	Teaching and Training techniques	20
3	Instructional Designs	20
4	Evaluation in Teacher education	15
5	Teacher effectiveness and its measurement	25
	Total :	<b>100</b>

**REFERENCES:**

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# Elective Paper – 1

## MEASUREMENT AND EVALUATION IN EDUCATION

### SECTION – 1

#### PRINCIPLES OF MEASUREMENT AND EVALUATION

**Rationale:**

The future of the nation takes shape in the Educational Institution. An institution is an organization which tries to fulfill the determined aims and objectives of education. The administrators, principals, teachers, students and other stakeholders are the parts of the educational organization. The progress of an institution depends upon the efficient management or administration. So, it is essential to know the modern development of Educational Management. Education is a co-operative enterprise which concerns with the human empowerment, rules, decision, techniques, leadership and interaction. To make the understanding and implementation of Educational Management and Administration strengthen this subject is included in M.Ed. syllabus.

**SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	The Essentials of Evaluation	10
2	Types of Scales, Evaluation & Measurement, norms and classification of Tests	7
3	Defining instructional Objectives	11
4	Essential Qualities of Measurement Procedure	11
5	Test of Scholastic Achievement & Diagnostic Test	13
	Total :	<b>52</b>

**Objectives:**

**To enable student to –**

- 1) strengthen the Knowledge about the meaning, Scope, need and functions of evaluation.
- 2) gain understanding of steps in process of evaluation.
- 3) understands types of scales and types of evaluation.
- 4) develop skills for the formulation of educational objective and their classification.
- 5) gain understanding of the basic concepts of measurement validity, reliability and objectivity.
- 6) develop necessary skills for preparation of achievement test and diagnostic tests.

**Unit: - 1 The Essentials of Evaluation**

**20%**

- 1.1 Concept of Measurement & Evaluation
- 1.2 Difference between Measurement & Evaluation
- 1.3 Scope and Need of Evaluation
- 1.4 Functions of Evaluation
- 1.5 Steps in the Process of Evaluation

**Unit: - 2 Types of Scales, Evaluation & Measurement, norms and classification of Tests**

**15%**

- 2.1 Scales of Measurement: Ordinal, Nominal, Interval & Ratio
- 2.2 Different types of Evaluation & Measurement: Maximum Performance v/s Typical Performance  
Formative, Summative, Diagnostic Evaluation and continues and comprehensive evaluation
- 2.3 Classification of Tests
- 2.4 Different types of Norms and its rational: Age, Grade, Sex, Occupational, Area, Specific group

**Unit: - 3 Defining instructional Objectives** **20%**

- 3.1 Need of defining Objectives
- 3.2 Methods of Stating Objectives
- 3.3 Inter relation of Evaluation, Objectives and Learning Experiences
- 3.4 Bloom's Taxonomy of : Cognitive, Affective Domain, psychomotor Domain
- 3.5 Writing Objectives in Behavioral Terms

**Unit: - 4 Essential Qualities of Measurement Procedure** **20%**

- 4.1 Validity: Nature, Types, Factors reducing Validity
- 4.2 Reliability: Nature, types, Factors affecting reliability
- 4.3 Usability: Factors affecting the usability of Measurement Procedure
- 4.4 Objectivity:

**Unit: - 5 Test of Scholastic Achievement & Diagnostic Test** **25%**

- 5.1 Test Items: Essay, Short-answer, and Objective Form (with reference to kinds, Construction, Characteristics and what they measure)
- 5.2 Drawbacks of Essay items and measure to Improve Essay items
- 5.3 Test of Scholastic Achievement: Need for Achievement Testing in School, Planning and Construction of Teacher – made Test, Planning and Construction of Standardized Achievement Test, Teacher – made test v/s Standardized test, Difficulties of Achievement Testing in Schools.
- 5.4 Diagnostic Test: Need and Purpose of Diagnostic Test, Steps in the Construction of a Diagnostic test.

**ASSESSMENT SCHEME:**

<b>UNIT</b>	<b>TOPICS</b>	<b>PERCENTAGE WEIGHTAGE</b>
1	The Essentials of Evaluation	20
2	Types of Scales, Evaluation & Measurement, norms and classification of Tests	15
3	Defining instructional Objectives	20
4	Essential Qualities of Measurement Procedure	20
5	Test of Scholastic Achievement & Diagnostic Test	25
	Total :	<b>100</b>

# Elective Paper – 1

## SECTION - 2

### TOOL AND TECHNIQUES OF MEASUREMENT AND EVALUATION

#### SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Tools of Measurement and Evaluation	7
2	Standardization of Tests	11
3	Measurement of Intelligence, Interest, Aptitude, Attitude and Personality	13
4	Evaluation Results	10
5	Test Statistics	11
	Total :	<b>52</b>

#### Objectives:

##### To enable the Student to –

- 1) develop necessary skills for preparation of different types of evaluation tools.
- 2) develop skills and competencies in constructing and standardizing test.
- 3) develop skills to use different type of psychological tests to measure intelligence, interest, aptitude, attitude, personality.
- 4) understands to concept of grading, semester, progress reports etc.
- 5) develop skills to prepare question bank
- 6) gain understanding regarding item analysis for norm referenced and criterion referenced test

#### **Unit: - 1 Tools of Measurement and Evaluation** **15%**

- 1.1 Examination as a Technique or a Tool of Measurement and Evaluation
- 1.2 Subjective and Objective Tools
- 1.3 Rating Scales, Questionnaires, Inventories, Check list

#### **Unit: - 2 Standardization of Tests** **20%**

- 2.1 Meaning, Nature & Uses of Standardized tests
- 2.2 Types of Standardized tests
- 2.3 Steps in the Construction of a Standardized Test
- 2.4 Choosing a Standardized test
- 2.5 Scoring a Standardized test
- 2.6 Interpretation of Test Scores

#### **Unit: - 3 Measurement of Intelligence, Interest, Aptitude, Attitude and Personality** **25%**

- 3.1 Measurement of Intelligence: Meaning & Types of Intelligence, Intelligence Quotient, Intelligence Test (Individual & Group, Verbal & Non- verbal)
- 3.2 Measurement of Interests: Meaning, Types of Interest (Expressed, Manifest, inventoried, Tested), Interest Inventories
- 3.3 Measurement of Aptitude: Meaning of Aptitude, Nature of Aptitude, Characteristics of Aptitude, Differential and specific Aptitude tests.
- 3.4 Measurement of Attitude: Meaning of Attitude, Thurston Method, Likert Method, Opinionative, Q- Sort Technique
- 3.5 Measurement of Personality: Meaning of Personality, Self Report Technique, Rating Scale, Projective Technique, Interview, Observation, Sociometric Technique.
- 3.6 Some standardized tools available in Gujarat

**Unit: - 4 Evaluation Results****20%**

- 4.1 Marks and Marking System: Need, Problems and Quality Control
- 4.2 Marking System: Absolute v/s Relative Marking, Traditional v/s grading
- 4.3 Grading: Concept, types and Process of Grading
- 4.4 Semester
- 4.5 Question Bank: Concept, Importance, Mechanics of Developing Question Bank.
- 4.6 Progress Report: Nature and Uses
- 4.7 Profiles
- 4.8 Use of Computers in Evaluation.

**Unit: - 5 Test Statistics****20%**

- 5.1 Item Analysis for Norm referenced test: Statistics of facility Value(FV) and Discriminative Indices(DI) of Objective type test items and Essay Items, Relationship between FV and DI, Appropriateness of Distracters
- 5.2 Item Analysis for Criterion referenced test: Statistics of Item Objective Congruence (IOC) and Pre – Test Difference Index (PPDI)
- 5.3 Formulas for Reliability
- 5.4 Methods of Within Group Comparison: Percentiles, Standard Scores, T-Scores, Stanine Scores
- 5.5 Presenting Test Result through Graphs

**ASSESSMENT SCHEME:**

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Tools of Measurement and Evaluation	15
2	Standardization of Tests	20
3	Measurement of Intelligence, Interest, Aptitude, Attitude and Personality	25
4	Evaluation Results	20
5	Test Statistics	20
	Total :	<b>100</b>

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# Elective Paper – 2

## GUIDANCE AND COUSELING IN EDUCATION

### SECTION – 1

#### GUIDANCE IN EDUCATION

#### **Rationale**

The qualitative syllabus should be according to the needs, expectation and demand of the society. The efforts are happening regarding the development of productive human resource in the context of futuristic needs. A person needs to have educational and vocational skills and readiness for happy and prosperous life through qualitative education. It is important for a man that he acquires education, skills and earning regarding the requirement of time. If the student gets the proper guidance and counseling during the study, he/she will be able to make a blue-print for progressive life and provide proper guidance and counseling to the future students. With the same purpose this paper is included in M.Ed. syllabus.

#### **SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	Nature and Scope of Guidance	7
2	Various Type and Level of Guidance	13
3	Structure of Guidance	11
4	Organization of Guidance Services	10
5	Problems and Issues	11
	Total :	<b>52</b>

#### **Objectives :**

##### **To enable students to:**

1. help students understand concept, need and View point of Guidance and counseling.
2. help students understand principles and problems of different type of guidance.
3. help students understand concept and needs and guidance for the children with special needs.
4. help students understand the concept, approaches and process of counseling.
5. develop in students an understand of various procedures of organizing various guidance services.

#### **Unit: -1 Nature and scope of Guidance**

**15%**

- 1.1 History of Guidance Movement
- 1.2 Concept of Guidance.
- 1.3 Principles, Needs and principles of Guidance.
- 1.4 Scope of Guidance.

#### **Unit: - 2 Various Type and level of Guidance.**

**25%**

- 2.1 Type of Guidance: Education, Vocational and personal
- 2.2 Objectives, Structure and activity of Guidance at various levels: Primary level, Secondary level, Higher Secondary level, College level, Role of the teacher in guidance.

#### **Unit: - 3 Structure of guidance**

**20%**

- 3.1 Structure of Guidance service in India

(National & State level)

3.2 Guidance Service in Various Country: America, England, Australia, France, Role of Major Agencies in Guidance.

**Unit: - 4 Organization of Guidance Services** **20%**

4.1 Institutions of Guidance Services

4.2 House-School- Community Institutions-Mass Media.

4.3 Group guidance- Concept and techniques.

4.4 Occupational information: Meaning, Sources, Classification Filling Techniques of Distribution.

4.5 Placement and Follow-up- Service

**Unit: - 5 Problems and Issues** **20%**

5.1 Problems regarding organization and administration of guidance services in India context.

5.2 Suggestions to solve the problems of guidance.

5.3 Modern trends in guidance.

5.4 The future of guidance and counseling.

**ASSESSMENT SCHEME:**

<b>UNIT</b>	<b>TOPICS</b>	<b>PERCENTAGE WEIGHTAGE</b>
1	Nature and Scope of Guidance	15
2	Various Type and Level of Guidance	25
3	Structure of Guidance	20
4	Organization of Guidance Services	20
5	Problems and Issues	20
	Total :	<b>100</b>

## Elective Paper - 2

### SECTION-2 COUNSELING IN EDUCATION

#### SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Counseling : Nature and Process	7
2	Approaches and Function of Counselling	10
3	Testing in Guidance Service	13
4	Guidance of Children with Special Needs	12
5	Human Adjustment and Mental Health	10
	Total :	52

#### **Unit: - 1 Counseling: Nature and Process**

15%

- 1.1 Concept, nature, Principles of Counseling
- 1.2 Difference between counseling and guidance, advice, direction and instruction.
- 1.3 Counseling process.
- 1.4 Group counseling Vs Individual counseling

#### **Unit: - 2 Approaches and Functions of Counseling**

20%

- 2.1 Counseling approaches:-directive counseling
- 2.2 Non directive counseling
- 2.3 Elective counseling
- 2.4 Group counseling Vs individual counseling
- 2.5 Function, Role and characteristics of Counselor
- 2.6 Characteristics of good Counseling.

#### **Unit: - 3 Testing in guidance service**

25%

- 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 Guidance of Children with special needs**

25%

- 4.1 Problems and needs of children with special needs.
- 4.2 Guidance and counseling for gifted and creative students.
- 4.3 Guidance and counseling for retarded, person with disabilities, educationally backward, underachievers, socially disadvantaged and first generation learners, delinquent
- 4.4 Role of Teacher in helping children with special needs.

#### **Unit: - 5 Human Adjustment and Mental Health.**

20%

- 5.1 Psychological foundations of adjustment.
- 5.2 Role of Motivation and perception in adjustment.
- 5.3 Principles of Mental hygiene and their implication of effective adjustment
- 5.4 Mental health and development of intergraded personality.

**ASSESSMENT SCHEME:**

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Counseling : Nature and Process	15
2	Approaches and Function of Counseling	20
3	Testing in Guidance Service	25
4	Guidance of Children with Special Needs	25
5	Human Adjustment and Mental Health	20
	Total :	<b>100</b>

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## Elective Paper – 3

### EDUCATIONAL MANAGEMENT, PLANNING AND FINANCING

#### SECTION - 1

#### EDUCATIONAL MANAGEMENT

**Rationale:-**

The future of the nation takes shape in the Educational Institution. An institution is an organization which tries to fulfill the determined aims and objectives of education. The administrators, principals, teachers, students and other stakeholders are the parts of the educational organization. The progress of an institution depends upon the efficient management or administration. So, it is essential to know the modern development of Educational Management. Education is a co-operative enterprise which concerns with the human empowerment, rules, decision, techniques, leadership and interaction. To make the understanding and implementation of Educational Management and Administration strengthen this subject is included in M.Ed. syllabus.

**SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	Introduction to Educational Management	10
2	Modern Development of Educational Management	11
3	Educational Administration as a Process	10
4	Educational Decision Process	11
5	Educational Leadership	10
	Total :	<b>52</b>

**Objectives:-**

**To enable student teachers to**

1. know the concept of Educational Management.
2. acquaint with the process of Educational Management.
3. understand modern development of Educational Management.
4. orient with the process of Educational decision.
5. know the concept, types and models of Educational leadership.

**Unit: - 1 Introduction to Educational Management** **20%**

- 1.1 Meaning, nature, scope of Educational Management
- 1.2 Functions and principles of Educational Management
- 1.3 The present trends in Educational Management.

**Unit: - 2 Modern development of Educational Management** **20%**

- 2.1 Scientific Management
- 2.2 Human Relations Approach
- 2.3 Social demand Approach

- Unit: - 3 Educational Administration as a Process** **20%**
- 3.1 Planning, Organizing, Staffing, Co-coordinating, Directing, Controlling and Evaluating
- 3.2 The importance of communication in Administrative process
- 3.3 Administrative skills: Conceptual, Human, Technical
- Unit: - 4 Educational Decision Process** **20%**
- 4.1 Concept of Decision Making
- 4.2 Principles of effective decision making
- 4.3 Models of Decision Making Process
- Unit: - 5 Educational Leadership** **20%**
- 5.1 Modern concept of leadership
- 5.2 Types of leadership: Autocratic, Democratic, Laizefair
- 5.3 Modern models of leadership: Ohio state leadership, Managerial gried model, Likert leadership

**ASSESSMENT SCHEME:**

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Introduction to Educational Management	20
2	Modern Development of Educational Management	20
3	Educational Administration as a Process	20
4	Educational Decision Process	20
5	Educational Leadership	20
	Total :	<b>100</b>

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**Elective Paper – 3**  
**SECTION - 2**  
**EDUCATIONAL PLANNING AND FINANCING**

**Rationale:**

Sound educational management is essential in developing country to India where crore of children are studying thousands of teachers and personals are working in educational institutions, where finance of people and government is invested for the institutional building and development by education, the foundation of democracy of India can be strengthened .To understand the novel view of administration and management this paper is included in M.Ed syllabus.

**SCHEME OF TEACHING:**

UNIT	TOPICS	THEORY HOURS
1	Educational Planning in India	10
2	Educational Administration	7
3	Modern Supervision	11
4	Educational Financing	13
5	Organizational Development & Educational Co-ordination	11
	Total :	<b>52</b>

**Objectives:**

**To enable students to:**

1. keep the students precisely informed about the educational planning in India.
2. enable the students to understand basic concepts of educational administration
3. enable the students to acquire necessary knowledge and expertise of the principles and procedures of educational administration
4. enable the students to understand how different branches of education are ce. managed and administered and appreciate various aspects of educational planning and finance.
- 5 orient the students with the procedures of supervision and need for organizing supervisory programme.
- 6 develop an understanding in the students about the role of the government in financing education, resources, and enable them to prepare School/institutional budget.
7. acquaint the students with the concept and development and procedures of the organizational development.
8. keep the students precisely informed about the educational co-ordination

**Unit: - 1 Educational planning in India**

**20%**

- 1.1 Educational planning: Concept, need, types.  
Approaches to educational planning
- 1.2 Educational planning in India
  - 1.2.1 Early Attempts, Post- Independent planning
  - 1.2.2 planning Process: National & State level.
  - 1.2.3 Five year plans in India- Perspective planning
  - 1.2.4 Institutional planning in Education.

**Unit: - 2 Educational Administration**

**15%**

- 2.1 Development of Modern Concept of Education Administration from 1900 to Present day.
- 2.2 Educational Administrative structure in India : ( Central Level, State Level, District Level, Block Level and Institutional Level.
- 2.3 The Present specific trends in educational Administrative

- Unit: - 3 Modern Supervision** **20%**
- 3.1 Supervision: Concept & Nature, Types & Procedures / Process
- 3.2 Modern Supervision
- 3.2.1 Objectives, Need, Principles of planning of the supervisory programme
- 3.2.2 Steps in planning and Need for organizing supervisory programme
- Unit: - 4 Educational Finance** **25%**
- 4.1 Concept, Imp, Scope
- 4.2 Role of Government – Central, State, Local
- 4.3 Theory and practice of Financing Education (a) Planning (b) Budgeting (c) Control of Funds.
- 4.4 Sources of Finance for Educational in India
- (a) Public Funding of Education (b) Fees
- (c) Student loans (d) Education Cess
- (e) External aid for Education
- Unit: - 5 Organizational Development & Educational Co-ordination** **20%**
- 5.1 Organizational Development
- 5.1.1 Concept & Developments
- 5.1.2 The planning Process & Procedure
- 5.2 Educational Co-ordination:
- 5.2.1 Concept & Imp,
- 5.2.2 Types & Procedure & Process.
- 5.2.3 Contemporary trends in Educational Management
- 5.2.4 TQM ( Total Quality Management )
- 5.2.5 SWOT Analysis
- 5.2.6 Time Management
- 5.2.7 Innovation & Change

**ASSESSMENT SCHEME:**

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Educational Planning in India	20
2	Educational Administration	15
3	Modern Supervision	20
4	Educational Financing	25
5	Organizational Development & Educational Co-ordination	20
	Total :	<b>100</b>

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