

BHAKTA KAVI NARSINH MEHTA UNIVERSITY - JUNAGADH



MASTER OF EDUCATION

SYLLABUS SEMESTER - 1

CHOICE BASED CREDIT SYSTEM

(SEMESTER SYSTEM)

Implementation from June 2017

**M.Ed. COURSE STRUCTURE
(SEMESTER-WISE)**

**(TOTAL CREDIT 80) TOTAL
MARKS -
MASTER OF EDUCATION (M.Ed.)**

The M.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014.

O. M.Ed. I ELIGIBILITY

A candidate seeking admission to the course leading to the degree of Master of Education must satisfy the following conditions for eligibility.

- a) Candidate seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes :
 - (i) B.Ed.
 - (ii) B.A., B.Ed., B.Sc., B.Ed. (iii) B.El.Ed.
 - (iv) D.El.Ed. with an undergraduate degree (with 50% marks in each)
- b) Reservation and relaxation for SC/ST/SEBC/PWD and other applicable categories will be as per the rules of the State Government.
- c) A candidate admitted of M.Ed. course should not do any other course during the same academic year.

O. M.Ed. 2 INTAKE

The basic unit size for the programme will be 50.

O. M.Ed. 3 DURATION

The M.Ed. programme shall be of two years duration that is four semesters which can be completed in a maximum of Four years from the date of admission to the programme. It includes field attachment of a minimum of four weeks and a research dissertation

O. M.Ed. 4 WORKING DAYS

There shall be at least one hundred (100) working days each semester, exclusive of the period of admission and examination.

O. M.Ed. 5 ATTENDANCE

Every candidate must have minimum 80% attendance in Each Subject and 90% attendance in Field Attachment.

O. M.Ed. 6 EXAMINATION FEES

Indirect grading which followed in the BHAKTA KAVI NARSINH MEHTA UNIVERSITY will be adopted in evaluating students.

For parcticum purpose, 100% internal will be followed. The dissertation will be assessed by

- (i) An external examiner appointed by Vice-Chancellor shall submit his/her written evolution report and grade assigned to the Chairman of Viva-voce Committee.

O. M.Ed. 8 UPWARD MOVEMENT

M.Ed. Semester Wise Course

SEMESTER-I (20 Credits)

Sr. No.	Paper Title	Core/Spl Core Core/sec Core;Ele Spec/sec Spcl	Credit(s)/ Total	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands On/Students Activity/Seminar/ Workshop/etc	Weightage for Internal Examination (Marks)	Total
1	Research Methodology-I	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
	Research Proposal		1	1 (16 Hrs.)	25			25
2	Sociological, Historical, Political & Economic Prospective of Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	Psychology of Learning and Development	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
	Psychology Practical		1	1 (16 Hrs.)	25			25
4	Educational Studies	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
5	Communication and Expository Writing	Total Subject	1	0	0	1 (32 Hrs.)	30	30
6	Self Development (Yoga etc.)	Total Subject	1	0	0	1 (32 Hrs.)	30	30
		Total	20	14		6		510

SEMESTER-IV (20 Credits)

Sr. No.	Paper Title	Core/Spl Core Core/sec Core;Ele Spec/sec Spcl	Credit(s) / Ours	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands On/Students Activity/Seminar / Workshop/etc	Weightage for Internatl Examination (Marks)	Total
1	Research Methodology-II	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
2	Teacher Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	Curriculum Studies	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
4	Philosophical Perspectives of Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
5	Dissertation Related Work	Research Work	2	0	0	2 (64 Hrs.) Progress Report	30	30
6	Internship in Teacher Education Institutions	Teacher Education	2	0	0	2 Week (64 Hrs.)	30	30
7	Communication and Expository Writing	Total Subject	1	0	0	1 (32 Hrs.)	30	30
			21	12		09		490

SEMESTER-III (20 Credits)

Sr. No.	Paper Title	Core/Spl Core/sec Core;Ele Spec/sec Spcl	Credit(s)/ Total	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands On/Students Activity/Seminar/ Workshop/etc	Weightage for Internal Examination (Marks)	Total
1	Methodology of Educational Research-III	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
2	Specialization Core Course in Elementary Education-I	Spl Core (A)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	Specialization Core Course in Elementary Education-II	Spl Core (A)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
OR								
2	Specialization Core Course in Secondary and Higher Secondary Education-I	Spl Core (B)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	Specialization Core Course in Secondary and Higher Secondary Education-II	Spl Core (B)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
4	Disertation Related Work	Research	02	0	0	2 (64 Hrs.) Progress Report	30	30
5	Internship in Teacher Education Institutions		04			4(128 Hrs.) 4 Week	60	60
6	Research Paper Presentation		01			1 (32 Hrs.)	30	30
	Total		19	9	210	10		420

SEMESTER-III (20 Credits)

Sr. No.	Paper Title	Core/Spl Core Core/sec Core;Ele Spec/sec Spcl	Credit / hours	Class Teaching	Weightage for External Examination (Marks)	Practicum / Hands On/Students Activity/Seminar/Workshop/etc	Research	Weightage for Internal Examination (Marks)	Total
1	Teacher Education-II	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)		30	100
2	Curriculum and Assessment in secondary Education	Specialization	4	3	70	1		30	100
3	Guidance & Counseling	Specialization	4	3	70	1		30	100
4	Psychology Testing	Specialization	4	3	70	1		30	100
		O							
4	Statistical Methods for analysis of data	Specialization	4	3	70	1		30	100
5	Dissertation	Research (Relating to Specialization)	4		100External Ass.	4	4 (128 Hrs.)	Viva 50	150
6	Visit Education Institution		1					30	3
			2	12		8			580

Year-1	CC-1 Methodology of Educational Research-1	Credit 04
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Semester-1 Objectives: The students' will be able to

1. Understand the concept and place of research in education.
2. Gets acquainted with various resources for research.
3. Achieves skill in writing and interpreting research reports.
4. Are initiated into research by undertaking a piece of research and preparing a dissertation.

Course Content**1.0 Concept of Educational Research**

- 1.1 Concept of educational research : meaning and characteristics
- 1.2 Types of research : Basic, Applied and Action research and basic concept of Qualitative and Quantitative research
- 1.3 Areas of educational research
- 1.4 Steps of the research process

2.0 Resources for Research

- 2.1 Purpose of literature review
- 2.2 Major steps in a literature review
- 2.3 Types of sources
- 2.4 Library skills : Reading skill and Note taking
- 2.5 Internet search

3.0 Selection of the Research Problem

- 3.1 Standards of selection : novelty, uniqueness, originality and research skill
- 3.2 Sources of the selection of the problem
- 3.3 Narrowing the scope of the problem
- 3.4 Drafting a research proposal
- 3.5 Defining the related terms of research problem

4.0 Variables and Hypotheses

- 4.1 Meaning and types of variables
- 4.2 Meaning and types of hypotheses
- 4.3 Hypothesis construction : bases, involving variables
- 4.4 Testing a hypothesis

REFERENCE BOOKS

- Best, John W. (1986). *Research in Education*. (5th Ed.). Englewood Cliff: N .J. Prentice Hall, Inc.
- Borg, W. R., Gall, M. D. & Gall, I. P. (1996). *Educational Research: An Introduction*. (3rd Ed.). New York: Longman, Inc.
- Burroughs, G. E. F. (1975) *Design and Analysis in Educational Research*. (2nd Ed.). Oxford: Alden & Mowbray, Ltd.
- Gephart, S. (1969). *Foundations of Educational Research*. (Selected Readings). Ohio: C. E. Merrill Publishing Co.
- Gilbert, S. (1979). *Foundations of Educational Research*. Englewood Cliff: N. J. Prentice Hall, Inc.

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દેસાઈ એક. જી. અને દેસૈ કે જી.(૧૯૯૭). સંશોધક પદ્ધતિઓ અને પ્રવિધિઓ,(છઠ્ઠી આ), અમદાવાદ:
યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ , ગુજરાત રાજ્ય. ૧૯૯૭

શાહ, દીપિકા બી(૨૦૦૪). શૈક્ષણિક સંશોધન. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ , ગુજરાત રાજ્ય.

ઉચાત, ડી. એ. (૨૦૦૪) માહિતી પર સંશોધન વ્યવહારો. રાજકોટ: લેખક

SEMESTER-VI (20 Credits)

Year-1 Semester-1	CC-2 Historical, Sociological, Political and Economic Perspectives of Education.	Credit 04
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- Objectives :**
- To enable the student to develop knowledge and understanding of the history of education.
 - To enable the students to understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees.
 - To enable the students to understand concept and process of social organization and institution.
 - To acquaint the students with role of politics in education.
 - To enable the students to understand relationship between politics and education.
 - To acquaint the students with role of education in economic development.

Course Content

Unit-1 Historical Development of Indian Education

1.1 Education in Ancient India

- * India –A country of pride.
- * Education system of vedic time and post vedic time.
- * Gurukul and Residential Education system.

1.2 Education in Medieval India

- * Limitations of the education system during Buddhist era.
- * Education in the Gupta and the Maurya era.
- * Education centres of Medieval India.

- | | | |
|---------------|---------------|----------------|
| 1. Takshshila | 2. Nalanda | 3. Vikramshila |
| 4. Vallabhi | 5. Odantpuri | 6. Mithila |
| 7. Nadiya | 8. Jagaddalla | |

1.3 National Educational Movement

- * Background of National Education

- * Meaning of National Education and reasons of its emergence.
- * The beginning of National Education.
- * Contribution of National Schools in National Education.
- * Proposal of Gopal Krishna Gokhle (1904)
- 1.4 Basic Education Movement
 - * Background of Basic Education.
 - * Why Basic Education ?
 - * Recommendations of Vardha committee/Dr. Zakir Hussein Committee (1937)
- 1.5 Recommendations of Various primary and Secondary Standard committees with reference to only teachers/training.
 - 1. Secondary Education Commission (1952-53)
 - 2. National Policy of Education Commission (1964-66)
 - 3. National Policy of Education (1968)
 - 4. New Policy of Education (1986)
 - 5. National Education Policy-Critical Committee Acharya Rammurti (1990-92)
 - 6. Pro. Yashpal Committee Report (1993)

Unit-2 Sociological perspective of Education

- 2.1 Concept and Nature of Sociology of Education
- 2.2 Social Stratification s: Concept and Impact on Education
- 2.3 Concept of social change and Factors affecting social change on education
- 2.4 Role of Education in the Social Change and Social activities

Unit-3 Political Perspectives of Education

- 3.1 Education Policy – According to different system of politics.
 - * Dictatorship and Education
 - * System of Socialism and Education.
 - * Democracy and Education.

- 3.2 Democracy and Education : Objectives and Programmes.
- 3.3 Privatization of Education : Meaning, Need and merits and demerits.
- 3.4 Globalization of Education : Meaning, Need and advantages.

Unit-4 Economic Perspectives of Education

- 4.1 Role of Education in Economic Development : Developed, developing and semi-developed countries.
- 4.2 Education as an Investment : Concept and Meaning.
- 4.3 Returns and Benefits from Educational Investment
- 4.4 Skill Development Education for Economic Development : with reference to Meaning, Phases and need.+-

Reference book

Dayal Brijkishor : Development of Educational System in India : Wisdom Press, New Delhi.

Sharam, Yogendra K. : Sociological, Philosophy of Education : Kanishka Publishers, New Delhi.

Jaganath Mohanty : Education in India : Deep & Deep Publication, Rajorigarden, New Delhi.

Brown, Francis J. (1961). Educational Sociology. New York : prentice-Hall Inc.
Morris, Invero (1978). The Sociology of Education. (2nd Ed.) London : Uniwin Education Books.

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Ottaway, A.K.C. (1953). Education and Sociology. London : Routledge and Kegan Fault.

Stanely, O. (1957). William Social Foundations of Education. New York : The Dryden Press Inc.

વ્યાસ, કે. સી. (૧૯૮૧). દિવ. આ. કેળવણીના સમાજિક પાયા. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

જોષી, હ. ઓ. (૨૦૦૬). કેળવણીના સામાજિક પાયા. રાજકોટ : લેખક

શાહ, બુદ્ધિચંદ્ર અને શાહ કૌશલ્યા (૧૯૮૭). કેળવણીના સામાજિક પાયા. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

પટેલ મોતીભાઈ : ભારતીય શિક્ષણનો ઇતિહાસ : એક ઝલક : બી.એસ.શાહ પ્રકાશન—અમદાવાદ

રાવલ નટુભાઈ, વ્યાસ શરદ વગેરે : શિક્ષણની વિસ્તરતી ક્ષિતિજો : નિરવ પ્રકાશન —અમદાવાદ

પાઠક અરૂણભાઈ, શુક્લ ડી.એસ. વગેરે. ભારતમાં શૈક્ષણિક પ્રણાલીનો વિકાસ,વારિષેશ પ્રકાશન-અમદાવાદ

Semester-1	CC-3 Psychology of Development and Learning	credit 4
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Objectives:

1. Appreciate the contribution of psychologists in relation to the theories of learning developed by them
2. Develops a deeper understanding of the implications of learning theories in class- room teaching
3. Know the essential components of teaching-learning situations
4. Acquiring himself with the theory of instruction
5. Acquaints himself with concept and application of constructivism in teaching learning.

Course Content

1.0 Introduction to Instructional Psychology and Development

- 1.1 The nature of Instructional Psychology
- 1.2 The component of Instructional Psychology
- 1.3 The Principles of Instructional Psychology
- 1.4 Concept and Difference between Growth and Development
- 1.5 Types of Development : Physical, Mental, Emotional & Social
(With reference of Adolescence)

2.0 Behaviorists and Cognitive View of Learning

- 2.1 Ausubel's meaningful learning
- 2.2 Bandura's identification with models and observational learning
- 2.3 Bruner's discovery learning
- 2.4 Jean Piaget' Theory of cognitive Development
- 2.5 Social Development Theory of Lev Vygotsky.
(Characteristics and limitations of learning principles of Ausubel, Bandura, Bruner, Jean Piaget and Lev Vygotsky with reference to its adequacy,

relevancy, comprehensiveness and utility in classroom teaching and learning)

3.0 Modern Information Processing Theories

- 3.1 Phases of information processing
- 3.2 Conditions for effective information processing at every stage
- 3.3 Meaning and importance of semantic encoding and structuring in information processing.
- 3.4 Neuropsychological based of information processing
- 3.5 Application of the principle of multi sensory approach in teaching
- 3.6 Application of information processing to facilitate remembering and reduce forgetting.

4.0 Gange's Hierarchical Learning

- 4.1 Learning of intelligent skills, learning of cognitive strategies, learning of verbal information, learning motor skills, learning of attitudes.
- 4.2 Classification of Classroom learning in different school subjects into different types of learning.
- 4.3 Merits and limitations of theories of learning of Gange with reference to its adequacy, relevancy, comprehensiveness and utility in classroom teaching and learning.

*** Psychology practical**

- (1) A Study of instruction subdual through the method of sequential increasing weight.
- (2) Measurement of optical illusion.
- (3) Mirror Tracing .
- (4) Measurement of Attention Fluctuation.
- (5) Measurement of Span of attention.
- (6) Maze learning
- (7) Learning : whole v/s part method.
- (8) Effect of purpose in the learning process.
- (9) Meaningfulness and learning.

(10) Efficiency of distributed and mass practice.

REFERENCE BOOKS

Bernand, H.W. (1954). *Psychology of learning and Teaching*. New York: Mc-Graw Hill.

Hergenhann, B.R. (1976). *An Introduction to Theories of Learning*. N.Y.: Englewood cliffs, Prentice-hall.

Klausmeier, H.J. (1961). *Learning and Human Abililties*. New York: Harpper & Row.

Wilson, A.R. Roebeck, M.C. and Michael, W.B. (1979). *Psychological Foundations of Learning and Teaching*. New York: McGraw Hill Book Com.

SEMESTER-1B13 (02Credits)

Year-1 Semester-I	CC-4 Educational Studies	Credit 04
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Objectives: Students will be able to –

- * Understand and appreciate the theoretical development in education in their proper perspective.**
- * Analyze the concept and relevance of educational opportunity for the equality.**
- * Examine critically the role of education sustainable development.**
- * Critically examine the perspectives of quality achievement in the educational system.**
- * Understand the education as a interdisciplinary subject.**

Course Content

1.0 Equality in Educational Opportunity

- * Meaning of Equality in Educational Opportunity
(Concept, meaning, Need, Barriers Factor, Article of Indian Constitution)
- * Women Education
(Concept, Barriers Factors, History, Idea's of Equity Need)
- * Socio-economical backward class
(Concept, History, Need, Barriers Factor, Remedial work in future)
- * Education of children with disabilities such as hearing, visual, mental, physical.
(Concept Type, History, Need, Barriers Factors, Remedial work in future
And Institute of this Children)
- * Right to education.
(Concept, Provision of RTE, Need)

2.0 Role of Education for Sustainable Development

- Lifelong learning: Meaning, Needs, Operational System and preconditions for successful lifelong learning.
- Development of teacher as a professional.
(Concept, Professional competency Areas, Professional Commitment In Service Programmes, Need , Limitation of In-service programmes and performance areas of Teacher)
- Distance Education: Concept, Merits, Limitation.
(Concept, Historical background, working Area and Management ICNOU, BAOU, system of Education, Evaluation system, Need of open University, Delimitation of Distance Education, Benif, Important of Distance Education)

3.0 Achieving and Maintain Quality

- Excellence in Education: Academic aspects.
(TQM, Concept, TQM In Education, Management of TQM, Process of TQM In Education, Need of TQM)
- Classroom teacher, learning and Evaluation.
(Role of Teacher in TQM Education, Need, Performance-Competency Commitment of Teacher)
- Non academic aspects: Sports, Fin Arts, Drawing, Painting, Drama, Music, Dance.
(Concept, Types, Need In TQM Education Important in Skill Development, How to use in Student development, Role of Teacher to Develop Each)

- Role of parents / parent Education.
(In Student Development, Help of School, Help of Educational system, Responsibility for child How to parents come co-operative in Education system, Activities of Education Which Help of Parents)

4.0 Education as a Interdisciplinary Subject

- * Nature and relationships with (Psychology, Sociology, Management Economics, Literature)
- * Peace education, (Meaning, need- various levels such as Personal, Domestic, Local, State, National and Global Barriers of Peace, Violence and Terrorism, Important of Education for Peace)
- * Opportunities for peace education in teacher Training and Curriculum of various subjects.
(Role of Teacher in peace education, Teaching Point of Peace Education, Concept of International understanding)
- * Activities for peace education.
(Activities and Lesson planning of various subjects with Regard peace Education)

*** List of Practicum in Subject**

- (1) Workshops (any skill Development)
- (2) Assignment .
- (3) Academic Writing Skill Development .
- (4) Presentation Skill Development (seminar Presentation)
- (5) Find Research in Subject Areas and Display.
- (6) Group Discussion.
- (7) Movie Making (Drama based on concept)
- (8) Watch Movie on Educational concept and Report writing.
- (9) Question-Answering Method play of unit.
- (10) Small level-seminar and conference on subject.
- (11) Professional Development guest Lecturs
- (12) Activities with social co-opretion.
- (13) Play games (in classroom with Educational skill)
- (14) Reading skill Development work.
- (15) Document – analysis
- (16) Book Review.
- (17) Life skill Teaching.
- (18) Case study (small project)
- (19) Challenges of Tomorrow in subject (Lecture, Discussion)
- (20) Positive view Development . (concept of life skill)
- (21) Quick Answering (one group on stage and answer the question of Related subject Ask by classmate)

- (22) Exhibition (□□□□□□)
- (23) Project.
- (24) Visit of Educational. (Person, Institute, Place)
- (25) Competition. (Vocable, story telling, Essay writing)
- (26) Quiz (Related Topic)
- (27) Culture Programme.
- (28) Out door games.
- (29) Self concept Development about subject.
- (30) Book writing skill.

REFERENCES BOOK

અધ્યેતા વિકાસ અને અધ્યાન અધ્યાપન પ્રક્રિયા, બી.એચ.શાહ પ્રકાશન

શિક્ષણની વિસ્તરતી ક્ષીતિજો, બી. એસ. શાહ પ્રકાશન

જીવંલક્ષી પ્રકૃતિઓ, નિરવ પ્રકાશન કેળવણીની તાત્વીક અને સમાજશાસ્ત્ર આધારિત, અનંડા પ્રકાશન

શાળા વ્યવસ્થાપન અને સંચાલન બી. એસ. શાહ પ્રકાશન

કેળવણીના સામજિક પાયા, ડૉ. એચ.ઓ.જોષી રચિત રજકોટ.

- * P.Adinarayan Reddy and D.Uma Devi, (2006), Current-Trends in Adult Education, New Delhi-110002
- * L.S.Saraswathi, V.Natarajan, (1989) Medium of Instruction and the Examination Reform at Different-Levels (studies in Educational Reform in india), pune
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- * B.N. Dash (2009) Development of Educational system in India, Delhi-110002