

BHAKTA KAVI NARSINH MEHTA UNIVERSITY - JUNAGADH



CBCS Master of Education (M.Ed.) CURRICULUM (For Two Years) Semester – I to IV

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

In Force From June - 2018

BHAKTA KAVI NARSINH MEHTA UNIVERSITY JUNAGADH

CHOICE BASED CREDIT SYSTEM (CBCS) ORDINANCES AND REGULATIONS AND SYLLABUS FOR MASTER OF EDUCATION (M.Ed.) PROGRAM (In force from June 2018)

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

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

- For the purpose of admission in M.Ed. Program, minimum eligibility required is the following degree with at least 50% of the marks.
 1. B. Ed.
 2. B.A. B.Ed., B.Sc. B. Ed.
 3. B. El. Ed.
 4. D.El.Ed. with an undergraduate degree (with 50% marks in each).
- The M.Ed. Program is run by the University Department and 17 P.G. Colleges of Education, affiliated to the Bhakta Kavi Narsinh Mehta University and recognized by NCTE.
- Intake capacity for the Department and the colleges is 50.
- Admission procedure is decided and implemented by the Bhakta Kavi Narsinh Mehta University.
- Admission is given according to the norms established by NCTE, UGC and Bhakta Kavi Narsinh Mehta University.
- Reservation policy of the Gujarat State is followed for the admission.

OBJECTIVES:

- a. To enable the students to be innovative teacher and Educational Inspector.
- b. To enable the students to undertake or to take interest in research work in education.
- c. To equip the students for responsible positions in:
 1. Secondary/ Higher Secondary School.
 2. College of Education.
 3. Department of Education.
 4. PTC College and DIET.
- d. Institutions engaged in Educational Research, Education Planning, Educational Technology and Educational Administration.
- e. Educational Media Research Centre.

Edu.O-2

List of the Core Course of M.Ed. Programme

- Course A001 Core-1: Fundamental Concepts of Educational Research
- Course A002 Core-2: Psychology of Learning & Development
- Course A003 Core-3: Educational Studies
- Course A004 Core-4: Methods of Educational Research
- Course A005 Core-5: Philosophy of Education
- Course A006 Core-6: Perspectives in Teacher Education
- Course A007 Core-7: Library Resources and Tools & Techniques in Educational Research
- Course A008 Core-8: Sociology of Education
- Course A009 Core-9: Treatment of Data & Research Report Writing

List of the Group Course of M.Ed. Programme

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

Group-A : Elementary Education

- Issues and Challenges in Primary Education
- Pedagogy of Curriculum in Primary Education
- Education Management and Organization in Primary Education

Group-B : Secondary Education

- Issues and Challenges in Secondary Education
- B-109 Pedagogy of Curriculum in Secondary Education
- B-110 Educational Management and Organization in Secondary Education

List of the Elective Course of M.Ed. Programme

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

List of the Optional Course of M.Ed. Programme

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

Edu. O. 3:

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

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

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

Part 1. Semester – 1

Part 2. Semester – 2

Part 3. Semester – 3

Part 4. Semester – 4

Part 5. Dissertation and other assignment works

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

M.Ed. Semester – 1

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
A 001	Core-1: Fundamental Concepts of Educational Research	4	1	3	30	70	100
A 002	Core-2: Psychology of Learning & Development	4	1	3	30	70	100
A 003	Core-3: Educational Studies	4	1	3	30	70	100
Optional Courses - Any One Subject from the following group							
D 101	Historical, Political and Economical concerns of Education	4	1	3	30	70	100
D 102	Application of Descriptive Statistics in Research	4	1	3	30	70	100
D 103	Psychological Testing	4	1	3	30	70	100
D 104	Educational Measurement & Evaluation	4	1	3	30	70	100
Total		-	4	12	120	280	400
Practical, projects and other Assignment work							
E 501	Research Proposal Viva	1	-	1	-	25	25
E 502	Psychology Practical	2	1	1	25	25	50
E 503	Library Work – Theoretical Review in Research	2	1	-	25	-	50
E 504	Visit for Educational Institution	1	2	-	50	-	25
E 505	Symposium	1	1	-	25	-	25
E 506	Communication Skill Expository Writing	1	1	-	25	-	25
E 507	Self Development	1	1	-	25	-	25
Total		-	7	2	175	50	225
Grand Total		-	11	14	295	330	625

*** Note:**

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

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

	Marks	Credit
Internal	295	11
External	330	14
Total	625	25

M.Ed. Semester – 2

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
A 004	Core-4: Methods of Educational Research	4	1	3	30	70	100
A 005	Core-5: Philosophy of Education	4	1	3	30	70	100
A 006	Core-6: Perspectives in Teacher Education	4	1	3	30	70	100
Elective Courses (Any One of the Following Paper)							
C 101	Curriculum Studies and Education	4	1	3	30	70	100
C 102	Inferential Statistics	4	1	3	30	70	100
C 103	Guidance and Counseling	4	1	3	30	70	100
C 104	Special Education	4	1	3	30	70	100
Total		-	4	12	120	280	400
Practical, projects and other Assignment work							
E 508	Seminar – Research Skill	-	1	-	25	-	25
E 509	Workshop	-	1	-	25	-	25
E 510	Visit to Special School	-	1	-	25	-	25
E 511	Preparation of Tool & Their Presentation	-	1	-	25	-	25
E 512	Review of Previous Researches	-	1	-	25	-	25
E 513	Internship (2 Week)	-	2	-	50	-	50
E 514	Research Progress Report	-	2	-	50	-	50
Total		-	9	-	225	-	225
Grand Total		-	13	12	345	280	625

*** Note:**

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

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

	Marks	Credit
Internal	345	13
External	280	12
Total	625	25

M.Ed. Semester – 3

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
A 007	Core-7: Library Resources and Tools & Techniques in Educational Research	4	1	3	30	70	100
A 008	Core-8: Sociology of Education	4	1	3	30	70	100
Specialization of Group Courses (Any One from Following Group-B)							
B 101	Childhood Education	4	1	3	30	70	100
B 102	Higher Education	4	1	3	30	70	100
B 103	Inclusive Education	4	1	3	30	70	100
B 104	Elements of Bhartiya Chintan	4	1	3	30	70	100
Any One of The Following Elective Course (Any One from Following Group-C)							
C 105	ICT in Education	4	1	3	30	70	100
C 106	Educational Administration and Leadership	4	1	3	30	70	100
C 107	Pedagogy of Curriculum and Assessment	4	1	3	30	70	100
C 108	Entrepreneurship In Education	4	1	3	30	70	100
Total		-	4	12	120	280	400
Practical, projects and other Assignment work							
E 515	Seminar to Enhance Communication Skills	-	1	-	25	-	25
E 516	Case Study	-	2	-	50	-	50
E 517	Educational Visit	-	1	-	25	-	25
E 518	Online Tool Development	-	1	-	25	-	25
E 519	Field Visit and Data Collection	-	1	-	25	-	25
E 520	Academic Writing	-	1	-	25	-	25
E 521	Research Progress Report	-	-	2	-	50	50
Total		-	07	2	175	50	225
Grand Total			11	14	295	330	625

*** Note:**

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

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

	Marks	Credit
Internal	295	11
External	330	14
Total	625	25

M.Ed. Semester – 4

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

*** Note:**

- Total work load for theory is approximately 48 working days. Total minimum hours for theory is 240 hours. and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
 - Total Practical work is of 52 days (total minimum hours for practical is 260 hours for 7 credits. (For practical 2 hours is assigned per week per credit.)
 - Total Credit for Semester-IV is 25.
- ** For the purpose of calculation of grades, credit earned for the theory papers shall only be considered, however, students are required to complete all the assignments and submission works for appearing in Semester-IV.

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

	Marks	Credit
Internal	195	07
External	430	18
Total	625	25

Summary of Semester-I to IV

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

Semester	Marks		Credit		Total
	Internal	External	Internal	External	
Semester-I	295	330	625	11+14	25
Semester-II	345	280	625	13+12	25
Semester-III	295	330	625	11+14	25
Semester-IV	195	430	625	07+18	25
Total	1130	1370	2500	42+58 = 100	100

Edu.O-5: Grade Conversion Table

Grade and Grade Points in Theory Papers

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

Note: The credit shall be considered only in whole numbers. Any Conversion of the percentage into the credit which is greater than and equal to 0.5 credit shall be considered as 1 (One) on the counter part less than 0.5 credits shall not be considered.

Edu. R. 1:

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

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

Edu. R. 2:

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

Edu. R. 3:

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

Edu. R. 4:

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

Edu. R. 5:

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

Edu. R. 6:

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

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

(In Force from June, 2018)

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

List of the Core Course of M.Ed. Programme

- Course A001 Core-1: Fundamental Concepts of Educational Research
- Course A002 Core-2: Psychology of Learning & Development
- Course A003 Core-3: Educational Studies
- Course A004 Core-4: Methods of Educational Research
- Course A005 Core-5: Philosophy of Education
- Course A006 Core-6: Perspectives in Teacher Education
- Course A007 Core-7: Library Resources and Tools & Techniques in Educational Research
- Course A008 Core-8: Sociology of Education
- Course A009 Core-9: Treatment of Data & Research Report Writing

List of the Group Course of M.Ed. Programme

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

Group-A : Elementary Education

- Issues and Challenges in Primary Education
- Pedagogy of Curriculum in Primary Education
- Education Management and Organization in Primary Education

Group-B : Secondary Education

- Issues and Challenges in Secondary Education
- Pedagogy of Curriculum in Secondary Education
- Educational Management and Organization in Secondary Education

List of the Elective Course of M.Ed. Programme

- C-101 Curriculum Studies and Education
- C-102 Inference Statistics
- C-103 Guidance & Counseling
- C-104 Special Education
- C-105 ICT in Education
- C-106 Educational Administration and Leadership
- C-107 Pedagogy of Curriculum & Assessment
- C-108 Entrepreneurship In Education

List of the Optional Course of M.Ed. Programme

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

Edu. R. 7:

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

STANDARD OF PASSING

Edu. R. 8:

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

Result and Class of the Student teacher

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

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

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

Edu. R. 9:

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

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

Format of Question Paper for M.Ed. Programme

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

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

CBCS

M.Ed. SYLLABUS

SEMESTER - I

Note:

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

M.Ed. Semester – 1

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
A 001	Core-1: Fundamental Concepts of Educational Research	4	1	3	30	70	100
A 002	Core-2: Psychology of Learning & Development	4	1	3	30	70	100
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Optional Courses - Any One Subject from the following group							
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Total		-	4	12	120	280	400
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E 502	Psychology Practical	2	1	1	25	25	50
E 503	Library Work – Theoretical Review in Research	2	1	-	25	-	50
E 504	Visit for Educational Institution	1	2	-	50	-	25
E 505	Symposium	1	1	-	25	-	25
E 506	Communication Skill Expository Writing	1	1	-	25	-	25
E 507	Self Development	1	1	-	25	-	25
Total		-	7	2	175	50	225
Grand Total		-	11	14	295	330	625

*** Note:**

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

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

	Marks	Credit
Internal	295	11
External	330	14
Total	625	25

Course No A001
Semester – 1
M.Ed. Core Course – I
FUNDAMENTAL CONCEPTS OF EDUCATIONAL RESEARCH

Objectives:

To enable student to understand

1. The meaning of research, characteristic, Need & Importance and types of research in education and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. The different steps of Educational Research.
4. Various steps in the research processing
5. The techniques of developing a research proposal.
6. The meaning of techniques of research hypothesis & Sampling.
7. Various type of Hypothesis and their testing

Unit – 1: Research in Education

1. Meaning of Research & Educational Research
2. Characteristic of Educational Research
3. Need & importance of Educational Research
4. Types of Research
 - ✓ Meaning, characteristic and Limitation for each types :Basic, Applied and Action research.
5. Importance of Educational Research for Teachers
6. Ethical Considerations in Educational Research.

Unit – 2 : Steps in the research process

1. Identifying the problem
2. Objectives and Hypothesis or Research Question
3. Reviewing related Literature
4. Variables :Identification, Types, Dependent, Independent, Control, Moderate, Intervening, Operational Definitions, Manipulating, Controlling
5. Methods of research
6. Sampling procedure
7. Tools to be used and preparation thereof
8. Data collection
9. Statistical analysis and interpretations
10. Writing a research report

Unit – 3: Selection of Research Problem and Drafting the Proposal

1. Sources of research problem
2. Characteristics of a good research problem
3. Criteria used in a selecting the problem
4. Narrowing the range of the problem
5. Drafting a research proposal

Unit – 4 : The Research Hypothesis and Sampling Techniques

4A : The Research Hypothesis

1. Meaning, Types and Forms of Hypothesis
2. Criteria for construction and Evaluation of Hypothesis
3. Involving variables in hypothesis
4. Testing Hypothesis
 - a) Parametric methods
 - b) Non parametric methods
5. Criteria for accepting or rejecting hypothesis

4B: Sampling Techniques

1. Meaning of Population and Sample
2. Importance of sampling
3. Characteristics of a good sample
4. Size and appropriateness of sample
5. Sampling techniques :
 - a) Probability samples : Simple random sampling, stratified random sampling, systematic sampling, cluster sampling
 - b) Judgment samples : Incidental sampling, Purposive sampling, Quota sampling
 - c) Other sampling techniques : Sampling by pairs, double sampling, sequential sampling, snow ball sampling
6. Advantages and limitations of different types of sample
7. Sampling errors and non-sampling errors..

Suggested Practical Work:

1. Identify Suitable research problem for your dissertation work.
2. Prepare five reviews of previous dissertation work and present in your group.
3. Prepared the research proposal for your research problem and present in Seminar.

Reference Books:

1. Best, John W. (2005): Research in Education (10thed.) Englewood Cliffs N.J.: Prentice Hall, Inc.
2. Borg, W.R. & Gall M.D. (2006): Educational Research – An Introduction (8th ed.) New York; Longman Inc.
3. Burroughs, G.E.R. (1975): Design and Analysis in Educational Research (2nded.) Oxford: Alden & Mow bray Ltc.
4. Bruce W. (2012) : Conducting Educational; Research New York : McGraw Hill Book Co.
5. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
6. Gilbert, S. (1979) : Foundations of Educational Research Englewood, Cliffs, New Jersey : Prentice Hall Inc.
7. Mistry Milan T., (2014) Educational Research Paradise Publication, Jaipur,
8. Koul Lokesh (2009) : Methodology of Educational Research (4th ed): New Delhi: Vani Educational Book.
9. Levin, J. (2009): Elementary statistics in Social Research (11th ed.): London, Pearson.

10. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd ed.)
11. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5thed.) Agra: Vinod Pustak Mandir.
12. Tuckman B.W. (2012): Conduction Educational Research (6thed.)New York: Harcourt Brace Jovenovich Inc.
13. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
14. Patel R.S. (2017) Research Methodology (5th ed. Gujarati Version), Ahmedabad, Jay Publication.
15. Patel R.S. (2017) Research Methodology (3rd ed. English Version), Ahmedabad, Jay Publication.
16. Patel, R.S. (2012) Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
17. Patel, R.S. (2011) Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
18. Desai H.G. (1979) : Style Manual For Dissertation / Theses Rajkot, Saurashtra University.
19. ઉચાટ ડી. એ. (૧૯૮૮) : સંશોધનના પ્રારંભે, રાજકોટ : અક્ષરભવન.
20. ઉચાટ ડી. એ. (૨૦૦૪) : માહિતી પર સંશોધન વ્યવહારો, રાજકોટ : લેખક.
21. દેસાઈ એચ. જી. અને દેસાઈ કે.જી. (ચોથી આવૃત્તિ ૧૯૮૯) : સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Course NoA002
Semester – 1
M.Ed. Core Course– II
PSYCHOLOGY OF LEARNING & DEVELOPMENT

Objectives:

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

Unit-1 School of Psychology and Major Theories of Human Development

1. **School of Psychology** : Structuralism, Functionalism, Behaviourism, The Gestaltists
2. **Growth and development:** (i) Meaning, Difference (ii) Principles of Development, (iii) Factors affecting Development
3. **Stages of Development:** (i) Period of Each Stage (ii) Characteristics and Educational Implications of Infancy / Early Childhood, Late Childhood and Adolescence Period, (iii) Problems of Adolescence Period
4. **Cognitive Development Theory of Piaget:** (i) Concept of Schema, Cognitive Structure, Reflex Action, Adaptation, Organization, Equilibrium (ii) Stages of Cognitive Development (iii) Educational Implications of Cognitive Development

Unit-2 Learning

1. **Learning:** (i) Meaning & Factors Affecting Learning (ii) Hierarchy of Learning Types, (iii) Meaning and Types of Learning Curve
2. **Conditional Learning Theories:** (i) Classical Conditioning: Concept, Experiments; Process, Important Findings (ii) Operant Conditioning: Concept, Experiments, Important Findings, Schedule of Reinforcement (iii) Educational Implications of both Theories
3. **Trial and Error Theory of Learning** : (i) Concept and Puzzle Box Experiment (ii) Laws of Learning (iii) Supplementary Principles of Learning & Insight Learning
4. **Hull's Theory of Learning:** (i) Meaning of Need, Drive, Excitatory Potential (ii) Concept of Drive Reduction Theory of Learning, (iii) Educational Implications of Hull's Learning Theory

Unit-3 Personality Theory and Adjustment

1. - Personality traits and Theories of Cattell's and Cattell's 16 Personality factors
- Gordon Allport's theory of personality traits, Education Implication
2. **Freud's Theory of Personality:** (i) Factors of Personality (ii) Factors affecting Personality (iii) Stages of Personality Development
Erikson's Theory of Learning: (i) Factors Affecting Personality (ii) Stages of Personality Development (iii) Comparison between Personality theories of Freud and Erikson.
3. **Characteristics of Well-adjusted person**
Area of Aspects of adjustments
(i) Personal adjustment (ii) Social Adjustment (iii) Vocational Adjustment

4. Meaning of Mal-adjustment

- Causes of Mal-adjustment

- Detection of Mal-adjustment

Unit-4 Attention, Mental Hygiene and mental Health ,Intelligences and Model of Teaching

1. **Attention:** Meaning And Nature, Type Of Attention, and Factors affecting attention: (i)

External factors (ii) Internal factors

2. **Mental Hygiene and mental Health**

- Meaning of Mental Hygiene, - Aims and Purposes of Mental hygiene

- Characteristics reflecting the concept of mental health

3.(A) **Intelligences :** Concept, Theory : Two Factor, Group, Guilford's and factors affecting Intelligences

(B) **Multiple Intelligences:** - Eight Intelligences, - Intelligences and Learning styles , - Multiple Intelligences: Classroom Application

4. **Model of Teaching:** Meaning, Characteristics, Importance

- Different Type of Model: (1) Self Control Model (2) Self Concept Model

(3) Advance Organization Model

Suggested Practical Work:

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

References:

- Ahlawat, Neeta (2010). **Development of Psychology**. Jaipur: RBSA Publishers.
- Coon, Rennis and Mittere J. O. (2007) **Introduction to Psychology**. UK: Thomas press.
- Hergenhahn, B. R. and Matthew H. Olson (2008) **An introduction to Theories of Learning**. New Delhi: Prentice Hall of India.
- Mistry Milan T., (2015) **Psychology in Education**, LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
- Mangal, S. K. (2008) **Advanced Educational Psychology**. New Delhi: PHI Learning Private Ltd.
- Mathur, S. S. (2012) **Education Psychology**. Agra: Agrawal Publications.
- Shrivastav, S. S. (ed.) (2007) **Bhartiya Shiksha Manovignnan** (In Hindi). Lakhnow: Bhartiya Shiksha Shodh Sansthan
- Shukla, S. S., (2014). **Educational Psychology(Gujarati)** (2nd Edition). Agra: Agrawal Publications.
- Shukla, S. S., (2013). **Learner: Nature and Development (Gujarati)**. Agra: Agrawal Publications.
- દોગા, નનુભાઈ (૨૦૧૨) અધ્યાપન મનોવિજ્ઞાનમાં નવી દિશાઓ. રાજકોટ : નિજિજન સાયકો સેન્ટર.

Course No A003
Semester – 1
M.Ed. Core Course – III
EDUCATIONAL STUDIES

Course Objectives:-

To enable student to understand

1. The traditional disciplines and education studies.
2. The nature and purpose of research.
3. Research methodologies and educational research.
4. A modern history of schooling.
5. Understand the role of curriculum and politics and policy in education.
6. Education and psychological research
7. Social factors, gender, ethnicity and achievement.
8. Acquaint himself with the sociological and Psychological perspectives on the purpose and process of education.

Course Content

Unit – 1 EDUCATION STUDIES- AN INTRODUCTION TO THE FIELD OF STUDY

- I. What is education studies?
 - a. The traditional disciplines and education studies
- II. The nature of education.
 - b. The meaning of education
 - c. Sociological perspectives on the purpose of education
 - d. Sociological perspectives on the process of education
 - e. Educational ideologies

Unit – 2 RESEARCHING EDUCATION

- I. The nature and purposes of research.
- II. Research methodologies and educational research.
- III. A modern history of schooling
- IV. Curriculum
 - a. The nature of curriculum and the structure of knowledge.
 - b. Curriculum frameworks
 - c. The national curriculum

Unit – 3 POLITICS AND POLICY IN EDUCATION

- I. Analyzing education policy
- II. The beginning of the education market
 - a. Conservative
 - b. Labor
 - c. Coalition administrations
- III. New Labor policy

Unit – 4 EDUCATIONAL AND PSYCHOLOGICAL RESEARCHES

- I. Constructivism
- II. Difference views of intelligence
- III. Metacognition
- IV. Social factors, gender, ethnicity and achievement

Suggested Practical Work:

1. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy (any one). And presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
2. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of Gujarat State, vision of school education in India.

REFERENCE BOOKS

1. Tom Burns (2008) Essential Skills, Sage Publication, USA
2. Valsa Koshy (2009) Action Research for Improving Educational Practice, Sage Publication, USA
3. Graig A. Martier (2008) Action Research Teaches as Researchers in the Classroom
4. Micheal Papa and Wendey H. Papa (2005) Sage Publication, USA
5. Rohan Samarjan & Ayesha (2007) ICT Infrastructure in Engaging India, Sage Publication, USA
6. Pritam Sing & Subir Kerva (2010) Organizing and Managing in the era of Globalization, Sage Publication, USA
7. Rastogi, P.N., (2009) Management & Technology and innovation, Sage Publication, USA
8. Sunil Unny Guptan (2007) Meandering A Practiceners Guide, Sage Publication, USA
9. Power, K.B. (2000)(Editor) Higher Education for Human Development(AIU-New Delhi)
10. Nagraj, Manav Vyavahar Darshan (Hindi) Divya Path Sansthan, Amarkantak.
11. Nagraj, Vyavaharvadi Samajshastra (Hindi) Divya Path Sansthan, Amarkantak.
12. A Nagraj, 1998, *Jeevan Vidya ek Parichay* Divya Path Sansthan, Amarkantak.
13. Dalal, A.S. (2001). Our Many Selves. Pondicherry India: Sri Aurobindo Ashram.
14. Harmpal: Collected Writings Vol. III, The Beautiful Tree (Indigenous Indian Education in the Eighteenth Century), Other India Press, Mapusa Goa. (Gujarati/Hindi Translation is available with the title: RALIYAMNU VRUKSHA Punarutthan Trust,9/B, Anannd Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad- 28)
15. Frankl, V. (1946). Man's Search for Meaning New York: Pocket Books.
16. Joshi, K. (ed) (2005). The Aim of Life. Auroville India: Saiier.
17. Krishnamurti, J. (1953). Education and the Significance of Life Ojai, California, USA: Krishnamurti Foundation Trust.
18. NCERT, (2006). Education for Peace Position Paper. New Delhi: NCERT.
19. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Value Education.
20. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.

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

Objectives: To enable students understand

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

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

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

Unit: 2 EDUCATION - A HISTORICAL VIEW

1. Growth and development of Education under East India Company: Major aspect
2. Roots of Indian higher education: zone historical
3. Higher Education after independence major approach of UGC act 1956
4. Sadler Commission 1917-19, SeargentReport1943-44

Unit: 3 ECONOMICS OF EDUCATION: INTRODUCTORY CONCEPT

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

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

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

Suggested Practical Work:

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

Reference Books:

1. Agrawal, J.C: *Land Marks in the History of Modern Indian Education* New Delhi
2. Brubacher, John. S: *A History of the Problems of Education and National Development: Report of the Kothari Commission on Education* New Delhi, 1966.
3. Dharmpal: *Collected Writings Vol. III, The Beautiful Tree (Indigenous Indian Education in the Eighteenth Century)*, Other India Press, Mapusa Goa. (Gujarati/ Hindi Translation is available with the title: *RALIYAMNU VRUKSHA Punarutthan Trust, 9/B, Anand Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad- 28*)
4. Keay, F.E: *Indian Education in Ancient and later Times*
5. Mookerji, R.S: *Ancient Indian Education*,
6. Mukerji, S. N: *History of Education in India- Modern period* Acharya Book Depot; Baroda
7. Nurulla & Naik: *A students History of Education in India*
8. Pandey, R.S: *Development of Indian system of Education*
9. Rawat, P. L: *History of Indian Education*, Agra

(For Economics of Education)

1. Ansari, M.M., (1987) *Education and Economic Development* New Delhi, AIU Publication.
2. Blaug Mark (1987) *Economics of Education & the Education of an Economist* New York, University Press.
3. Garg, V.P. (1985) *The Cost Analysis in Higher Education* New Delhi, Metropolitan Book Co.,
4. Harbison & Myers (1968) *Education, Manpower and Economics growth* New Delhi, Oxford & IBH. (Indian Edition).
5. Nagpal C.S. & Mittal A.C.(eds)
6. *Productivity & Efficiency of Education* New Delhi, NCERT.
7. Prakash Sri. & Choudhury, S.(1994) *Expenditure on Education: Theory, Models and Growth* New Delhi, NIEPA.
8. Pscharo Pulos, G. & Woodhall, M (1985) *Education for Development- An Analysis of Investment choices* London, World Bank Publisher.
9. Sethi, Vinita (1997) *Educational Development and Resource Mobilization* New Delhi, Kanishka Publication.
10. Tilak, J.B.G. (1987) *Economics of Inequality in Education* New Delhi, Sage Publications.

Course No. D102

(Semester – 1)

Optional Course: D-102

APPLICATION OF DESCRIPTIVE STATISTICS IN RESEARCH

Objectives:To enable students understand

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

Unit – 1 Introduction and Descriptive Measures of Statistics

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

Unit – 2: Norms and Probability

a) Norms

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

b) Normal probability curve

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

Unit – 3: Correlation& Regression

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

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

Unit – 4: Statistical inference

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

Suggested Practical Work

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

Reference Books:

1. Dowine N.M., R.W. Heath (1970): Basic Statistical Methods New York(3rded.) Harper & Row.
2. Ferguson, G.A.(1989): Statistical Analysis in Psychology and Education (6thed.) New York: McGraw Hill & Co. Inc.
3. Garrett, H.E. (2005): Statistics in Psychology and Education Bombay: Allied Pacific Pvt. Ltd.
4. Guilford J.P. (1965): Fundamental Statistics in Psychology and Education New York: McGraw Hill Co. Inch.
5. Lindquest, E.F. (1968): Statistical Analysis in Educational Research Oxford and IBH Publication Co.
6. Mistry Milan T.,(2015) Advance Educational Research and Statistics Paradise Publication, Jaipur,
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9. Siegel Sidney and N.J. Castdlan (1988): Non Parametric Statistic, New York: McGraw Hill Book Company.
10. ત્રિવેદી મનુભાઈ અને બી. યુ. પારેખ (૧૯૮૪) : શિક્ષણમાં આંકડાશાસ્ત્ર અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
11. પટેલ આર. એસ. (૨૦૦૯)(દ્વિતીય આવૃત્તિ) : સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ અમદાવાદ : જય પબ્લીકેશન.
12. પટેલ આર. એસ. (૨૦૦૬) એમ.એડ્. લઘુશોધ નિબંધના સારાંશ શિક્ષણશાસ્ત્ર ભવન, ગુજરાત યુનિવર્સિટી, અમદાવાદ.

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

Objectives:

A student teacher will be able to;

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

Unit 1 Introduction to Psychological Tests and Constructions and Standardization Test

1.1 The Meaning Nature and Definition of Psychological Testing

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

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

1.4 Steps of Standardization :

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

Unit 2 Norm, Reliability and Validity of Standardized test:

2.1 Need and definition

2.2 Different types

2.3 Its estimation procedures

2.4 Pros and cons of each type

2.5 Relationship between Reliability & Validity

Unit 3 Testing of Intelligence, Achievement and Aptitudes:

3.1 Concept

3.2 Types of Intelligence, Achievement and Aptitudes:

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

3.3 Uses of Intelligence, Achievement and Aptitudes

3.4 Information about tests available in Gujarati.

Unit 4 Measurement of Interest, Attitude and Personality:

4.1 Measurement of Interest:

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

4.2 Measurement of Attitude:

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

4.3 Measurement of Personality:

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

Suggested Practical Work:

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

Reference Books:

- Anastasia A: Psychological Testing, New York, Macmillan Publishing Co. (7thed.)
- Cronbach, L.J.: Essential of Psychological Testing New York, Harper, (3rd ed.) 1982.
- Freeman, F.S.: Theory and Practice of Psychological Testing New Delhi: Oxford and IBH Co. 1980.
- Garrett, H.E.: Statistics in Psychological and Education Bombay: Vakils, Feffer and Simons Pvt. Ltd., 1985
- Nunnally, L.C.: Psychometric Theory New York, Mc-Graw Hill Book op. Inc., 1967
- Nunnally, J.C.: Educational Measurement and Evaluation New York, Mc-Graw Hill 1972
- Patel, R. S. (2009) Statistical Methods for Educational Research Ahmedabad: Jay Publication.
- Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
- Super, D.E. and Crites, J.C.: Appraising Vocational Fitness by Means of Psychological Tests
- દેસાઈ કૃ. ગો. અને દેસાઈ હ. ગુ. : મનોવૈજ્ઞાનિક માપન અમદાવાદ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ. ૧૯૯૨.
- પટેલ આર. એસ. (૨૦૦૯) શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ અમદાવાદ : જય પબ્લીકેશન.

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

OBJECTIVES:

A student teacher will be able to understand

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

Unit – 1 The Measurement and Evaluation Process

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

Unit – 2 Taxonomies of Educational Objective

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

Unit – 3 Norm Reference and Criterion Reference testing

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

Unit – 4 Evaluating Results

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

Suggested Practical Work

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

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11. Popham W.J. (Ed.) (1971): Criterion Referenced Measurement Englewood Cliffs, N.J.: Education Technology pub.
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