

Bhavnagar University, Bhavnagar-364 002 (Gujarat)

Curriculum for

Master of Education (M. Ed.)

(In Effect from June 2010)

General Structure of M. Ed. Programme

(On CBCS)

Introduction

Bhavnagar University introduced Semester System in theory papers of its M. Ed. Curriculum from June 2007 and CBCS from June - 2010

M. Ed. Programme is post-graduate professional studies in Education. This curriculum is developed on the basis of UGC Model Curriculum of 2001 for M. Ed. and 4 (b), (c), and (d) of NCTE norms and standards of 2007 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.

Following the UGC recommendation, M.Ed. 1 year full time programme will be covered in two semesters The M. Ed. programme is consisted of three parts A, B, and C. The details of each part are given below:

R.M.Ed.-1: Admission:

For the admission to M.Ed. a candidate must have a degree of Bachelor of Education of this university or a degree recognise as equivalent thereto, with minimum 40% or equivalent in grade system. Rules of NCTE for admission shall be applied automatically.

A candidate desiring to apply for admission for M.Ed. should:

1. If he is full time student, under go a regular course of study in an institution recognize for the purpose for one academic year (two semester) after passing the B.Ed. examination.
2. Rules of reservation of the state government shall be applied automatically.

R.M.Ed.-2: Courses of Study

Semester I

Name of Papers	Minimum Hours of Instruction	Total Marks
Foundation Papers		
Compulsory Paper 1: Psychology applied to Teaching Semester:1 Fundamentals of Psychology applied to Teaching	60	50
Compulsory Paper 2: Educational Research Methodology Semester :1 Fundamentals of Educational Research Methodology	60	50
Compulsory Paper 3: Philosophical and Sociological Foundations of Education Semester :1 Philosophical Foundations of Education	60	50
Total marks of compulsory papers of first semester		150
Optional Papers		
Optional Group 1: Guidance and Counseling		
Paper 1: Principles and Techniques of Guidance and Counseling Semester 1: Fundamentals of Guidance and Counseling	60	50
Paper 2: Psychological Testing and test Statistic Semester 1: Fundamentals of Psychological Testing and test Statistic	60	50
Optional Group 2: Measurement and Evaluation		
Paper 1: Educational Measurement and Evaluation Semester 1: Fundamentals of Educational Measurement and Evaluation	60	50
Paper 2: Statistical Methods in Education Semester 1: Fundamentals Statistical Methods in Education	60	50
Optional Group 3.: Educational Technology		
Paper 1: Fundamentals of Educational Technology Semester 1: Concept, Development and Roll of Educational Technology	60	50
Paper 2: Advanced Aspects of Educational Technology Semester 1: Instruction Design and Computer	60	50
Optional Group 4: Teacher Education		
Paper 1: Fundamentals of Teacher Education Semester 1 Concept and Development of Teacher Education	60	50
Paper 2: Programmes and Problems in Teacher Education Semester 1 Programmes in Teacher Education	60	50
Optional Group 5: Education Management		
Paper 1: Organizational aspects in Education Management Semester 1 Fundamental Aspects of Organization in Education Management	60	50
Paper 2: System and Processes in Education Management Semester 1 Fundamental System and Processes in Education Management	60	50
Total marks of Optional papers of first semester		100
Note: The number of optional papers offered for preference from the above-mentioned optional papers will depend upon the availability of staff and other infrastructure facilities at the Department each year.		

Semester II

Name of Papers	Minimum Hours of Instruction	Total Marks
Foundation Papers		
Compulsory Paper 1: Psychology applied to Teaching Semester:2 Advanced Psychology applied to Teaching	60	50
Compulsory Paper 2: Educational Research Methodology Semester :2 Advanced Educational Research Methodology	60	50
Compulsory Paper 3: Philosophical and Sociological Foundations of Education Semester :2 Sociological Foundations of Education	60	50
Total marks of compulsory papers of second semester		150
Optional Papers		
Optional Group 1: Guidance and Counseling		
Paper 1: Principles and Techniques of Guidance and Counseling Semester 2: Advanced Guidance and Counseling	60	50
Paper 2: Psychological Testing and test Statistic Semester 2: Advanced Psychological Testing and test Statistic	60	50
Optional Group 2: Measurement and Evaluation		
Paper 1: Educational Measurement and Evaluation Semester 2: Advanced Educational Measurement and Evaluation	60	50
Paper 2: Statistical Methods in Education Semester 2: Advanced Statistical Methods in Education	60	50
Optional Group 3.: Educational Technology		
Paper 1: Fundamentals of Educational Technology Semester 2: Systems and Media in Educational Technology	60	50
Paper 2: Advanced Aspects of Educational Technology Semester 2: Application Software and web Based Instructions	60	50
Optional Group 4: Teacher Education		
Paper 1: Fundamentals of Teacher Education Semester 2 Role, Innovations, and Teacher Education	60	50
Paper 2: Programmes and Problems in Teacher Education Semester 2 Problems in Teacher Education	60	50
Optional Group 5: Education Management		
Paper 1: Organizational aspects in Education Management Semester 2 Advanced Aspects of Organization in Education Management	60	50
Paper 2: System and Processes in Education Management Semester 2 Advanced System and Processes in Education Management	60	50
Total marks of Optional papers of first semester		100
B. Field-based experiences related to organizing and supervising practice teaching and/or internship-in teaching programme of B. Ed. students.	-	30
C. Dissertation	-	150
Computer & Communication Skills	30	10
Seminar / Symposium / Work Shop etc.	30	10
Total marks of Two Semesters	-	700

R.M.Ed.-3: Passing Standards:

- 3.1 To pass the M.Ed. examinations a candidate must obtain 40% of the Marks in each theory paper, 40% in the aggregate of the theory papers, 40% in the internship as well as dissertation.
- 3.2 Students will be promoted to 2nd or next semester irrespective of his/her result of the first or previous semester.

R.M.Ed.-4: Class:

Classes shall be awarded at the M.Ed. Degree in the manners specified here in below, namely:

- (a) A successful candidate who obtains not less than 70% of the total marks obtainable in the aggregate of the two semester examinations for full time shall be placed in the First Class with Distinction.
- (b) A successful candidate who obtains less than 70% but not less than 60% of the total marks obtainable in the aggregate of the two semester examinations for full time shall be placed in the First Class.
- (c) A successful candidate who obtains less than 60% but not less than 48% of the total marks obtainable in the aggregate of the two semester examinations for full time shall be placed in the Second Class.
- (d) A successful candidate who obtains less than 48% of the total marks obtainable in the aggregate of the two semester examinations for full time shall be placed in the Pass Class.

R.M.Ed.-5: Mode of Evaluation:

For each theory paper in Part A, minimum passing standard will be 40 percent of marks. 40% aggregate of marks will be required for passing in each semester. The students will be evaluated after each semester by the university.

For five theory papers, out of total marks of each paper 30% and 70% are to be internally and externally evaluated, respectively.

Total 150 marks of Dissertation will be distributed in two parts: 120 marks for Dissertation (thesis) and 30 marks for Viva Voce on Dissertation. The dissertation will be submitted by the full time students. There will be 50% internal and 50% external evaluation for both Dissertation and Viva. Students' performance in field-based experiences related to organizing and supervising practice teaching and/or internship-in-teaching programme of B. Ed. students will be evaluated internally and externally. Total marks of field based exp. / Internship will be 30.

Minimum 36% in evaluations for each Part of curriculum (A, B, C), and minimum 40% aggregate will be the passing standard. For Part A, minimum 36% will be required in evaluation of each paper for passing.

R.M.Ed.-6: Paper Setting Scheme:

- (a) Each question paper for theory will be of 50 marks (which will convert in 35 marks) and examination time will be of two hours for each paper.
- (b) There will be four questions in each question paper. First question will be essay type of 14 marks with one option. Second question will be of 16 marks consisting of two long questions of 8 marks each out of three questions. Third question will be of 10 marks consisting of five out of seven questions of two marks each and Fourth question will be of 10 marks objective type questions of one mark each.
- (c) Internal options will be given in each question, except of question number fourth.

Duration

M. Ed. Full Time Programme will be of the duration of One Year (Two Semesters).

Optional Groups

Detailed in-depth study of two theory papers from the following 5 options should be preferred. Two papers in any one group may be chosen out of the offered groups from the following:

Group 1: Guidance and Counseling

Group 2: Measurement and Evaluation

Group 3: Educational Technology

Group 4: Teacher Education

Group 5: Educational Management

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

M. Ed. Course (CBCS) Programme Semester-I (Duration of Instruction is 15 weeks)

Paper's Code	Paper's name	Contact hours per week	Contact hours per Semester	Credits	Marks	
					Internal + External	Total
C.P. Name C.P. 1.1	Psychology Applied to Teaching Fundamentals of Psychology Applied to teaching	4	60	4	15 + 35	50
C.P. Name C.P. 2.1	Methodology of Educational Research Fundamentals of Educational Research Methodology	4	60	4	15 + 35	50
C.P. Name C.P. 3.1	Philosophical and Sociological Foundations of Education⁷ philosophical Foundations of Education	4	60	4	15 + 35	50
O.G.P. Name O.G.P. 1.2	Guidance and Counseling * Fundamentals of Guidance and Counseling Fundamentals of Psychological testing and Test Statistics					
O.G.P. Name O.G.P. 2.2	Measurement and Evaluation* Education Measurement and Evaluation Fundamentals Statistical Methods in Education	4 4	60 60	4 4	15 + 35 15 + 35	50 50
O.G.P. Name O.G.P 3.2	Education Technology* Fundamentals of Education Technology Advanced aspects of Education Technology					
	Computer & Communication Skill	2	30	2		
	Seminar/ Symposium/ Workshop etc.	2	30	2		
	Dissertation (Marks written in semester. 2)	8	120	4		
	Total	32	480	28	75 + 175	250

M. Ed. Course (CBCS) Programme
Semester-II (Duration of Instruction is 15 weeks)

Paper's Code	Paper's name	Contact hours per week	Contact hours per Semester	Credits	Marks	
					Internal + External	Total
C.P. Name C.P. 1.2	Psychology Applied to Teaching Advanced Psychology Applied to teaching	4	60	4	15 + 35	50
C.P. Name C.P. 2.2	Methodology of Educational Research Advanced Educational Research Methodology	4	60	4	15 + 35	50
C.P. Name C.P. 3.2	Philosophical and Sociological Foundations of Education7 Sociological Foundations of Education	4	60	4	15 + 35	50
O.G.P. Name O.G.P. 1.2	Guidance and Counseling * Advanced Guidance and Counseling Advanced testing and Test Statistics					
O.G.P. Name O.G.P. 2.2	Measurement and Evaluation* Advanced Education Measurement and Evaluation Advanced Statistical Methods in Education	4 4	60 60	4 4	15 + 35 15 + 35	50 50
O.G.P. Name O.G.P 3.2	Education Technology* Systems and Media of Education Technology Application Software and Web Based Instruction					
Skill Based	Computer & Communication Skill	2	30	2	10+00	10
	Seminar/ Symposium/ Workshop etc.	2	30	2	10+00	10
Practical	Dissertation (Evaluation)	8	60	4	0+120	120
	Dissertation (Viva-voce)			2	0 +30	30
Field Based	Internship for two weeks (60 hours)		60	2	30 +00	30
Total		32	540	32	125 + 325	450

M. Ed. Course (CBCS) Programme
Semester-I & II

Curriculum Components	Semester -I		Semester -II		Total	
	Credits	Marks	Credits	Marks	Credits	Marks
Core paper C. P. 1,2&3	12	150	12	150	24	300
Optional papers O G P 1 & 2	8	100	8	100	16	200
Dissertation (Evaluation + Viva-voce)	4		6	120 + 30	10	150
Internship			2	30	2	30
Skill based	4		4	20	8	20
Total	28	250	32	450	60	700

Course Contents of M. Ed. Programme

Compulsory Paper 1: Psychology Applied to Teaching

Semester 1: Fundamentals of Psychology Applied to Teaching

(50 Marks)

Objectives

A student teacher will be able to:

1. Apply psychological knowledge to make decisions about and to solve the problems of teaching.
2. Understand the nature of teaching and psychology.
3. Take into account what students of secondary and higher secondary schools are like by considering typical characteristics as well as cultural diversity and pupil variability.
4. Specify what is to be learned by formulating instructional objectives.
5. Use cases, journal writing, and reflective practice for applying psychology to teaching.

SYLLABUS

Unit 1: Applying Psychology to Teaching (25%)*

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

Unit 2: Considering Student Characteristics (50%)

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

Unit 3: Specifying what is to be Learned (25%)

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

* This percentage in each paper generally indicates the weightage of a unit in terms of Instructional time and Marks.
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Semester 2: Advanced Psychology applied to Teaching

(50 Marks)

Objectives

The Student Teacher will be able to:

1. Provide instruction by applying what is known about learning and motivation.
2. Determine if students have learned by evaluating mastery of objectives.
3. Maintain an effective learning environment by managing classroom and becoming a better teacher.
4. Use cases, journal writing, and reflective practice for applying psychology to teaching.

SYLLABUS

Unit 1: Providing Instruction (65%)

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

Unit 2: Evaluating Performance (15%)

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

Unit 3: Maintaining an Effective Learning Environment (20%)

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

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Compulsory Paper 2: Educational Research Methodology

Objectives

A Student Teacher will be able to:

1. Understand the concept of research and place of research in education.
2. Get acquainted with various types, and approaches of research.
3. Become familiar with various sources for research and review the literature.
4. Understand the process of educational research in terms of its plan, proposal, problem selection, sample selection and research design.
5. Get aware of Ethical Principles in Educational Research.

Semester I : Fundamentals of Educational Research (50 Marks)

SYLLABUS

Unit 1: Research and Education (10%)

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

Unit 2: Types of Educational Research (10%)

1. Types of Research based on Functions: Basic, Applied, and Practitioner Research (Action Research and Self-Study)
2. Types of Research according to Approaches: Quantitative and qualitative

Unit 3: Sources for Educational Research and Review of Related Literature (20%)

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

Unit 4: Planning Educational Research (20%)

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

Unit 5: Sampling Procedures (10%)

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

Unit 6: Tools of Research (20%)

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

Unit 7: Concept of Qualitative Research (10%)

1. Definition, need, importance and scope of qualitative Research
2. Comparison and Complementarities of Qualitative and Quantitative Approaches

Semester-2: Advanced Educational Research Methodology (50 Marks)**Unit 1: Methods of Educational Research (40%)**

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

Unit 2: Analysis and Interpretation of Data (20%)

1. Types of Scores
2. Introduction to Test Statistics
3. Ostat7 and SPSS (Introduction Only)
4. Statistical Significance Tests: Meaning and Use
5. Interpretation and Generalization of Statistical Results

Unit 3: Writing Research Report (20%)

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

Unit 4: Qualitative Research (20%)

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

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Compulsory Paper 3: Philosophical and Sociological Foundations of Education

Semester-1: Philosophical Foundations of Education (50 Marks)

OBJECTIVES

The student teacher will be able to:

1. Describe the nature and functions of philosophy of education.
2. Describe the Relationship between philosophy and education
3. Describe western Schools of philosophy
4. Critically appraise the contributions made to education by prominent educational thinkers.
5. analyze educational data using knowledge of western Schools of philosophy
6. Critically appraise the contributions made to education by prominent educational thinkers- Indian and Western.
7. Logically analyze, interpret, and synthesize the various concepts, propositions and philosophical assumptions about educational phenomena.

Unit 1: Nature of philosophy of education (20%)

1. Concept of philosophy
2. Aspects of philosophy: (a)Metaphysics and Ontology, (b) Epistemology, and (c) Axiology: Ethics and aesthetics
3. Concept of philosophy of education
4. Scope of philosophy of education
5. Functions of philosophy of education: Speculative, Normative, and Analytical
6. Relationship between philosophy and education

Unit 2: Comparative study of Schools of philosophy and their bearing on Education (30%)

Discussion of the western Schools of Philosophy: (1) Idealism, (2) Realism, (3) Pragmatism, (4) Naturalism and (5) Existentialism with special reference to the concepts of the following aspects:

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

Unit 3: Indian Schools of philosophy and their bearing on Education (30%)

Discussion of the Indian Schools of Philosophy: (1) Sankhya, (2) Vedanta, (3) Buddhism (4) Jainism, (5) Islamic Traditions, with special reference to the concepts of the following aspects:

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

**Unit 4: Relevance of Gandhian philosophy of Education and Educational thoughts
of J. Krishnamurthi in Contemporary Indian education (20%)**

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Semester-II : Sociological Foundations of Education (50 Marks)

OBJECTIVES

1. To enable the student to understand concept and process of social organization and institution
2. To enable the student to understand social stratification and social mobility
3. To enable the student to understand relationship between culture, society and education
4. To enable the student to understand relationship between politics and education

Unit 1: Sociology of Education (10%)

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

Unit 2: Culture and Education (10%)

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

Unit 3: Social Stratifications and Education (10%)

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

Unit 4: Social Mobility and Education (10%)

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

Unit 5: Politics and Education (10%)

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

Unit 6: Economy and Education (10%)

- 1 Salient features of Education under various types of economy:
 - (a) Agrarian Economy
 - (b) Industrial Economy
 - (c) Under developed, partially developed, Semi advanced and
 - (d) Advanced Countries

Unit 7: Social Change and Education (10%)

- 1 Concept of Social Change
- 2 Interdependence of Social Change and Education
- 3 A Special Case of Noise Pollution

Unit 8: The School and Society (15%)

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

Unit 9: Moral and religious bases of Education in secular society with special reference to India (7%)

Unit 10: Education for Emotional integration and International understanding (8%)

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Optional Group 1: Guidance and Counseling

Paper 1: Principles and Techniques of Guidance and Counseling

Objectives

A student teacher will be able to:

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

Semester 1: Fundamentals of Guidance and Counseling

SYLLABUS

Unit 1: Guidance (25%)

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

Unit 2: Counseling (25%)

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

Unit 3: Group Guidance Activities and Group Counseling in School Settings (25%)

Unit 4: Collection of Data About the Client (25%)

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

Semester 2: Advanced Guidance and Counseling

Unit 1: Occupational Information (30%)

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

Unit 2: Vocational Development (25%)

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

Unit 3: Organization of Guidance Services in Schools and Colleges (15%)

Unit 4: Guidance Services in India, Japan, U.K. and U.S.A. (15%)

Unit 5: Recent Trends and Research in Guidance and Counseling (15%)

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Paper 2: Psychological Testing and Test - statistics

Objectives

A student teacher will be able to:

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

SYLLABUS

Semester 1: fundamentals of psychological testing

Unit: 1 Introduction to Psychological Testing (20%)*

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

Unit:2 Test of Educational Achievement (20%)

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

Unit: 3 Test of Intelligence (15%)

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

* This percentage indicates the weightage of a unit in terms of Instructional time and Marks.
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Unit: 4 Aptitude and aptitude testing (15%)

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

Unit: 5 Interest and interest assessment (15%)

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

Unit: 6 Personality (15%)

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

Semester 2: Advanced Psychological Testing and Test Statistics

Unit: 1 Test Construction (15%)

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

Unit:2 Sampling (15%)

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

Unit: 3 Test construction Statistics (20%)

1. Item analysis with reference to sample bound norm reference tests and criterion reference test: Concept, Importance, Qualitative analysis, Quantitative Analysis (Difficulty value of fixed response or dichotomous item, Difficulty value of free response or long answer item, Concept of facility values of an item, Discriminative value of fixed response or dichotomous item, Discriminative value of free response or long answer item, Distracter analysis)

2. Measures of Reliability and Validity: Concept of Reliability, Major types of Reliability in psychological test (only concepts of: Parallel form, Test retest, Split half, K-R reliability indices), Major types of Validity in psychological test (only concepts of: Face validity, Content validity, Construct validity, concurrent and Predictive validity, Relation between Reliability and Validity; Effect of Reliability and Validity index of test, Concept of Correlation and Reliability – Validity indices)

Unit:4 Other important statistics (25%)

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

Unit: 5 Norms (15%)

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

Unit: 6 Test Result (10%)

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

SUGGESTED PRACTICALS AND ACTIVITIES

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

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Optional Group 2: Measurement and Evaluation

Paper 1: Educational Measurement and Evaluation

Objectives (For Semester 1 & 2)

A student teacher will be able to:

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

SYLLABUS

Semester 1: Fundamentals of Educational Measurement and Evaluation (50 Marks)

Unit 1: Rationale of Evaluation and Measurement (15%)*

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

Unit 2: Theories of Measurement (15%)

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

Unit 3: Important concepts in Evaluation (15%)

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

Unit 4: Objectives (20%)

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

Unit 5: Supply type question (20%)

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

Unit 6: Selection type items (15%)

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

* This percentage indicates generally the weightage of a unit in terms of Instructional time and Marks.
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SUGGESTED PRACTICALS AND ACTIVITIES

Item and Test Construction and its logical review.

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

Semester 2: Advanced Educational Measurement and Evaluation (50 Marks)

Unit 1: Selection and use of standardized test (20%)

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

Unit 2: Qualitative Techniques of the classroom testing (20%)

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

Unit 3: Item analysis of selection type item and supply type question (15%)

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

Unit 4: Reliability (15%)

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

Unit 5: Validity (15%)

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

Unit 6: Standards Scores and Norms (15%)

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

SUGGESTED PRACTICALS AND ACTIVITIES

Empirical Review of items and test.

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

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(For Semester 1 & 2)

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Paper 2: Statistical Methods in Education

Objectives (For Semester 1 & 2)

A Student Teacher will be able to:

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

SYLLABUS

Semester 1: Fundamental Statistical Methods in Education (50 Marks)

(PARAMETRIC STATISTICS)

Unit 1: Normal Distribution (20%)*

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

* This percentage generally indicates the weightage of a unit in terms of Instructional time and Marks.
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Unit 2: Statistical inferences (10%)

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

Unit 3: Hypothesis testing (10%)

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

Unit 4: Significance of differences (30%)

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

Unit 5: Analysis of variance (ANOVA) (30%)

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

**Semester 2: Advanced Statistical Methods in Education
(50 Marks)**

(PARAMETRIC STATISTICS)

Unit 1: Correlation, regression and prediction (30%)

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

Unit 2: Scaling (10%)

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

(NON PARAMETRIC STATISTICS)

Unit 3: Chi square (20%)

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

Unit 4: Tests of significance (30%)

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

Unit 5: Correlations (10%)

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

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(For Semester 1 & 2)

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Optional Group 3: *Educational Technology*

Objectives (For Paper 1 &2)

The students will be able to:

1. have basic understanding of fundamentals of educational technology.
2. define educational technology.
3. analyze the concept of educational technology.
4. explain the emergence and development of educational technology.
5. point out the impact of educational technology on instruction.
7. explain various functions of an Educational technologist.
8. clarify the revolutionary role of educational technology.
9. define the educational media.
10. explain the application of educational media.
11. discuss the educational use of radio and television.
12. explain the concept and uses of computerized multimedia.
13. define and analyze a system.
14. explain the concept of systems approach.
15. explain the systems approach in classroom and self-learning material(SLM).
16. have basic understanding of bases for designing alternative educational system.
17. explain the concept of instructional design.
18. appreciate the instructional design theories given by Andrews & Goodson, Gagne' & Briggs, and M. David Merrill.
19. explain the application of computers in instruction, learning, and testing.
20. discuss the characteristics of computer-assisted instruction.
21. clarify the modes of computer-assisted instruction.
22. discuss the pros and cons of computers in education.
23. describe the functions of information and communication in modern life.
24. identify the components of communication system and types of information.
25. explain the concept and application of ICT in instruction.
26. describe the role of computers in communication.
27. have basic knowledge about internet and world wide web (WWW).
28. have basic understanding of concepts related with internet.
29. explain the concept of web-based instruction(WBI).
30. compare WBI and the traditional classrooms
31. apply working competence with fundamental technology tools, including word processors, spreadsheets, and databases.
32. produce teaching materials.
33. use CAI and CAT packages.
34. store and retrieve test items.
35. generate items and test.
36. enter and analyze data.
37. correct/modify/ print/save textual materials.
38. prepare graphs, tables, and bibliography.
39. prepare graphics.
40. operate database.
41. operate educational software

Unit:3	Programmed Learning	30%
	1 Historical Background	
	2 Meaning of Programmed learning	
	3 General Features of Programmed Learning	
	4 Types of Programmed Learning	
	5 Preparations of Programmed Instruction	
	6 Teaching Machines	

PRACTICALS

Any Five practical based on the following modules as per Intel® Teach to the Future

- Module 5. Locating Resources for Unit Portfolios-2
- Module 6. Creating Unit Support Materials
- Module 7. Creating Students Web Sites

BIBLIOGRAPHY AND SUGGESTED READING

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- Joshi, B.(1998). Hypertext, hypermedia, multimedia: Educational technology buzzwords for 2000+. *Journal of Educational Research and Extension*, 35, 50-56.
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- Ntn, dw. (1986). *NiûtrKf blturJ;tlbtik yæggI bebtgmt. yb'tJt' & gwrlJrmoxe d{k:rlbtoK ctuzo*.

Paper 2: Advanced Aspects of Educational Technology

Semester: 1 Instructional Design and Computer (50 Marks)

Unit:1	: Instructional Design	40%
	1 The concept of instructional design	
	2 Different Teaching Methods: Their Suitability	
	3 Gagne' & Briggs' procedural models of instructional design based upon learning and instruction theory	
	4 Guidelines for Instructional Design	
	5 UNESCO Model of curriculum Development	
	6 Steps for Design of Instruction	
Unit:2	Introduction to Computers and Computer Operations	30%
	1 Origin and generations of computers	
	2 Classification of computers	
	3 Essential components of computers CPU, input and output devices	
	4 Basics of MSDOS and WINDOWS	
Unit:3	:Computer and Education	30%
	1 Computers in education: As content, instrument, and instructor	
	2 Characteristics of computer –assisted instruction (CAI)	
	3 Modes of CAI	
	4 Pros and cons of computers in education	

PRACTICALS

Any Five practicals based on the following modules as per Intel® Teach to the Future

- Module 8. Working with Gradebooks
- Module 9. Managing Student Data
- Module 10. Communicating on the Internet
- Module 11. Creating Teacher Support Materials

Semester: 2 Application Software and Web based Instruction (50 Marks)

- | | | |
|---------------|--|------------|
| Unit:1 | Application Software | 30% |
| | 1 MS WORD: Word processing, saving and retrieving files from different drives, text editing, spell-check, text printing | |
| | 2 MS EXCEL: Creating and saving spreadsheet, opening an existing sheet, editing formatting numbers, using statistical functions, generating graphs | |
| | 3 MS ACCESS: Creating a file, adding and changing information, sorting, searching and printing | |
| | 4 MS POWERPOINT: Preparing slides, creating and saving presentations, editing, formatting, slide show | |
| Unit:2 | : Web-Based (online) Instruction (WBI) | 40% |
| | 1 Introduction of internet and World Wide Web (WWW) | |
| | 2 Introduction of concepts related with internet: modem, browsing, Search engine, intranet, e-mail, chat, tele-conferencing, http, ftp, | |
| | 3 Concept of WBI | |
| Unit:3 | Network Technology | 30% |
| | 1 Concept of Network Technology | |
| | 2 Types of Network Computing | |
| | 3 Classification of Network | |
| | 4 Concept of Network Topology | |
| | 5 Concept of Bus Topology | |
| | 6 Concept of Star Topology | |
| | 7 Concept of Ring Topology | |
| | 8 Advantages of Networking | |

PRACTICALS

Any Five practicals based on the following modules as per Intel® Teach to the Future

- Module 12. Developing Plans Implementation
- Module 13. Putting Unit Portfolios Together
- Module 14. Creating Teacher Support Materials-2

BIBLIOGRAPHY AND SUGGESTED READING

- Alessi, S. M., & Trollip, S. R. (1991). *Computer based instruction*. New Jersey : Prentice Hall.
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- Percival, F. & Ellington, H. (1984). *A handbook of educational technology*. London: Kogan Page.
- Richey, R. (1986). *The theoretical and conceptual bases of instructional design*. London: Kogan Page.
- Romizowski, A. J.(1986). *Developing auto-instructional material*. London: Kogan Page.

Optional Group 4: Teacher Education

Objectives:

A student teacher will be able to :

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

Paper 1: Fundamentals in Teacher Education

Semester 1 : Concept and Development of Teacher education (50 Marks)

Unit 1: Conceptual Understanding of Teacher Education (50 %)*

1. Concept of teacher education-Ideology and objectives of teacher education
2. Changing concepts of teacher education-a historical perspective as it developed in India

Unit2: The need for teacher education (25 %)

The need for teacher education at all levels of education:

1. Vertical
2. Horizontal

Unit 3: The Education of Educators (25 %)

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

Semester 2: Role, Innovations, and Teacher Education (50 Marks)

Unit 1: Role of and Innovations in Teacher Education (50 %)

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

Unit 2: Teacher Educator (25 %)

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

Unit 3: Issues in Teacher Education (25 %)

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

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

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

BIBLIOGRAPHY AND SUGGESTED READINGS

- Passi, B. K., & Shah, N. M. (1974). *Microteaching in teacher education*. Baroda: CASE.
- Razzik, T. A. (1972). *Systems approach to teacher training and curriculum development*. Paris: UNESCO.
- Sharma, B. M. (1997). *Teachers training and educational research*. New Delhi: Commonwealth.
- Srivastav, G. N. P. (2000). *Management of teacher education*. New Delhi: Concept.

Paper 2: Programmes and Problems in Teacher Education

Semester 1 : Programmes in Teacher Education (50 Marks)

Unit 1: Programmes in Teacher Education (35 %)*

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

Unit 2: Practice-Centred Programme (35 %)

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

Unit 3: Recent Researches in Teacher Education -1 (30%)

1. Learning to teach
2. Self-Study in Teacher Education

* This percentage indicates the weightage of a unit in terms of Instructional Time and Marks.
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Semester 2 :Problems in Teacher Education (50 Marks)

Unit 1: Innovative Practices in Teacher Education in India (40 %)

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

Unit 2: Role of Agencies in Teacher Education (40 %)

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

Unit 3: Recent Researches in Teacher Education – 2 (20%)

3. Reflective Teaching and Reflective Teacher Education
4. Micro Teaching

SUGGESTED PRACTICALS AND ACTIVITIES

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

BIBLIOGRAPHY AND SUGGESTED READINGS

- Hamilton, M. L. (2001). *Is this a self-study of teacher education practices? Or another Oz-dacious journey through Kansas!* Paper presented at the annual conference of the American Educational Research Association, Seattle. Retrieved August 8, 2001 from the World Wide Web: http://www.Ku.edu/~hamilton/2001selfstudy/or_oz.html.
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- Wideen, M., Mayer-Smith, J., & Moon, B. (1998). A critical analysis of the research on learning to teach: making the case for an ecological perspective on inquiry. *Review of Educational Research*, 68, 130-178.
- डाक्टर, म. ने अंधारिया, र. (सं.). *चिन्तनात्मक शिक्षण*. भावनगर: आचार्य, गु. ड. संघवी शिक्षण महाविद्यालय .

Optional Group 5: Education Management

Objectives

A student teacher will be able to:

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

SYLLABUS

Paper 1: Organizational Aspects in Education Management

Semester 1: Fundamental Aspects of Organization in Education Management (50 Marks)

Unit 1: Concept of Education Management (40 %)*

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

Unit 2: Manager and Organization (30 %)

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

Unit 3: Efforts toward Theorization in Education Management (30 %)

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

* This percentage indicates the weightage of a unit in terms of Instructional Time and Marks.
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Semester 2: Advanced Aspects of Organization in Education Management (50 Marks)

Unit 1: The Manager (25 %)

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

Unit 2: Communication in Organization (35 %)

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

Unit 3: Managing Change (40 %)

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

SUGGESTED PRACTICALS AND ACTIVITIES

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

BIBLIOGRAPHY AND SUGGESTED READINGS

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- Jordan, K. F., McKeown, M. P., Salmon, R. G., & Webb, L. D. (1985). *School business behavior*. New York: Macmillan .
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- Robbins, S. P. (1998). *Organizational behavior: Concepts, controversies, applications*. (8th ed.). New Delhi: Prentice-Hall of India.
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Optional Group 5: *Education Management*

Paper 2: Education Management: Systems and Processes

Semester 1: Fundamental Systems and Processes in Education Management (50 Marks)

Unit 1: Education as a System (40 %)*

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

Unit 2: Approaches to Management (25 %)

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

Unit 3: Resources for Education (35 %)

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

Semester 2: Advanced Systems and Processes in Education Management (50 Marks)

Unit 1: Curriculum Management (30 %)

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

Unit 2: Evaluation System (30 %)

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

* This percentage indicates the weightage of a unit in terms of Instructional Time and Marks.
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Unit 3: Resource Management in Education (40 %)

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

Suggested Practical Works

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

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