

GUJARAT UNIVERSITY



CBCS Master of Education (M.Ed.)

REVISED

CURRICULUM (For Two Years) Semester - I to IV

Revised Course

In Force from Dec-2021

**Ordinance, Regulations and
CBCS M.Ed. Curriculum
Semester - I to IV**

In Force From – December: 2021

GUJARAT UNIVERSITY
CHOICE BASED CREDIT SYSTEM (CBCS)
ORDINANCES AND REGULATIONS AND SYLLABUS
FOR MASTER OF EDUCATION (M.Ed.) PROGRAM
(In force from Dec 2021)

Ordinance for Education = Edu.O and Regulation for Education = Edu. R

Edu.O-1: M.Ed. Program in Education, in Gujarat University shall be of two years (Four Semester) duration.

- For the purpose of admission in M.Ed. Program, minimum eligibility required is the following degree with at least 50% of the marks.
 1. B. Ed.
 2. B.A. B.Ed., B.Sc. B. Ed.
 3. B. El. Ed.
 4. D.El.Ed. with an undergraduate degree (with 50% marks in each).
- The M.Ed. Program is run by the University Department and 10 P.G. Colleges of Education, affiliated to the Gujarat University and recognized by NCTE.
- Intake capacity for the Department and the colleges is 50.
- Admission procedure is decided and implemented by the Gujarat University.
- Admission is given according to the norms established by NCTE, UGC and Gujarat University.
- Reservation policy of the Gujarat State is followed for the admission.

OBJECTIVES:

- a. To enable the students to be innovative teacher 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.
 2. College of Education.
 3. Department of Education.
 4. PTC College and DIET.
- d. Institutions engaged in Educational Research, Education Planning, Educational Technology and Educational Administration.
- e. Educational Media Research Centre.

Edu.O-2

List of the Core Course of M.Ed. Programme

- Course A001 Core-1: Fundamentals of Research in Education
- Course A002 Core-2: Learner and Learning Process
- Course A003 Core-3: Philosophy of Education
- Course A004 Core-4: Methods of Educational Research
- Course A005 Core-5: Sociology of Education
- Course A006 Core-6: Teacher Education
- Course A007 Core-7: Tools & Techniques in Educational Research
- Course A008 Core-8: Educational Studies
- Course A009 Core-9: Data Analysis & Research Report Writing

List of the Group Course of M.Ed. Programme

- B-101 Childhood Education
- B-102 Higher Education
- B-103 Inclusive Education
- B-104 Elements of Bhartiya Chintan

Group-A : Elementary Education

- B-105 Issues and Challenges in Primary Education
- B-106 Pedagogy of Curriculum in Primary Education
- B-107 Education Management and Organization in Primary Education

Group-B : Secondary Education

- B-108 Issues and Challenges in Secondary Education
- B-109 Pedagogy ,Andragogy and Assessment
- B-110 Educational Management and Leadership

List of the Elective Course of M.Ed. Programme

- C-101 Curriculum Studies and Education
- C-102 ICT in Education
- C-103 Guidance & Counseling
- C-104 Special Education
- C-105 Inferential Statistics
- C-106 Educational Management and Human Relations Approach
- C-107 Pedagogy of Curriculum and Assessment
- C-108 Entrepreneurship in Education

List of the Optional Course of M.Ed. Programme

- D -101 Historical, Political and Economical concerns of Education
- D-102 Application of Descriptive Statistics in Research
- D-103 Psychological Testing
- D-104 Educational Measurement & Evaluation

Edu. O. 3:

Any graduate who has taken the degree of Bachelor of Education of this University or of another University recognized as equivalent to be admitted to the M.Ed. Program of the university , after having fulfilled the requirements as laid down by the University and NCTE.

Edu. O 4 : THE COURSES FOR M.Ed PROGRAM

- The courses for the M.Ed. program are divided in five parts.

Part 1. Semester – 1

Part 2. Semester – 2

Part 3. Semester – 3

Part 4. Semester – 4

Part 5. Dissertation and other assignment works

(All the assignment works and work related to preparation of dissertation are divided in four semesters equally)

M.Ed. Semester – 1

| Course No. | Course | Inst. H/W | Credit | | Total | | |
|--------------------------------------------------------------------|------------------------------------------------------------|-----------|-----------|-----------|------------|------------|------------|
| | Core Courses (Perspective) | | Int. | Ext. | Internal | External | Total |
| A 001 | Core-1: Fundamentals of Research in Education | 4 | 1 | 3 | 30 | 70 | 100 |
| A 002 | Core-2: Learner and Learning Process | 4 | 1 | 3 | 30 | 70 | 100 |
| A 003 | Core-3: Philosophy of Education | 4 | 1 | 3 | 30 | 70 | 100 |
| Optional Courses - Any One Subject from the following group | | | | | | | |
| D 101 | Historical, Political and Economical concerns of Education | 4 | 1 | 3 | 30 | 70 | 100 |
| D 102 | Application of Descriptive Statistics in Research | 4 | 1 | 3 | 30 | 70 | 100 |
| D 103 | Psychological Testing | 4 | 1 | 3 | 30 | 70 | 100 |
| D 104 | Educational Measurement & Evaluation | 4 | 1 | 3 | 30 | 70 | 100 |
| Total | | - | 4 | 12 | 120 | 280 | 400 |
| Practical, projects and other Assignment work | | | | | | | |
| E 501 | Seminar for Research Proposal | 1 | 1 | - | 25 | - | 25 |
| E 502 | Dissertation Guidance | 2 | 2 | - | 50 | - | 50 |
| E 503 | Library Work – Theoretical Review in Research | 2 | 2 | - | 50 | - | 50 |
| E 504 | Visit for Educational Institution | 1 | 1 | - | 25 | - | 25 |
| E 505 | Symposium | 1 | 1 | - | 25 | - | 25 |
| Total | | - | 07 | - | 175 | - | 175 |
| Inter Semester Break | | | | | | | |
| E 506 | Communication Skill Expository Writing | 1 | 1 | - | 25 | - | 25 |
| E 507 | Self Development | 1 | 1 | - | 25 | - | 25 |
| Total | | - | 2 | - | 50 | - | 50 |
| Grand Total | | - | 13 | 12 | 345 | 280 | 625 |

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 260 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of two Week (12 days) duration students has to earn 2 credits.
- Total Credit for Semester-I is 25.

Table Showing Internal and External Marks & Credit for SEM-I

| | Marks | Credit |
|--------------|------------|-----------|
| Internal | 345 | 13 |
| External | 280 | 12 |
| Total | 625 | 25 |

M.Ed. Semester – 2

| Course No. | Course | Inst. H/W | Credit | | Total | | |
|----------------------------------------------------------|------------------------------------------|-----------|-----------|-----------|------------|------------|------------|
| | Core Courses (Perspective) | | Int. | Ext. | Internal | External | Total |
| A 004 | Core-4: Methods of Educational Research | 4 | 1 | 3 | 30 | 70 | 100 |
| A 005 | Core-5: Sociology of Education | 4 | 1 | 3 | 30 | 70 | 100 |
| A 006 | Core-6: Teacher Education | 4 | 1 | 3 | 30 | 70 | 100 |
| Elective Courses (Any One of the Following Paper) | | | | | | | |
| C 101 | Curriculum Studies and Education | 4 | 1 | 3 | 30 | 70 | 100 |
| C 102 | ICT in Education | 4 | 1 | 3 | 30 | 70 | 100 |
| C 103 | Guidance and Counseling | 4 | 1 | 3 | 30 | 70 | 100 |
| C 104 | Special Education | 4 | 1 | 3 | 30 | 70 | 100 |
| Total | | - | 4 | 12 | 120 | 280 | 400 |
| Practical, projects and other Assignment work | | | | | | | |
| E 508 | Seminar – Research Skill | - | 1 | - | 25 | - | 25 |
| E 509 | Workshop | - | 1 | - | 25 | - | 25 |
| E 510 | Visit to Special School | - | 1 | - | 25 | - | 25 |
| E 511 | Preparation of Tool & Their Presentation | - | 1 | - | 25 | - | 25 |
| E 512 | Review of Previous Researches | - | 1 | - | 25 | - | 25 |
| Total | | | 5 | - | 125 | - | 125 |
| Inter Semester Break | | | | | | | |
| E 513 | Internship (2 Week) | - | 2 | - | 50 | - | 50 |
| E 514 | Dissertation Work | - | 2 | - | 50 | - | 50 |
| Total | | - | 4 | - | 100 | - | 100 |
| Grand Total | | - | 13 | 12 | 345 | 280 | 625 |

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 260 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of two Week (12 days) duration students has to earn 4 credits.
- Total Credit for Semester-II is 25.

Table Showing Internal and External Marks & Credit for SEM-II

| | Marks | Credit |
|--------------|------------|-----------|
| Internal | 345 | 13 |
| External | 280 | 12 |
| Total | 625 | 25 |

M.Ed. Semester – 3

| Course No. | Course | Inst. H/W | Credit | | Total | | |
|----------------------------------------------------------------------------------|------------------------------------------------------|-----------|-----------|-----------|------------|------------|------------|
| | Core Courses (Perspective) | | Int. | Ext. | Internal | External | Total |
| A 007 | Core-7: Tools and Techniques in Educational Research | 4 | 1 | 3 | 30 | 70 | 100 |
| A 008 | Core-8: Educational Studies | 4 | 1 | 3 | 30 | 70 | 100 |
| Specialization of Group Courses (Any One from Following Group-B) | | | | | | | |
| B 101 | Childhood Education | 4 | 1 | 3 | 30 | 70 | 100 |
| B 102 | Higher Education | 4 | 1 | 3 | 30 | 70 | 100 |
| B 103 | Inclusive Education | 4 | 1 | 3 | 30 | 70 | 100 |
| B 104 | Elements of Bhartiya Chintan | 4 | 1 | 3 | 30 | 70 | 100 |
| Any One of The Following Elective Course (Any One from Following Group-C) | | | | | | | |
| C 105 | Inferential Statistics | 4 | 1 | 3 | 30 | 70 | 100 |
| C 106 | Educational Management and Human Relations Approach | 4 | 1 | 3 | 30 | 70 | 100 |
| C 107 | Pedagogy of Curriculum and Assessment | 4 | 1 | 3 | 30 | 70 | 100 |
| C 108 | Entrepreneurship In Education | 4 | 1 | 3 | 30 | 70 | 100 |
| Total | | - | 4 | 12 | 120 | 280 | 400 |
| Practical, projects and other Assignment work | | | | | | | |
| E 515 | Seminar to Enhance Communication Skills | - | 1 | - | 25 | - | 25 |
| E 516 | Case Study or Certificate Course or Diploma Course | | 2 | - | 50 | - | 50 |
| E 517 | Educational Visit | - | 1 | - | 25 | - | 25 |
| E 518 | Library Work | - | 1 | - | 25 | - | 25 |
| E 519 | Field Visit and Data Collection | - | 1 | - | 25 | - | 25 |
| E 520 | Academic Writing | - | 1 | - | 25 | - | 25 |
| Total | | | 07 | - | 175 | - | 175 |
| Inter Semester Break | | | | | | | |
| E 521 | Dissertation Work | - | 2 | - | 50 | - | 50 |
| Grand Total | | - | 09 | - | 225 | - | 225 |

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 260 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of two Week (12 days) duration students has to earn 2 credits.
- Total Credit for Semester-III is 25.

Table Showing Internal and External Marks & Credit for SEM-III

| | Marks | Credit |
|--------------|------------|-----------|
| Internal | 345 | 13 |
| External | 280 | 12 |
| Total | 625 | 25 |

M.Ed. Semester – 4

| Course No. | Course | Inst. H/W | Credit | | Total | | |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------|----------|-----------|------------|------------|------------|
| | Core Courses (Perspective) | | Int. | Ext. | Internal | External | Total |
| A 009 | Core-9: Data Analysis & Research Report Writing | 4 | 1 | 3 | 30 | 70 | 100 |
| Specialization Groups A & B (Student has to select either Group-A or Group-B with all the three papers) | | | | | | | |
| Specialization for Elementary Education (Group-A) | | | | | | | |
| B 105 | Issues and Challenges in Primary Education | 4 | 1 | 3 | 30 | 70 | 100 |
| B 106 | Pedagogy of Curriculum in Primary Education | 4 | 1 | 3 | 30 | 70 | 100 |
| B 107 | Education Management and Organization in Primary Education | 4 | 1 | 3 | 30 | 70 | 100 |
| OR | | | | | | | |
| Specialization for Secondary Education (Group-B) | | | | | | | |
| B 108 | Issues and Challenges in Secondary Education | 4 | 1 | 3 | 30 | 70 | 100 |
| B 109 | Pedagogy ,Andragogy and Assessment | 4 | 1 | 3 | 30 | 70 | 100 |
| B 110 | Educational Management and Leadership | 4 | 1 | 3 | 30 | 70 | 100 |
| Total | | - | 4 | 12 | 120 | 280 | 400 |
| Practical, projects and other Assignment work | | | | | | | |
| E 521 | Visit to Inlibnet, Central Lib., Resource Centers | - | 1 | - | 25 | - | 25 |
| E 522 | Organization of Workshop/Seminar | - | 1 | - | 25 | - | 25 |
| E 523 | Presentation of Synopsis in seminar | - | 1 | - | 25 | - | 25 |
| E 524 | Dissertation & Viva | - | - | 6 | - | 150 | 150 |
| Total | | - | 3 | 6 | 75 | 150 | 225 |
| Grand Total | | - | 7 | 18 | 195 | 430 | 625 |

*** Note:**

- Total work load for theory is approximately 48 working days. Total minimum hours for theory is 240 hours. and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 260 hours for 7 credits. (For practical 2 hours is assigned per week per credit.)
- Total Credit for Semester-IV is 25.

** For the purpose of calculation of grades, credit earned for the theory papers shall only be considered, however, students are required to complete all the assignments and submission works for appearing in Semester-IV.

Table Showing Internal and External Marks & Credit for SEM-IV

| | Marks | Credit |
|--------------|------------|-----------|
| Internal | 195 | 07 |
| External | 430 | 18 |
| Total | 625 | 25 |

Summary of Semester-I to IV

Internal – External Marks & Credits for M.Ed. Course

| Semester | Marks | | Credit | | Total |
|--------------|-------------|-------------|-------------|--------------------|------------|
| | Internal | External | Internal | External | |
| Semester-I | 345 | 280 | 625 | 13+12 | 25 |
| Semester-II | 345 | 280 | 625 | 13+12 | 25 |
| Semester-III | 345 | 280 | 625 | 13+12 | 25 |
| Semester-IV | 195 | 430 | 625 | 07+18 | 25 |
| Total | 1230 | 1270 | 2500 | 46+54 = 100 | 100 |

Edu.O-5: Grade Conversion Table

Grade and Grade Points in Theory Papers

| Percentage of Marks in Internal and External Exam | Grade Point | Grade |
|---------------------------------------------------|-------------|-------|
| 85 and Above | 8.5 to 10 | O+ |
| 70 to 84.99 | 7.0 to 8.49 | O |
| 60 to 69.99 | 6.0 to 6.99 | A |
| 55 to 59.99 | 5.5 to 5.99 | B+ |
| 50 to 54.99 | 5.0 to 5.49 | B |
| 40 to 49.99 | 4.0 to 4.99 | C |
| Below 40 | 0 | D |

Note: The credit shall be considered only in whole numbers. 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. 1:

A candidate desirous to appear for the M.Ed. Examination shall be allowed to do so if,

- i. He/ she is a full-time student and has undergone a regular course of study in an institution recognized for the purpose, for two academic year after passing the B.Ed. Examination.
- ii. the student has remained present in the institution for 80% of the total working days (including days of internship, workshops , seminars, but excluding of the days of terminal and other examinations) during the period of program.

Edu. R. 2:

- i. The M.Ed. Program consists of a total of nine core papers distributed in Semester I to IV and two optional papers in each of the semesters as shown in Edu. O 4. And a dissertation of 150 marks (Including Viva Voce of 50 marks based on dissertation).

Edu. R. 3:

The dissertation shall be on an educational topic approved by the Department of Education Gujarat University. The student has to get his/her topic of the dissertation approved from the Department of Education, Gujarat University within a 2 month from the date of commencement of the program in the respective year. Such approval should normally be communicated from the Department of Education to the student before the end of October of the respective year. If a topic/subject selected by a student is not approved, he/she will have the liberty to select another topic/subject, provided a topic/subject is not approved **before Registration**. Without approval of the topic of a dissertation, student will not be registered as a Post Graduate student.

Edu. R. 4:

University teacher, the recognized post-graduate teacher or an assistant Post-graduate teacher shall guide the student(s) for the M.Ed. Dissertation for at least one hour per week in both the semesters. Consent of the guiding teacher must be taken by the institution for dissertation guidance to the student(s). The guiding hour shall be considered as equal to one teaching hour for the purpose of calculation of teaching workload.

Edu. R. 5:

- i. There will be one internal examination in each semester and the student has to obtain at least 40% marks in all the courses, i.e. Core and optional courses and 50% in aggregate of the marks, otherwise he/she will not be allowed to appear in final examinations of the said semester.
- ii. End Semester examination (Final Examination) will be held by the university.
- iii. If the student gets less than 40% of the marks in any of the Core or optional courses and/or has secured less than 50% marks in aggregate in final examinations of First/second/third Semester held by the university, he/she will have to clear first/second/third semester examinations along with Second/third/forth Semester examinations respectively, to get the degree of M. Ed.
- iv. Students appearing for the M.Ed. Examination should submit his or her dissertation one month before the commencement of the final examinations of forth Semester. Affiliated colleges are required to submit the dissertations of students registered with them, to the Department of Education. Student(s) will not be allowed to appear in the final examinations of forth semester, without submission of his or her dissertation.

Edu. R. 6:

The core courses, group courses, elective courses, and optional courses for M.Ed. Program are listed here

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

(In Force from Dec, 2021)

The purpose of the M.Ed. program is to prepare learners for higher level functions in the field of education including teacher education, who have a broad understanding of all the contemporary concerns of education.

List of the Core Course of M.Ed. Programme

- Course A001 Core-1: Fundamentals of Research in Education
- Course A002 Core-2: Learner and Learning Process
- Course A003 Core-3: Philosophy of Education
- Course A004 Core-4: Methods of Educational Research
- Course A005 Core-5: Sociology of Education
- Course A006 Core-6: Teacher Education
- Course A007 Core-7: Tools & Techniques in Educational Research
- Course A008 Core-8: Educational Studies
- Course A009 Core-9: Data Analysis & Research Report Writing

List of the Group Course of M.Ed. Programme

- B-101 Childhood Education
- B-102 Higher Education
- B-103 Inclusive Education
- B-104 Elements of Bhartiya Chintan

Group-A : Elementary Education

- B-105 Issues and Challenges in Primary Education
- B-106 Pedagogy of Curriculum in Primary Education
- B-107 Education Management and Organization in Primary Education

Group-B : Secondary Education

- B-108 Issues and Challenges in Secondary Education
- B-109 Pedagogy, Andragogy and Assessment
- B-110 Educational Management and Leadership

List of the Elective Course of M.Ed. Programme

- C-101 Curriculum Studies and Education
- C-102 ICT in Education
- C-103 Guidance & Counseling
- C-104 Special Education
- C-105 Inferential Statistics
- C-106 Educational Management and Human Relations Approach
- C-107 Pedagogy of Curriculum and Assessment
- C-108 Entrepreneurship in Education

List of the Optional Course of M.Ed. Programme

- D -101 Historical, Political and Economical concerns of Education
- D-102 Application of Descriptive Statistics in Research
- D-103 Psychological Testing
- D-104 Educational Measurement & Evaluation

Edu. R. 7:

One Soft copy and two hard copies of the dissertation and two copies of synopsis of the dissertation are to be submitted one month before the commencement of forth semester University Examination, to the Department of Education, Gujarat University, Ahmedabad, in type-written or printed form.

STANDARD OF PASSING

Edu. R. 8:

- i. To pass the final examinations of First Semester, a student is required to pass separately in each of the Core and Optional Courses. The student has to get at least 40% marks in each course 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. Similarly, for the second semester and third semester, he will allowed to move in the next Semester. However, the result of the forth semester will not be declared till the student passes all the courses of previous semesters i. e semester I to III .
- iii. If the student is unable to pass one or all the courses, he/she will have to reappear in the examination to pass that/those course/courses, where he/she has scored less than 40% marks in such course/courses and /or if the student has scored less than 50% marks in aggregate, he/she is required to reappear in all the courses of that semester.
 - a. The class of passing and grade obtained in examinations will be given by combining the marks obtained by the students in all the end semester final examinations (Semester I to IV) held by the university.
 - b. No class will be awarded in the mark sheet of semester I to III examination, however, SGPA shall be calculated for the same.
 - c. CGPA will be calculated after clearing all the courses of semester I to IV and the grades/class shall be awarded on the basis of following table.

Result and Class of the Student teacher

| Grade Point | Grade | Result and Class |
|-------------|-------|------------------------------|
| 8.5 to 10 | O+ | First Class With Distinction |
| 7.0 to 8.49 | O | |
| 6.0 to 6.99 | A | First Class |
| 5.5 to 5.99 | B+ | Higher Second Class |
| 5.0 to 5.49 | B | Second Class |
| 4.0 to 4.99 | C | Pass Class |
| Below 4.0 | D | Reappear in Exam. |

- d. In case, student applies for rechecking or reassessment for any of the courses and there is increase in marks, he/she will not be considered for any university award.
- iv. To pass the final examinations of Forth Semester, a student is required to pass separately in each course and dissertation. Student has to get at least 40% marks in each of the Core, Group, Elective and optional Courses and at least 50% marks in dissertation separately in both dissertation assessment and viva voce examination and 50% marks in aggregate.
- v. If the student is not able to pass the examination of the forth semester, he/she will be given two more chances to appear in the final university examinations of the forth Semester in next two subsequent years. If he/she is not able to pass the examination within four years after registration, he/she has to reregister him/her self and redo his/her study from the first semester.

- vi. The M. Ed. Degree will be awarded after successful completion of the fourth Semester examination.
- vii. **Edu. R. 8 –i/ii/iii/iv/v/vi** will again be applicable to the student, who will get readmission, from the commencement of the course..

Edu. R. 9:

If a candidate passes in the dissertation but fails in aggregate, the marks obtained by him/her in the dissertation shall be carried forward to subsequent year or years. If a candidate passes in the aggregate and fails in the dissertation, the marks obtained by him/her in the courses shall be carried forward to subsequent year or years and he/she has to submit a new dissertation on a topic other than selected earlier by the student. If a candidate fails in aggregate in the examination held at the end of First Second, third or fourth Semester, he / she may be exempted from appearing in the examination of such course/courses, where he/she has secured at least 50 percent marks.

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

Format of Question Paper for M.Ed. Programme

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

NOTE: For the PG Assessment (M.Ed.) there must be internal examiner that is within the University and External Examiner that is outside the University. One section of the PG must be assess by external examiner and one section by internal examiner for the objectivity and

CBCS

M.Ed. SYLLABUS

SEMESTER - I

Note:

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

M.Ed. Semester – 1

| Course No. | Course | Inst. H/W | Credit | | Total | | |
|--------------------------------------------------------------------|------------------------------------------------------------|-----------|-----------|-----------|------------|------------|------------|
| | Core Courses (Perspective) | | Int. | Ext. | Internal | External | Total |
| A 001 | Core-1: Fundamentals of Research in Education | 4 | 1 | 3 | 30 | 70 | 100 |
| A 002 | Core-2: Learner and Learning Process | 4 | 1 | 3 | 30 | 70 | 100 |
| A 003 | Core-3: Philosophy of Education | 4 | 1 | 3 | 30 | 70 | 100 |
| Optional Courses - Any One Subject from the following group | | | | | | | |
| D 101 | Historical, Political and Economical concerns of Education | 4 | 1 | 3 | 30 | 70 | 100 |
| D 102 | Application of Descriptive Statistics in Research | 4 | 1 | 3 | 30 | 70 | 100 |
| D 103 | Psychological Testing | 4 | 1 | 3 | 30 | 70 | 100 |
| D 104 | Educational Measurement & Evaluation | 4 | 1 | 3 | 30 | 70 | 100 |
| Total | | - | 4 | 12 | 120 | 280 | 400 |
| Practical, projects and other Assignment work | | | | | | | |
| E 501 | Seminar for Research Proposal | 1 | 1 | - | 25 | - | 25 |
| E 502 | Dissertation Guidance | 2 | 2 | - | 50 | - | 50 |
| E 503 | Library Work – Theoretical Review in Research | 2 | 2 | - | 50 | - | 50 |
| E 504 | Visit for Educational Institution | 1 | 1 | - | 25 | - | 25 |
| E 505 | Symposium | 1 | 1 | - | 25 | - | 25 |
| Total | | - | 07 | - | 175 | - | 175 |
| Inter Semester Break | | | | | | | |
| E 506 | Communication Skill Expository Writing | 1 | 1 | - | 25 | - | 25 |
| E 507 | Self Development | 1 | 1 | - | 25 | - | 25 |
| Total | | - | 2 | - | 50 | - | 50 |
| Grand Total | | - | 13 | 12 | 345 | 280 | 625 |

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 260 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of two Week (12 days) duration students has to earn 2 credits.
- Total Credit for Semester-I is 25.

Table Showing Internal and External Marks & Credit for SEM-I

| | Marks | Credit |
|--------------|------------|-----------|
| Internal | 345 | 13 |
| External | 280 | 12 |
| Total | 625 | 25 |

Course No A001
Semester – 1
M.Ed. Core Course – I
FUNDAMENTALS OF RESEARCH IN EDUCATION

Objectives:

To enable the student to understand

1. The Concept and meaning of research and Educational Research.
2. The Functions, Characteristics, Objectives, and Nature of Educational Research.
3. The Need for Educational Research and Limitations of it.
4. The Steps of Educational Research.
5. Types of Research and Classification of Educational Research.
6. The basic concept of knowledge, Inquiry and Method.
7. The Various interdisciplinary approaches.
8. The Scientific Procedure of Selection of a Problem.
9. The essential parts of Research Proposal and Dissertation Report writing.
10. The importance and nature of Review of Related Literature.

Unit-1: Introduction to Educational Research

A. Concept of Research

- Meaning and Definition of Research
- Meaning and Definition of Educational Research
- Functions of Educational Research
- Characteristics of Educational Research
- Objectives of Educational Research
- The nature of Educational Research
- Need for Research in Education
- Limitations of Educational Research
- Steps in Educational Research
- Types of Research
- Classification of Educational Research

B. Fundamentals of research

- Concept of knowledge
- Four sources of knowledge
- Nature of knowledge
- Concept of Inquiry
- Art and Science of Inquiry
- Knowledge and Inquiry
- Concept of Scientific Inquiry
- Basic Skills of Scientific Inquiry
- Concept of Scientific Method
- Elements of Method

Unit-2 : Interdisciplinary Approach

- Concept of Discipline
- Characteristics of a discipline
- Interdisciplinary approach
- Philosophy of Education
- Educational Psychology
- Scientific Approach
- Concept of Paradigms
- Concept of Theory
- Concept of Model
- Research Approach

Unit-3 : Selection/Identification of a Problem

- Reflective and Scientific Thinking
- Characteristics of a good Research
- Identification of a Problem
- Sources of Problem
- Criteria for selection of a Problem
- Definition of a Problem
- Statement of a Problem
- Characteristics of Problem
- Clarifying and stating a Problem
- Delimiting a Problem
- Assumptions about the Problem
- Evaluating the Problem
- Areas of Educational Research

Unit-4: Review of Related Literature

- Meaning of Review of Literature
- Need of Review of Literature
- Objectives of Review of Literature
- Principles and Procedure for the Review of Literature
- The Nature of the Review of the Literature in survey and Experimental Research
- Types of Review of the Literature
- Sources of Review of Literature
- Functions of the Review of Literature
- Some Hints for Review of Literature
- Major area for Information
- Suggestions for Library Use
- Reporting Review of Literature
- Suggestions for Reporting

Suggested Practical Work:

1. Identify Suitable research problems for your dissertation work.
2. Prepare five reviews of previous dissertation work and present it in the Seminar.
3. Prepare Chapter one and Present it in Seminar
4. Prepare the research proposal for your research problem and present it in the Seminar.
5. Prepare Chapter 2 and Present it in Seminar

Reference Books:

1. Best, John W. (2005): Research in Education (10thed.) Englewood Cliffs N.J.: Prentice Hall, Inc.
2. Borg, W.R. & Gall M.D. (2006): Educational Research – An Introduction (8th ed.) New York; Longman Inc.
3. Burroughs, G.E.R. (1975): Design and Analysis in Educational Research (2nded.) Oxford: Alden & Mow bray Ltc.
4. Bruce W. (2012) : Conducting Educational; Research New York : McGraw Hill Book Co.
5. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
6. Gilbert, S. (1979) : Foundations of Educational Research Englewood, Cliffs, New Jersey : Prentice Hall Inc.
7. Hyman H.H.(1955) : Survey : Design and Analysis Principles, Cases, Procedures New York : The Free Press
8. Mistry Milan T., (2014) Educational Research Paradise Publication, Jaipur,
9. Kerlinger F.N. (1999) : Foundations of Behavioral Research (4th ed.) Educational & Winston Inc.
10. Koul Lokesh (2009) : Methodology of Educational Research (4th ed): New Delhi: Vani Educational Book.
11. Levin, J. (2009): Elementary statistics in Social Research (11th ed.): London, Pearson.
Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education andPsychology, Allyn and Bacon Inc

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17. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.
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19. Patel R.S. (2015) Research Methodology (3rd ed. Gujarati Version), Ahmedabad, Jay Publication.
20. Patel R.S. (2015) Research Methodology (1st ed. English Version), Ahmedabad, Jay Publication.
21. Patel, R.S.: February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
22. Patel, R.S. :November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
23. Desai H.G. (1979) : Style Manual For Dissertation / Theses Rajkot, Saurashtra University.
24. pRF8 0L. V[. se)((f 0 ;XiWGGf 5fZE[4 ZfHSi8 0 V1fZEJG.
25. N[;fC VR. HL. VG N[;fC S. HL. s RiYL VFJl z e)()f 0 ;XiWG 5wWITVi VG 5lJiWViVDNFJfN 0 IIGJl;8L UY lGDf6 Ai0.
26. HiQFL V[R. Vi. s e))ef 0 S; i8L ; ZRGf4 ZfHSi8 0 V[R. HL. N[;fC DDiZLl , V[HlSXG 8:8.

Course NoA002
Semester – 1
M.Ed. Core Course– II
LEARNER AND LEARNING PROCESS

Objectives:

1. Students understand the nature of human growth and development.
2. Students understand learning as a process and factors affecting it.
3. Students understand the concept and process of learning acceleration.
4. Students develop their abilities to apply different learning theories according to the demand of situation.
5. Students develop the sense of developing some mental abilities of the learners.
6. Students develop proper perception regarding theories of personality.
7. Students develop guidance and counseling

Unit-1 Growth and Development

1. Concept of Growth and Development, Definitions of Growth and development, Principles of Development
2. **Cognitive processes** : Type of cognitive process – Basic cognitive process – Complex cognitive process, Cognitive development – Areas of Intellectual/ Cognitive development, Piaget's Cognitive Development Theory : Stages of Cognitive development, Terms used by Piaget
3. **Personality : Theories of personality** - Freudian Psychoanalytic Theory of personality : Stages of Development, Freud's Structure of the Human Mind, Carl Rogers Humanistic Theory of Personality, Personality development and self concept, Ideal self v/s Real self, Unconditional positive regard, The good life
4. **Gordon Allport's Trait Theory of Personality** : Common traits and Individual traits, Type of Traits, Characteristics of Traits, Functional Autonomy

Unit-2 Approaches to Intelligence and Mental health and Mental hygiene :

1. **Approaches to Intelligence** : (1) Modern Approach (2) Social Intelligence (3) Multiple Intelligence – Definitions of Multiple Intelligence - Elements of Multiple Intelligence, Emotional Intelligence – Definitions and Components of Emotional Intelligence, Theories of Intelligence – Gardner Theory of Multiple Intelligence – Types
2. **Mental health and Mental hygiene** : Characteristics of Mental health, Factor affecting mental health, Factor's of Mental Health in school, Definition and aims of mental hygiene, Functions and principles of mental hygiene.

Unit-3 Principles and Theories of Learning :

1. **Theory of Classical Conditioning:** Classical Conditioning: Concept, Experiments, Important Findings, Educational implications of classical conditioning
2. **Theory of Operant Conditioning:** Concept, Experiments, Important Findings, Educational Implications of both Theories
3. **Trial and Error Theory of Learning** : (i) Concept and Puzzle Box Experiment, Laws of Learning, Supplementary Principles of Learning
4. **Hull's Theory of Learning:** (i) Meaning of Need, Drive, Excitatory Potential, Concept of Drive Reduction Theory of Learning, Educational Implications of Hull's Learning Theory

Unit-4 Guidance and counseling :

1. Definition of guidance, Nature, principles and need of guidance, Objectives of Personal guidance, health guidance and vocational guidance
2. Definition of counseling – Objective, Characteristics and Principle of counseling, Type of counseling : Directive Counseling – Steps, Limitations. Non Directive counseling: Type, Limitations
3. Approaches to counseling: cognitive - behavioral (albert Ellis, REBT) & humanistic,

person, centered counseling

4. Personal-centered counseling (Carl Rogers), Theory of counseling – Behaviouristic Theory – Rational Theory and Emotive and Reality Theory

Suggested Practical Work:

1. To organize seminar on Current topic of educational psychology.
2. Visit of Psychological lab and get acquainted with psychological equipment.
3. Preparation any one tool on creativity or attitude and it's administration on five Students.
4. Conducting case study on one student who has difficulties in learning in primary years.
5. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.

References:

- Ahlawat, Neeta (2010). **Development of Psychology**. Jaipur: RBSA Publishers.
- Chauhan, S. S. (1978) **Advanced Educational Psychology**. New Delhi: Vikas Publishing
- Hergenhahn, B. R. and Matthew H. Olson (2008) **An Introduction to Theories of Learning**. New Delhi : Prantice Hall of India
- Coon, Rennis and Mittere J. O. (2007) **Introduction to Psychology**. UK: Thomas press.
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- Mangal, S. K. (2015) **Educational Psychology**. New Delhi: PHI Learning Private Ltd.
- Mathur, S. S. (2012) **Education Psychology**. Agra: Agrawal Publications.
- Shrivastav, S. S. (ed.) (2007) **Bhartiya Shiksha Manovignan (In Hindi)**. Lakhnow: Bhartiya ShikshaShodhSansthan
- Shukla, S. S., (2014). **Educational Psychology (Gujarati)** (2nd Edition). Agra: Agrawal Publications
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Course No A003
Semester-1
M.Ed Core Course-III
PHILOSOPHY OF EDUCATION

Objectives :

- Understand the scope and application of educational philosophy and sociology.
- Acquaint him with the philosophical and sociological theories underlying educational principles.
- Appreciate the role of education in development of an individual and society in their cultural perspective.
- Understand the relationship existing between education of one hand and social, political and economic system on the other.
- Understand the role of education in the emerging Indian society.

Unit – 1 EDUCATIONAL PHILOSOPHY

- Nature, Definition, Concept, Function and understanding of Philosophy and Educational Philosophy.
- Scope of Philosophy
- Relationship between Philosophy and Education
- 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 – 2A COMPARATIVE STUDIES OF THE SCHOOLS OF PHILOSOPHY

- Idealism
- Naturalism
- Realism
- Pragmatism
- Existentialism
- Keeping in view the following aspects
 - Meaning
 - Fundamentals :1. Metaphysics 2. Epistemology 3. Axiology 4. Logic
 - 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 INDIAN SCHOOL OF PHILOSOPHY

- Keeping view the following points
 - (a) Thematic Content
 - (b) Concept and Aims of Education
 - (c) Curriculum
 - (d) Teaching Methods
 - (e) Discipline For:
 - 1. Buddhism

2. Jainism
3. Bhagvad Gita
4. Upnishad

Unit-4 IMPACT OF EDUCATIONAL PHILOSOPHY OF SOME INDIAN PHILOSOPHER

- Keeping mind the following points.
 - (a) Life Narrative
 - (b) Concept and Aims of Education
 - (c) Effect of their contribution.
 - (d) Specific contribution and its relevance with contemporary educational practice. For:

- Ravindranath Tagore
- Maharshi Arvind
- Mahatma Gandhiji
- Gijubhai Badheka

Suggested Practical Work

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

Reference Books:

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

Course No. D101
Semester – 1
Optional Course: D-101
HISTORICAL, POLITICAL AND ECONOMICAL CONCERNS OF EDUCATION

Objectives: To enable students understand

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

Unit: 1 EDUCATION IN BRAHMANIC, BUDDHIST PERIOD AND MEDIEVAL PERIOD

1. Aims and objectives of Education
2. Teacher student relationship and their duties.
3. Curriculum, methods of teaching- Maktab and Madrasa
4. Relevance to the present day education.

Unit: 2 EDUCATION - A HISTORICAL VIEW

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

Unit: 3 ECONOMICS OF EDUCATION: INTRODUCTORY CONCEPT

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

Unit: 4 EDUCATIONS, ECONOMIC DEVELOPMENT AND COST-BENEFIT ANALYSIS

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

Suggested Practical Work:

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

Reference Books:

1. Agrawal, J.C: *Land Marks in the History of Modern Indian Education* New Delhi
2. Brubacher, John.S: *A History of the Problems of Education Education and National Development: Report of the Kothari Commission on Education* New Delhi, 1966.

3. *Dharmpal: Collected Writings Vol. III, The Beautiful Tree (Indigenous Indian Education in the Eighteenth Century)*, Other India Press, Mapusa Goa. (Gujarati/ Hindi Translation is available with the title: RALIYAMNU VRUKSHA Punarutthan Trust,9/B, Anannd Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad- 28)
4. Keay,F.E:*Indian Education inAncient and laterTimes*
5. Mookerji, R.S: *AncientIndianEducation*,
6. Mukerji,S.N:*History of Education in India- Modernperiod*AacharyaBook Depot;Baroda
7. Nurulla &Naik:*AstudentsHistory of Education in India*
8. Pandey, R.S: *Development of Indiansystem ofEducation*
9. Rawat,P.L:*History ofIndianEducation*,Agra

(For Economics of Education)

1. Ansari, M.M., (1987)*EducationandEconomicDevelopment*New Delhi, AIUPublication.
2. BlaugMark (1987)*Economicsof Education & theEducationof an Economist*New York, University Press.
3. BlaugMark, (1980)*AnIntroduction toEconomicsof Education*England,PenguinBooksLtd.
4. Garg, V.P. (1985)*TheCostAnalysisin HigherEducation*New Delhi,Metropolitan Book Co.,.
5. Harbison &Myers (1968)*Education, Manpowerand Economicgrowth*New Delhi,Oxford &IBH. (Indian Edition).
6. Kneller, G.F. (1968)*Education&EconomicGrowth*New York, John Wiley.
7. NagpalC.S. &Mittal A.C.(eds)
8. Pandit, H. N (1969)*Measurementof costProductivity&Efficiencyof Education*New Delhi, NCERT.
9. Prakash Sri. &Choudhury,S.(1994) *ExpenditureonEducation: Theory, Modelsand Growth* NewDelhi, NIEPA.
10. Pscharo Pulos, G. &Woodhall, M (1985)*EducationforDevelopment- An Analysisof Investmentchoices*London,World Bank Publisher.
11. Schultz, T.W (1963)*TheEconomic Value of Education* Columbia, ColumbiaUniversityPress.
12. Sethi, Vinita(1997) *EducationalDevelopmentand ResourceMobilization* NewDelhi, KanishkaPublication.
13. Sodhi, T. S. (1978) *EducationandEconomicsDevelopment*Ludhiana, MukandPublications.
14. Tilak, J.B.G. (1987) *Economicsof Inequalityin Education*New Delhi, SagePublications.
15. VaizeyJohn (1962)*Economicsof Education*London,Faber&Faber.
12. Pscharo Pulos, G. &Woodhall, M (1985)*EducationforDevelopment- An Analysisof Investmentchoices*London,World Bank Publisher.
13. Schultz, T.W. (1963)*TheEconomic Value of Education* Columbia, ColumbiaUniversityPress.
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16. Tilak, J.B.G. (1987)*Economicsof Inequalityin Education*New Delhi, SagePublications.

Course No. D102

(Semester – 1)

Optional Course: D-102

APPLICATION OF DESCRIPTIVE STATISTICS IN RESEARCH

Objectives:To enable students understand

1. The scope and application of educational statistics.
2. To acquire oneself with statistical theories and its application in Educational Research.
3. To appropriate the role of parametric and non-parametric statistics in various types of educational research.
4. The importance of educational statistics and its relationship with educational research.

Unit – 1 Introduction and Descriptive Measures of Statistics

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

Unit – 2: Norms and Probability

a) Norms

Percentile, Percentile rank, Cumulative percentage curve or ogive, Use of percentile and percentile rank in establishing norms, Limitations of percentile and percentile rank, Standard scores meaning, Types, Calculation and its uses

b) Normal probability curve

Probability, Equation of normal probability curve, their characteristics and uses Skewness and kurtosis of N.P.C., Uses of N.P.C. (with computation)

Unit – 3: Correlation & Regression

Meaning, Methods to calculate correlation, Interpretation of co-efficient of co-relation method of correlation- Karl Pearson's method : with computation

Meaning of regression, Regression line, Regression equation, Prediction, Standards error, Co-efficient of alienation

Unit – 4: Statistical inference

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

Suggested Practical Work

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

Reference Books:

1. Blommers, Paul and Lindquist (1965): Elements Statistical Methods University of London press ltd.
2. Dowine N.M., R.W. Heath (1970): Basic Statistical Methods New York(3rded.) Harper & Row.
3. Edwards, A.L. (1963): Statistical Methods of Behavioral Science New York: Hall, Rinhert and Winston.
4. Ferguson, G.A.(1989): Statistical Analysis in Psychology and Education (6thed.) New York: McGraw Hill & Co. Inc.
5. Garrett, H.E. (2005): Statistics in Psychology and Education Bombay: Allied Pacific Pvt. Ltd.
6. Guilford J.P. (1965): Fundamental Statistics in Psychology and Education New York: McGraw Hill Co. Inch.
7. Lindquest, E.F. (1968): Statistical Analysis in Educational Research Oxford and IBH Publication Co.
8. Mistry Milan T.,(2015) Advance Educational Research and Statistics Paradise Publication, Jaipur,
9. Patel, R. S. (2009): Statistical Methods for Educational Research Ahmedabad: Jay Publication
10. Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
11. Siegel Sidney and N.J. Castdlan (1988): Non Parametric Statistic, New York: McGraw Hill Book Company.
12. l+JfNL DGEFC VG AL. I. 5FZBs1984f o lX1F lqS ;XllWG DF8[VFSOFXF: +VDNFJFN o lIGJl;"8L UY lGDF lqA10.
13. p4l Aar. As. sZ__)f•iuitiy Aarq]a- o X1Fl lqS ;XllWG DF8[VFSOFXF: +Ll 5wWlTVM VDNFJFN o Hl 5a, LSXG.
14. p4l Aar.As.sZ__6)f, Am.AD. l3=0 inb0 na sara= i=x8=aS{a -vn, gujrt yinvis4l, Amdavad
15. p4l Aar. As. sZ__)f•iuitiy Aarq]a- o X1Fl lqS ;XllWG DF8[VFSOFXF: +Ll 5wWlTVM VDNFJFN o Hl 5a, LSXG.
16. p4l Aar.As., Am.AD. l3=0 inb0 na sara= i=x8=aS{a -vn, gujrt yinvis4l, Amdavad

Paper No. D103
Semester – 1
Optional Paper: D-103
PSYCHOLOGICAL TESTING

Objectives:

A student teacher will be able to;

- Understand the meaning and nature of Psychological testing underlying principles
- Know the process of test construction and test standardization
- Score tests and interpret results.
- Appreciate the need to have a wide range of test material in the school.
- To know the test standardization
- To know the statistical concepts of different test measurement

Unit 1 Introduction to Psychological Tests and Constructions and Standardization Test

The Meaning Nature and Definition of Psychological Testing

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

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

Steps of Standardization :

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

Unit 2 Norm, Reliability and Validity of Standardized test:

Need and definition

Different types

Its estimation procedures

Pros and cons of each type

Relationship between Reliability & Validity

Unit 3 Testing of Intelligence, Achievement and Aptitudes:

Concept

Types of Intelligence, Achievement and Aptitudes:

- Intelligence Test: (i) Group Test (ii) Individual Test (Concept, Advantages & Limitation of different types of test) and (1) Stanford Binet Adaptation, (2) Weschsler Adaptation
- Achievement Test: Standardization and Constructed by teachers
- Aptitudes Test: Multifactor Test Batteries: DAT, GATB, other tests of special abilities and professional aptitudes.

Uses of Intelligence, Achievement and Aptitudes

Information about tests available in Gujarati.

Unit 4 Measurement of Interest, Attitude and Personality:

Measurement of Interest:

- Nature of Interest, kinds of interest, different approaches for the assessment of interest
- Relation between interest and aptitude,
- Kuder's and Strong's interest inventories

Measurement of Attitude:

- **Methods of constructing attitude scales:** Likert, Thurston and Guttman, Merit & Limitation of each method.

Measurement of Personality:

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

Suggested Practical Work:

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

Reference Books:

- Anastasia A: Psychological Testing, New York, Macmillan Publishing Co. (7thed.)
- Buros, E.K.(ed):The Seventh Mental Measurement Year Book Highland Park, N.J. Gryphon Press, 1972
- Cronbach, L.J.: Essential of Psychological Testing New York, Harper, (3rd ed.) 1982.
- Freeman, F.S.: Theory and Practice of Psychological Testing New Delhi: Oxford and IBH Co. 1980.
- Garrett, H.E.: Statistics in Psychological and Education Bombay: Vakils, Feffer and Simons Pvt. Ltd., 1985
- Helmstaller, G.C.: Principals of Psychological Measurement London: Methuen Co., Ltd. 1966
- Long, L. and Mehta, P.H.: The First Measurement Handbook for India New Delhi, NCERT, 1966.
- Nunnally, L.C.: Psychometric Theory New York, Mc-Graw Hill Book op. Inc.,1967
- Nunnally,J.C.: Educational Measurement and Evaluation New York, Mc-Graw Hill 1972
- Patel, R. S. (2009) Statistical Methods for Educational Research Ahmedabad: Jay Publication.
- Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
- Pareek, U and Sound, S.: Directory of Indian Behavioral Science Research, Delhi, Acharan Sahakar, 1971
- Super, D.E. and Crites, J.C.: Appraising Vocational Fitness by Means of Psychological Tests
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- આચાર્ય યજ્ઞ.યુનિ. (2009) પિંડુક્રમિત મિત્રકુલક {ક્રમ યત્તિત્રકમકેપ આઠરિકુયુષ્ટકેકે:સપ આચાર્યુપલક

Course No. D104
(Semester – 1)
Optional Course: D-104
EDUCATIONAL MEASUREMENT & EVALUATION

OBJECTIVES:

A student teacher will be able to understand

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

Unit – 1 The Measurement and Evaluation Process

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

Unit – 2 Taxonomies of Educational Objective

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

Unit – 3 Norm Reference and Criterion Reference testing

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

Unit – 4 Evaluating Results

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

8. Progress report : Nature and use
9. Use of Computers in Evaluation

Suggested Practical Work

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

Reference Books:

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2. Bloom Hatings and Madaus (1971): Handbook on Formative & Summative Evaluation of Student Learning New York: McGraw Hill Book Co.
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6. Groundland, N.E. (1976): Measurement and Evaluation in Teaching (3rded.) New York: Macmillan Co.
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12. Mager Robert F. (1962): Preparing Instructive Objectives Palo, Alto, California: Fearin Publishers.
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14. Patel R.S. (2009) Statistical Methods for Educational Research Ahmedabad: Jay Publication.
15. Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version) LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
16. Popham W.J. (Ed.) (1971): Criterion Referenced Measurement Englewood Cliffs, N.J.: Education Technology pub.
17. Thondike Robert, L & Elizabeth P. Hagen (1961): Measurement and Evaluation in psychology and Education (2nded.) New York: Wiley.
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19. Wringghstone, J. Wayae (1956): Joseph Justman & Iewing Robbins: Evaluation in Modern Education New York: America Book Co.
20. Jha, A. S. (2009): Measurement and Evaluation Ahmedabad: Jay Publication