

VEER NARMAD SOUTH GUJARAT UNIVERSITY

Curriculum for Master of Education [M.Ed.] [With Effect from July-2002]

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General Structure of M.Ed. Programme

Introduction

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

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

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

Courses of Study

A.

FOUNDATION PAPERS

Compulsory Paper I : Philosophical & Sociological Foundations of Education.

Compulsory Paper II : Advanced Educational Psychology

Compulsory Paper III : Methodology of Educational Research

3 X 100 = 300 Marks

OPTIONAL GROUP PAPERS

Paper IV and V [Specialization]

2 X 100 = 200 Marks

B. Dissertation based on research work.

150 Marks

C. Viva voce

50 Marks

TOTAL

700 Marks

Mode of Evaluation : For five theory papers, out of total marks of each paper 30% and 70% are to be internally and externally evaluated, respectively. Total 200 marks will be distributed in 150 marks for Dissertation and 50 marks for Viva Voce on Dissertation.

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

Optional Groups and Their Papers for Specialization

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

GROUP 1 :

Paper 1 : Concepts and Methods of Statistics in Education.

Paper 2 : Psychological Testing

GROUP 2 :

Paper 1 : Educational Management

Paper 2 : Educational Planning and Finance In India

GROUP 3 :

Paper 1 : Educational Technology

Paper 2 : Innovations and Change in Education

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Compulsory

Paper - I : Philosophical & Sociological Foundations of Education.

Objectives

A student teacher will be able to :

1. Understand the nature and functions of philosophy of Education
2. Logically analyze, Interpret, and synthesize the various concepts, propositions and philosophical assumptions about educational phenomena.
3. Understand and Use of Philosophical Methods in studying educational data.
4. Critically appraise the Contributions made to education by prominent educational thinkers - Indian and Western.
5. Understand concept and process of social organization social stratification and Institution.
6. Understand relationship between culture, society and education.
7. Know issues of equality, excellence and inequalities in education.

Syllabus

UNIT -1 (A) : NATURE OF PHILOSOPHY OF EDUCATION

1. Concept of philosophy of Education
2. The scope of philosophy of Education
3. Relation between philosophy and Education

(B) : ASPECTS OF PHILOSOPHY

1. Metaphysics
2. Epistemology
3. Axiology - Ethics and aesthetics

**UNIT -2 (A) : COMPARATIVE STUDY OF THE SCHOOLS OF PHILOSOPHY
AND THEIR BEARING ON EDUCATION**

1. Idealism
2. Realism
3. Pragmatism
4. Naturalism
5. Existentialism

Discussion of the above Schools, keeping in the view, as far as possible, the following aspects.

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

(B) : EDUCATIONAL THOUGHTS : Contribution to educational thought and practice made by great thinkers (Master Minds) and their critical appreciation with specific reference to their views.

1. John Dewey
2. Swami Vivekanand
3. Shri Aurobindo

UNIT -3 (A) : SOCIOLOGY OF EDUCATION

1. Nature of Sociology of Education
2. Concept of Sociology of Education
3. Scope of Sociology of Education
4. Social Functions of Education

(B) : CULTURE AND EDUCATION

1. Concept of Culture & civilization
2. Impact of Culture on Education

(C) : SOCIAL STRATIFICATIONS AND EDUCATION

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

(D) : SOCIAL MOBILITY AND EDUCATION

1. Concept of Social Mobility
2. Dimensions of Social Mobility
3. Education and Social Mobility
4. Equality of opportunity and Social Mobility.

UNIT -4 (A) : POLITICS AND EDUCATION

1. Democratic political system and Education
2. Privatization of Education
3. Globalization of Education

(B) : SOCIAL CHANGE AND EDUCATION

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

(C) : MORAL AND RELIGIOUS BASES OF EDUCATION IN SECULAR SOCIETY

(D): EDUCATION FOR EMOTIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING

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Paper- II : Advanced Educational Psychology.

Objectives

A student teacher will be able to :

1. Understand concepts and principles of Educational Psychology.
2. Understand implications of psychological theories for education.
3. Understand the process of development and assessment of various abilities and traits.
4. Apply psychological knowledge to solve problems of classroom teaching.
5. Maintain an effective learning environment by managing classroom and becoming a better teacher.

Syllabus

UNIT -1 : EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT

1. Educational Psychology : Meaning, nature and scope of Educational Psychology.
2. Contribution of Psychology to Education
3. Human development : concept, principles, sequential stages of development
4. Characteristics and problems of Adolescent period
5. Theories of Piaget and Bruner - major concepts, stages and implications for education
6. Becoming a better teacher : self - evaluation, student evaluation and self regulation

UNIT -2 : TEACHING - LEARNING PROCESS

1. Teaching : meaning, nature and reflective teaching.
2. Models of teaching related to learning theory : concept attainment and advance organizer models
3. Learning : concept, kinds, Cognitive field theory; Kurt Lewin, Koffka, Kohler, Wertheimer, Gagne's conditions of learning, Skinner's operant conditioning.
4. Group dynamics : Group process, interpersonal relations, sociometric grouping, social - emotional climate of the classroom (classroom ethos)
5. Influence of teacher behaviour and media on classroom climate.

UNIT - 3 : PSYCHOLOGICAL FACTORS AND THE LEARNER

1. Individual differences : concept of intra and inter differences
2. Intelligence and cognitive abilities, identification and fostering
3. Creativity - nature, process, identification, fostering and guiding creative children
4. Interests, attitude and values - meaning, ways of measuring and fostering
5. Personality : concept, development, structure and dynamics of personality
6. Theories of Personality - Allport Trait theory, Psychoanalytic approach of Freud, Behavioral approach : Bandura, Humanistic approach - Roger, Maslow
7. Motivation : Nature, views, enhancement of motivation for learning

UNIT -4 : APPLICATION OF PSYCHOLOGY TO EDUCATION

1. Guidance Services : Importance, types
2. Concept, mechanism of adjustment, characteristics of well adjusted person
3. Defence mechanism: Compensation, Projection, Identification, rationalisation, aggression, displacement.
4. Introduction to common forms of psychosis and psycho-neurosis
5. Mental hygiene – Meaning, nature and implications for education
6. Dealing children with special needs
7. Assessment of Personality - inventories (any two), projective techniques, TAT, Rorschach.

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Paper- III : Methodology of Educational Research

Objectives

1. To enable a student teacher to understand about knowledge, science, scientific method and scientific inquiry.
2. To enable a student teacher to know about ;
 - (a) Research, Educational Research
 - (b) Research Problem
 - (c) Research Proposal
 - (d) Hypothesis, Variables
 - (e) Study skills.
3. To enable a student teacher to know about different types of research and different methods of research.
4. A student teacher will be able to ;
 - (a) Use study skills, Library skills,
 - (b) Review literature and past researches
 - (c) Select appropriate sample
 - (d) Formulate hypotheses
 - (e) Process the data to test hypotheses
 - (f) Develop research tools
 - (g) Write research report
5. To acquaint a student teacher with :
 - The Procedure, techniques and tools of data collection and tools preparation
 - The analysis and interpretation of data
 - The APA style

UNIT -1 : EDUCATIONAL RESEARCH : BASIC CONCEPT

1. Concept of knowledge, science, scientific method and scientific inquiry
2. Research : Meaning, Definition, concept, characteristics, stages of Research process, characteristics of a good researcher.

3. Educational Research : Meaning, Definition, Main objectives, general characteristics, stages of educational research process, impeding factors, areas of research and utility
4. Research Problem : Meaning, Definition, sources, criteria for selection, defining a research problem, evaluation, types, characteristics, significance
5. Developing a research proposal
6. Hypothesis : Meaning, definition, importance in research, characteristics of a good hypothesis, types, testing, use & errors
7. Variables : Meaning, definition, types, and their control.
8. Study skills for Educational Research : Skills for literature search, Library skills, Reading skills & note- taking skills.

UNIT -2 (A): TYPES OF RESEARCH

1. Basic and Applied Research : Definition, aim, illustrations, characteristics, rationale and limitations
2. Action Research : Definition, aim, illustrations, characteristics, rationale, place in school, stages, limitations.

(B): METHODS OF EDUCATIONAL RESEARCH

1. Historical Research : Meaning, Definition, Concept, rationale, sample selection, stages, primary & secondary sources, criticizing source material (Internal and external criticism), data interpretation.
2. Descriptive Research : Objectives, rationale, characteristics, precautions, limitations.
 - (a) SURVEYS: Characteristics, importance, limitations, mistakes, and stages
- School surveys, job analysis, documentary analysis, social survey / Community survey, public opinion.
3. Relational Studies :
 - (a) Case study : Meaning, definition, types, rationale, assumptions, characteristics, important stages, precautions, evaluation, utility, merits and demerits.
 - (b) Causal - comparative study : Explanation, design, characteristics, utility, merits and demerits
 - (c) Correlational Study : Concept, planning, design, types, interpretation, merits and demerits

(C):DEVELOPMENTAL STUDIES : LONGITUDINAL AND CROSS SECTIONAL

(D): TREND STUDIES : TYPES

(E): EXPERIMENTAL RESEARCH :

- (a) Meaning, definition, characteristics, major steps, classification of experiment, objectives, factors related, methods of controlling, variables involved, internal and external validity, limitations.
- (b) Various experimental designs : False, True, and quasi experimental, time series, factorial designs.

(F) : QUALITATIVE RESEARCH :

- (a) Concept,
- (b) Main qualitative research methods : Ethnography, open ended interview, participant observation and Narratives.
- (c) Important consideration for preparing a proposal and report of qualitative research
- (d) Comparison and complementarity of qualitative and quantitative approaches.

UNIT - 3 (A) : TOOLS OF RESEARCH

1. Observation : Types, merits- demerits
2. Interview : types, process, merits - demerits, effects of interviewer on data collection, reliability, objectivity.
3. Rating scale : Types, rules of construction.
4. Sociometry : Concept and importance
5. Questionnaire : Nature, type, guidelines for construction, pilot testing, reliability, validity, merits - demerits.
6. Attitude scale : methods of construction, Thurston and Likert.
7. Opinionnaire : Nature, merits - demerits, points to be taken care of for construction.

(B) : STANDARDIZED TESTS :

Characteristics, Major types, selection and use.

(C) : SAMPLING :

1. Unit of sampling, population ;
2. Techniques ;
 - (a) Probability sampling techniques : simple random, stratified random, systematic, cluster
 - (b) Non-probability sampling techniques : Incidental, purposive, quota.
 - (c) Other methods : Match pair, double, sequential
3. Characteristics of a good sample
4. Size of the sample

UNIT - 4 (A) ANALYSIS AND INTERPRETATION OF DATA

1. Nature of educational data : quantitative and qualitative.
 - (a) Qualitative data : Its analysis with emphasis on content analysis, analysis of interview based and observation based data.
 - (b) Quantitative data : Concept and use of descriptive and inferential statistics ;
 - (i) Parametric tests : t - test, F - test, (Analysis of variance & covariance)
 - (ii) Non-parametric tests : Chi-square (Cross-breaks), median, sign test.
 - (iii) Correlational test : product - moment method.
2. Interpretation and generalization of statistical results.

(B) : WRITING RESEARCH REPORT :

General format, chapterization, introduction to APA (American Psychological Association) style.

Presentation of quotations, tables and graphs, preparing list of references and bibliography, appendices, pagination, size, number of copies, and coverage of Research Report.

(C) : ROLE OF COMPUTER IN :

- Data processing
- Report writing
- Reviewing literature & abstracts

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Optional Group - 1 :

Paper - I : Concepts and Methods of Statistics in Education.

Objectives

1. To acquaint a student teacher with the basic concepts of statistics.
2. To enable a student teacher to learn the various statistical methods used in the analysis of data.
3. To enable a student teacher to understand the basic assumptions and uses of various statistics.
4. To develop among a student teacher an ability to draw inferences and interpret the results of statistical analysis.

Syllabus

UNIT -1 : DESCRIPTIVE STATISTICS :

(A) :

1. Role of Statistics in Educational Research.
2. Uses and misuse of statistics
3. Scales of Measurement : nominal, ordinal, internal, ratio.

(B) : CONCEPT, CALCULATION AND USES OF :

1. Measures of Central tendencies
2. Measures of variability
3. Percentiles & percentile ranks.

(C) :

1. Frequency distribution and normal probability curve, Polygon, Histogram, Ogive
2. Characteristics of normal curve.
3. The equation for normal curve
4. Testing the normality of distribution : Skewness, kurtosis & Application of normal curve.

(D) : COMPUTATION OF CORRELATION :

1. Pearson's correlation
2. Spearman's rank order correlation
3. Contingency coefficient.

UNIT -2 : STATISTICAL INFERENCE :

(A) :

1. Meaning of statistical inference
2. Concept of sampling distribution
3. The concept of standard error, The standard error of mean, S.D., difference between two means, coefficient of correlation, median.

(B) :

1. Levels of confidence : 90%, 95%, 99%
2. Degree of freedom

(C) :

1. Determining by standard error the significance of : Mean, median, S. D., Quartile deviation, percentage, coefficient of correlation.

UNIT - 3 : ANALYSIS OF VARIANCE, REGRESSION, CHI-SQUARE :

(A) :

1. The meaning of analysis of variance
2. The sums of squares
3. Mean square
4. The F ratio

(B) : ASSUMPTIONS UNDERLYING THE ANALYSIS OF VARIANCE:

1. One way classification
2. Two way classification
3. Factorial design (Two factor design)

(C) : ANALYSIS OF COVARIANCE (ONLY CONCEPT)

(D) :

1. The concept of regression
2. Regression equations
3. Calculations based on regression co-efficient

(E) :

1. The Chi-square test : Concept and uses
2. Calculation of Chi- square with equi-probable events and contingencies tables.

UNIT - 4 : FACTOR ANALYSIS AND NON-PARAMETRIC TESTS :

(A) :

1. The concept of factor analysis
2. Importance and uses of factor analysis
3. Contribution of Spearman, Thurstone and Holzinger in factor analysis

(B) :

1. Calculating a factor matrix from a given correlation matrix
2. Calculating communalities and latent roots
3. Interpreting a factor matrix

(C) :

1. Spearman - Brown formula for calculating split-half reliability of a test.
2. Effect of lengthening a test on its reliability - calculations.
3. Effect of lengthening a test on its validity - calculations.

(D) : USING THE 'FLANAGAN TABLE' FOR DETERMINING ITEM VALIDITY.

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Optional Group - 1 :

Paper - II : Psychological Testing

Objectives

1. To acquaint a student teacher with the meaning, uses and types of psychological tests.
2. A student teacher will be able to understand characteristics of a good psychological test.
3. A student teacher will be able to understand the process of construction and administration of the test.
4. A student teacher will be able to understand meaning and construction of achievement test.
5. To acquaint a student teacher with the concept and uses of diagnostic test.
6. To acquaint a student teacher with the test of intelligence.
7. A student teacher will be able to understand multifactor test batteries, Interest inventories, Attitude scale and personality test.

Syllabus

UNIT -1 : MEANING AND CHARACTERISTICS OF A TEST

(A) : DEFINITION, MEANING AND CHARACTERISTICS OF A PSYCHOLOGICAL TEST

1. Definition of Psychological test
2. Meaning of Psychological test
3. Uses of Psychological test
4. Types of Psychological test
5. Characteristics of a good psychological test

(B) : TEST CONSTRUCTION

1. Item analysis
2. Try out of the test
3. Sampling procedure
4. Norms
5. Concept of reliability and validity

UNIT - 2 : ADMINISTRATION OF THE TEST AND INTELLIGENCE TEST :

(A) : ADMINISTRATION OF THE TEST :

1. Testing conditions
2. Procedure of test administration
3. Factors affecting on test results.

(B) : TESTS OF INTELLIGENCE :

1. Clinical uses of intelligence test
2. Binet scale
3. Stan- ford- Binet scale of 1937-1960
4. Wechsler scale : WAIS and WPPSI
5. Intelligence test prepared in Gujarat.

UNIT - 3 : TEST BATTERIES AND ACHIEVEMENT TEST

(A) : MULTIFACTOR TEST BATTERIES :

1. Description of differential Aptitude Tests (DAT)
 2. Description of General Aptitude test battery (GATB)
 3. Description of Flanagan Aptitude Classification Test (FACT)
- Use of Aptitude Tests in Guidance and selection.

(B) : TEST OF EDUCATIONAL ACHIEVEMENT :

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

UNIT - 4 : INTEREST INVENTORIES AND PERSONALITY TEST

(A) : INTEREST INVENTORIES :

1. Strong Campbell Interest Inventory - SCII
2. Kuder preference Records
3. Interest Inventories Prepared in Gujarat.

(B) : ATTITUDE SCALE

1. Thurston Scale
2. Likert Scale

(C) : PERSONALITY TESTS :

1. Bell's Adjustment Inventory
2. Desai Adjustment Inventory
3. Minnesota Multiphasic Personality Inventory - MMPI
4. California Psychological Inventory - CPI
5. Mooney Problem Check list.

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Optional Group - 2 :

Paper - I : Educational Management.

Objectives

1. To acquaint a student teacher with concept of educational management.
2. To enable a student teacher to understand organisational context of management.
3. To acquaint a student teacher with administrative aspects of educational management.
4. To enable a student teacher to understand the processes of educational administration at various level.
5. To acquaint a student teacher with the meaning, concept, objectives, process, types, methods and techniques of supervision.
6. To enable a student teacher to understand the meaning and importance of educational administration.
7. To acquaint a student teacher with the meaning, importance and principles of human relations in education.

Syllabus

UNIT - 1 : EDUCATIONAL MANAGEMENT

1. Definition of management
2. Concept of management
3. Concept of educational management
4. Functions and activities of educational managers
5. POSDCORB (Planning, Organising, Staffing, Directing, Co-ordination, Reporting, Budgeting) and PODC (Planning, Organisation, Direction, Control) approaches.
6. Leadership style and educational management
7. The characteristics of leadership of educational management
8. The present trends in educational management
9. Research relating to educational management
10. Organisational context of management

UNIT - 2 : ADMINISTRATIVE ASPECTS OF EDUCATIONAL MANAGEMENT

1. Educational administration and management
2. Principles of educational administration
3. Processes of educational administration
 - (a) Formation of objectives
 - (b) Policy making
 - (c) Educational planning
 - (d) Organisation process
 - (e) Decision making process
 - (f) Stimulating
 - (g) Co-ordinating
 - (h) Communicating
 - (i) Controlling
 - (j) Evaluation
4. Educational administration at various levels
 - (a) Educational administration at central level
 - (b) Educational administration at state level
 - (c) Educational administration at local level
 - (d) Educational administration at higher education (University) level
 - (e) Educational administration at open university level
5. Functions of educational directors, D.E.O., Secondary Education Board.

UNIT - 3 : SUPERVISION IN EDUCATION

1. Definitions of supervision
2. Meaning of supervision
3. Modern concept of supervision
4. Aims and objectives of modern supervision
5. Supervision as a process :
 - (a) Social
 - (b) Educational
 - (c) Psychological
6. Supervision as function
7. Supervision as leadership : providing guidance
8. Different types of supervision
 - (a) Authoritative supervision
 - (b) Creative supervision
 - (c) Organism supervision
 - (d) Democratic supervision
 - (e) Scientific supervision

9. Methods and techniques of supervision
 - (a) Classroom observation
 - (b) Conference
 - (c) Workshop
 - (d) Teachers' Meeting
10. Supervision and inspection in education
11. Defects in the present supervision and inspection

UNIT - 4 : COMMUNICATION AND MOTIVATION IN HUMAN RELATIONS

1. Meaning of communication
2. Importance of communication in effective management
3. Barriers of communication in educational management and administration
4. Meaning of human relations in education
5. Need and importance of human relations in educational administration
6. Principles and values of human relations in educational administration
7. Human relations among principal, supervisors, teaching-staff, non-teaching-staff, students, school-management, guardians and education-officers.
8. Human relations and motivation
9. Suggestions to increase staff harmony

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Optional Group - 2 :

Paper - II: Educational Planning and Finance in India.

Objectives

1. To acquaint a student teacher with the meaning, importance and objectives of educational planning.
2. To acquaint a student teacher with types of educational planning.
3. To enable a student teacher to understand the principles and techniques of educational planning.
4. To acquaint a student teacher with the process of planning and five year plans in India.
5. To enable a student teacher to understand the objects of expenditure and source of finance during post independence in India.
6. To acquaint a student teacher with the meaning concept, importance and principles of educational finance.
7. To acquaint a student teacher with the meaning and types of Grant-in-aid.
8. To enable a student teacher to prepare school budget.

Syllabus

UNIT – 1 : MEANING, IMPORTANCE AND OBJECTIVE OF EDUCATIONAL PLANNING

1. Definition of planning
2. Definition of educational planning
3. Meaning of planning
4. Meaning of educational planning
5. Importance of educational planning
6. Essential thought of planning
7. Three approaches in educational planning
8. Objectives of educational planning
9. Types of educational planning
 - (i) National Educational planning
 - (ii) Educational planning of states
 - (iii) Educational planning of district – level
 - (iv) Institutional planning
 - (v) Comprehensive perspective planning

UNIT – 2 : PRINCIPLES AND TECHNIQUES OF EDUCATIONAL PLANNING

1. Main principles and techniques of educational planning
2. Education and Economic development
3. Social components of educational planning
4. Establishment of planning commission in India
5. Process of planning in India
6. Five year plans of education in India
7. (Only qualitative development and expansion of education during five-year plans)
8. Main constitutional direction – indicatives for educational planning
9. Criticism of Indian planning commission

UNIT – 3 : OBJECTS OF EXPENDITURE

1. Direct objects:
 - (a) Primary education,
 - (b) Secondary education,
 - (c) Higher education,
 - (d) Professional education
2. Indirect objects :
 - (a) Direction and Inspection,
 - (b) Building and furniture,
 - (c) Scholarship and financial concessions,
 - (d) Hostel expenditure
3. Source of finance
 - (a) Contribution of Central Government
 - (b) Contribution of State Government
 - (c) Contribution of local institutions
 - Contribution of municipalities
 - Contribution of panchayats
 - Contribution of Private and Self–finance educational Institutions
 - (d) Fees endowments and foreign aid
 - (e) Educational finance in last three five-year plans in India

UNIT – 4 : EDUCATIONAL FINANCE IN INDIA

1. Meaning of educational finance
2. Concept of educational finance
3. Importance of educational finance
4. Principles of educational finance
5. Meaning of Grant-in-aid

6. Types of Grant-in-aid
7. Planning of school budget, Maintenances of Accounts
8. Budget making process
9. Functions of University Grants Commission (UGC)
10. Problems regarding educational finance in India
11. Solutions regarding problems of educational finance in India.

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VEER NARMAD SOUTH GUJARAT UNIVERSITY

M.Ed.

Optional Group - 3 :

Paper - I : Educational Technology

Objectives

The Student teacher will be able to :

1. Understand about the meaning, concept, nature, scope and significance of E.T. (Educational Technology) and its components in terms of Hardware and Software.
2. Acquaint with the innovations in E.T. and to know the use of E.T. in improving the education system.
3. Acquaint with the researches conducted in the area of E.T. in India.
4. Distinguish between communication and instruction so that they can develop and design a sound instructional system.
5. Understand about the three types of Programs and steps in the development of Programmed Instructional Materials.
6. Explain the application of E.T. in teacher education and have basic understanding of teaching levels, strategies and models.
7. Explain about the role of teacher as a manager and understand management of E.T.
8. Understand role of computer in instruction along with the concepts related with internet.

Syllabus

UNIT -1 :

(A) : EDUCATIONAL TECHNOLOGY (E. T.)

1. E. T. : Meaning, Concept, Nature, Scope and Significance
2. E. T. : Components : Hardware & Software
3. E. T. to improve formal, Non-formal and Informal education
4. Innovations in E. T. : Videotapes, Tele- conferencing INSET, Educational implications and problems of new technologies.
5. Activities of E.T. resource centres : CIET, State E.T. cells, AVRC and EMRC.

(B) : RESEARCHES IN EDUCATIONAL TECHNOLOGY

1. Researches conducted in the area of E. T. In India.
2. Future priorities in Educational Technology.

UNIT - 2 :

(A) : COMMUNICATION, TEACHING AND INSTRUCTION.

1. Concept and means of communication
2. Factors affecting classroom communication
3. Comparison between teaching and instruction
4. Designing instructional system : formulation of objectives & task analysis
5. Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

(B) : PROGRAMMED INSTRUCTION

1. Basic Principles of Programmed instruction
2. Origin and types : Linear, Branching and mathematics model- characteristics & limitations
3. Steps in the development of Programmed Instructional Materials : Behaviour specification, content analysis, writing frames, tryout, editing and validation.
4. Orientation to self learning material preparation

UNIT - 3 :

(A) : EDUCATIONAL TECHNOLOGY IN TEACHER EDUCATION

1. Micro- teaching : meaning & scope
2. Principles of Micro- teaching
3. Feedback in Micro- teaching
4. Simulation in Micro- teaching
5. Development of teaching skills

(B) : TEACHING LEVELS AND STRATEGIES

1. Reflective levels of teaching
2. Teaching Strategies : meaning, nature, functions and types.

UNIT - 4 :

(A) : MANAGEMENT OF EDUCATIONAL TECHNOLOGY & TEACHING MODELS

1. Application of systems approach in improving the effectiveness of instruction
2. Planning for managing teaching -Learning process
3. Organizing for managing teaching -Learning process
4. Leading for managing teaching -Learning process
5. Controlling for managing teaching -Learning process

(B) : TEACHING MODELS AND COMPUTER ASSISTED

INSTRUCTION

1. Models of Teaching : meaning, nature, functions and types (concept attainment and advanced organizer model)
2. Application of computers in instruction, learning and testing.
3. Characteristics of computer assisted instruction (CAI)
4. Concept related with internet : world wide web (www), intranet, search engine, browsing, e-mail and teleconferencing.

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VEER NARMAD SOUTH GUJARAT UNIVERSITY

M.Ed.

Optional Group - 3 :

Paper - II : Innovations and Change in Education

Objectives

1. To acquaint a student teacher with the meaning, concept and need of innovations and change in Education.
2. To Enable a student teacher to understand the characteristics of innovative teacher in education.
3. To make aware a student teacher of innovations in various educational fields.
4. To enable a student teacher to understand the stages of innovation
5. To acquaint a student teacher with the innovative areas in secondary and higher secondary schools.
6. To acquaint a student teacher with innovative practices.
7. To enable a student teacher to understand the foundations and process of change.

Syllabus

UNIT -1 : INNOVATION : DEFINITION AND CONCEPT.

1. Meaning, concept and need of Innovations in Education
 1. Definition of Innovation
 2. Meaning of Innovation
 3. Concept of Innovation
 4. Need of Innovation in Education
2. The stages of Innovation
 1. Knowledge stage
 2. Persuasion stage
 3. Decision stage
 4. Implementation stage
 5. Confirmation stage
 6. Diffusion of innovations
3. The characteristics of Innovative teacher in education.
4. Barriers to educational Innovations

UNIT -2 : INNOVATION IN DIFFERENT AREAS OF EDUCATION :

1. Innovation in curriculum
2. Innovation in educational administration
3. Innovation in educational evaluation

4. Innovation in educational technology
5. Innovation in teacher education
6. Innovation in inservice training programme

Innovation in schooling

1. Progressive school
2. Freedom in learning situation
3. Open education
4. Competency based teacher education
5. De-Schooling society

UNIT - 3 : EDUCATIONAL CHANGE

(A) THE FOUNDATIONS OF CHANGE :

1. The need of Change
2. The concept of educational change
3. Characteristics of educational change.
4. The planned change

(B) THE PROCESS OF CHANGE :

1. Adoption time
2. Adoption & rejection
3. Stages

(C) THE AGENTS OF CHANGE :

1. Teachers
2. Science and Technology
3. Mass- Media
4. Social revolution
5. Economic factors
6. Value system

(D) EDUCATION AND SOCIAL CHANGE

(E) SOCIAL CHANGE AND LEADERSHIP

(F) FUNCTIONS OF ERIC (EDUCATIONAL RESEARCH AND INNOVATION COMMITTEE)

(G) SUGGESTIONS FOR THE PROMOTION OF INNOVATIVENESS IN STUDENTS

UNIT - 4 : INNOVATION : STRATEGIES AND PRACTICES.

1. Innovative areas in secondary- higher secondary schools
 - (a) Curriculum :
 - Population Education
 - Environment Education

- Sex Education
- (b) Instruction :
 - Self learning programme
 - Open School
 - Open University
- 2. Innovative Practices :
 - Principles underlying self - learning materials
 - Individualization and self- learning materials
 - Education for all
 - Education through television and Radio
 - Use of computer in Education
 - Simulation and gaming
 - Examination reform in Education

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