

BHAKTA KAVI NARSINH MEHTA UNIVERSITY - JUNAGADH



CBCS

Master of Education (M.Ed.)

CURRICULUM

(For Two Years) Semester – II

**Ordinance, Regulations and
CBCS M.Ed. Curriculum
Semester – II**

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

Result and Class of the Student teacher

Grade Point	Grade	Result and Class
8.5 to 10	O+	First Class With Distinction
7.0 to 8.49	O	
6.0 to 6.99	A	First Class
5.5 to 5.99	B+	Higher Second Class
5.0 to 5.49	B	Second Class
4.0 to 4.99	C	Pass Class
Below 40	D	Reappear in Exam.

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

- vi. The M. Ed. Degree will be awarded after successful completion of the 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 - II

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 – 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

Course No A004
Semester – 2
M.Ed. Core Course – IV
METHODS OF EDUCATIONAL RESEARCH

Objectives:

To enable student to understand

1. The characteristics of Philosophical, Psychological and Sociological researches in education.
2. The different strategies, approaches of educational research.
3. The broad canvas of Educational Research
4. The different methods of educational research

Unit – 1: Historical Research Method

1. Concept of Historical Research Method
2. Importance of Historical Research in Education
3. Objectives of Historical Research
4. Steps of Historical Research Method
5. Errors Made by New Researchers
6. Criteria to Evaluate Historical Research
7. Subjects of Historical Research

Unit – 2: Descriptive Research Method

2. Concept, Use, Objective, Characteristic, advantage and limitation of Descriptive Research Methods
3. Types of Descriptive Research Methods(Concept, Characteristic, Steps, Types, advantage and limitation of Elaboration for each Method)
 - a. Survey Method
 - b. Developmental

Unit – 3: Qualitative Research Method

1. Content Analysis Method
2. Correlation Method
3. Ethnographic Method(Concept, Characteristic, Steps, Types advantage and limitation for Qualitative Research Method in all above three method)

Unit – 4: Experimental Research Method

1. Meaning and characteristic in experimental research
2. Method of control, criteria for the experimental design, appropriateness, adequacy of control, internal & external validity
3. Various types of experimental designs including quasi experimental design

Suggested Practical Work:

1. Term paper or seminar based on a research method: nature, steps for doing research, popularity of the method and vice-versa
2. Prepare term paper for Ethnographical study Method.
3. Conduct an Experiment for small group of any one class for their diagnosis work.

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. Barroughs G.E.R. (1975) : Design and Analysis in Educational Research (2nded.) Oxford : Alden & Mow bray Ltc.
4. Bogdan, R.C. & Biklen, S.K. (2007) Qualitative Research for Education: An Introduction to Theory and Methods (5thed.) Pearson, Boston.
5. Desai H.G. (1979): Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Kerlinger F.N. (1999): Foundations of Behavioral Research(4th ed.): Educational & Winston Inc.
7. Koul Lokesh (2009) : Methodology of Educational Research(4th ed.): New Delhi : Vani Educational Book.
8. Levin, J. (2009) : Elementary statistics in Social Research (11th ed.) London, Pearson.
9. Mistry Milan T., (2014) Educational Research Paradise Publication, Jaipur,
10. Patel, R.S. (2009) Statistical Methods for Educational Research Ahmedabad: Jay Publication.
11. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
12. Patel R.S. (2017) Research Methodology (5th ed. Gujarati Version), Ahmedabad, Jay Publication.
13. Patel R.S. (2017) Research Methodology (3rd ed. English Version), Ahmedabad, Jay Publication.
14. Patel, R.S. (2012) Statistical Techniques for Data Analysis (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
15. Patel , R.S. (2011) Research Handbook (For all disciplines) (International Version LAP LAMBERT Academic Publishing GmbH & Co. Saarbrücken, Germany.
16. Tuckman B.W. (2012): Conduction Educational Research (6thed.)New York: Harcourt Brace Jovenovich Inc.
17. પટેલ આર. એસ. (૨૦૧૪) સંશોધનનું પદ્ધતિશાસ્ત્ર (૩જી આવૃત્તિ) અમદાવાદ : જય પબ્લીકેશન.
18. દેસાઈ એચ. જી. અને દેસાઈ કે.જી. (ચોથી આવૃત્તિ ૧૯૮૯) : સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Course No A005
Semester – 2
M.Ed. Core Course – V
PHILOSOPHY OF EDUCATION

Objectives:-To enable student to

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

Unit – 1 EDUCATIONAL PHILOSOPHY

1. Nature, Definition, Concept, Function and understanding of Philosophy and Educational Philosophy.
2. Scope of Philosophy
3. Relationship between Philosophy and Education
4. Fundamental philosophical Issues
 - a. Meta physical Issues: The issues with special reference to ontology, cosmology and theology
 - b. Epistemological Issues: The issues special reference to Reality & objectivity, worth of knowledge and Truth.
 - c. Axiological Issues: Ethics and aesthetic branch. Its origin and scope.

Unit – 2A COMPARATIVE STUDIES OF THE SCHOOLS OF PHILOSOPHY

1. Idealism
 2. Naturalism
 3. Realism
 4. Pragmatism
 5. Existentialism
- Keeping in view the following aspects
- a) Meaning
 - b) Fundamentals: 1. Metaphysics 2. Epistemology 3. Axiology 4. Logic
 - c) Principles and general maxims
 - d) Aims of Education
 - e) Curriculum
 - f) Teaching Methods
 - g) Discipline
 - h) Teacher-pupil relationship and their place in education.
 - i) Beliefs about nature of knowledge, Morality, Values.

Unit – 3 INDIAN SCHOOL OF PHILOSOPHY

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

Unit-4 IMPACT OF EDUCATIONAL PHILOSOPHY OF SOME INDIAN PHILOSOPHER

Keeping mind the following points.

- (a) Life Narrative (b) Concept and Aims of Education (c)Effect of their contribution.
- (d) Specific contribution and its relevance with contemporary educational practice. For:
 1. Ravindranath Tagore
 2. Maharshi Arvind
 3. Mahatma Gandhiji
 4. Dr. J. Krishnamurthy

Suggested Practical Work

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

Reference Books:

1. Brodldy Harry (1967): Building a philosophy of Education, Englewood : Cliffs, Prentice Hall Inc.
2. Chaube S. P. (1981) : A Philosophical and Sociological Foundations of Education Agra : Vinod Pustak Mandir
3. Shastri Manoj C. (2014): Philosophical Foundation of Education Ahmedabad: SSTCT Publication.
4. Shastri Manoj C .(2010):Fundamental concept of Educational Philosophy Ahmedabad: Akshar Publication.
5. Shastri Manoj C. (2012): Right to Education & Basic Needs Reference to VEDAS Germany: LAP LAMBERT Academic Publishing GmbH & Co. KG.
6. Shastri Manoj C. (2013): The Philosophy of Rabindranath Tagore Ahmedabad: SSTCT Publication.
7. Shastri Manoj C. (2013): Shree Aurobindo Ahmedabad: SSTCT Publication.
8. Stanely C. William (1957) : Social Foundations of Education New York : The Dryden Press Ic.
9. Thomson Godfrey (1957) : A Modern Philosophy of Education London : Gesrge G. Garper & Colts.
10. Wynee John P. (1947) : Philosophy of Education New York : Prentice Hall Inc.

Course No A006
Semester – 2
M.Ed. Core Course – VI
PERSPECTIVES IN TEACHER EDUCATION

Objectives:

To enable the students to understand

1. The Role and function of National and state level agencies of Teacher Education.
2. The professional organization and status of Teacher Education and teachers in India.
3. The Major issues and problems of Teacher Education.
4. The In-service Education of Teachers and Teacher Education.

Unit-1: Role and function of agencies of Teacher Education

(a) Role and function of National Level Agencies

- National Council of Education Research and Training(NCERT)
- National Council for Teacher Education(NCTE)
- India Council of Social Science and Research(ICSSR)
- Tata Council of Social Science and Research(TISSR)
- Center of Advanced Studies in Education(CASE-MSU)

(b) Role and function of State level Agencies:

- State Institutes of Education
- Gujarat Councils of Educational Research and Training(GCERT)
- District Institute of Educational and Training(DIET)
- Centers of Continuing Education Teachers
- State Boards of Teacher Education
- University Department of Education

Unit-2: Professional Organization and status of Teacher Education

(a) Professional Organization:

- University, State, National and International Level of professional organization for teacher educators and teachers.
- Their objectives and activities. Objectives and activities of Ph.D. Guide Association of Teacher Educators.
- Comparative struggle among Teacher Educator's Organizations, need for collective and united action by Teacher Educators

(b) Status of Teacher Educator's & Teacher's:

- Status and dignity of Teacher Educator's & Teacher's Profession.
- Roles and Responsibilities of Teacher Educator's & Teacher's.
- Role of Teacher Educators in classroom and outside classroom teaching
- Opportunities for professional growth
- Academic freedom
- Participation in civic rights
- Code of ethics and its enforcement
- Working conditions
- Provision for necessary facilities and equipment

(c) Economic Status:

- Economics Status
- Salary system
- Service conditions

(d) Social Status:

- Social Status
- Social Image of Teachers and Teacher Educators
- Teacher's social image in ancient time
- Teacher's social image in current time
- Social Status of Teachers and teacher educators

Unit-3: Major Issues and Challenges of Teacher Education

1. Major Challenges of Teacher Education in current time
2. Issues and challenges of admission procedures and remedy for it in current time.
3. Provision to prepare Teachers for special education, physical education, and teachers for arts & Craft education.
4. Professional competences of Teacher Educators. Teacher's contribution in social, Economy and Cultural Field.
5. Staffing Pattern, qualification and mode of recruitment of academic staff.
6. Issues related to administration of teacher education institutions.
7. Lack of co-ordination in man-power planning.

Unit-4: In-service Teacher Education for Teachers and Teacher Educators:

(a) In-service Teacher Education programme:

- Meaning and objectives of In-service Teacher Education Programme.
- Planning of in-service teacher education programme.
- Needs of in-service teacher education programme.
- Main functions and objectives of Extension Services
- Special objectives of in-service teacher education at primary and secondary level.

(b) Continuing in-service Education and Professional Development

- Meaning, scopes and aims of continuing education programmes and Professional Development for teachers and teacher educators.
- Professionals Development in secondary education sector.
- Differential needs of continuing education for teachers and teacher educators.
- Extension Services Department: Their nature, role and functions.
- Methods and techniques of continuing education for teachers/teacher educators.
- Designing in-service programme: Some principles
 - (i) Content & Pedagogic Approach
 - (ii) Addressing Teachers as learners.

Suggested Practical Work

1. To organize seminar on Current topic of Teacher Education.
2. Take Visits of Teacher Education Agencies at state level and National Levels.
3. To know five activates of Teachers Association
4. To take Visits of Pr-service and In-service Teacher Education Institutions.
5. To take Visits Continuing Education Center and to know five Methods and techniques of continuing education.

6. Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject.
7. Design an instructional plan of a unit in a subject at elementary level Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
8. Critical study of existing teacher education curriculum of a state
9. Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions

Reference Books:

1. Buch, M. B. and Palasane, M. M., Reading in In-service Education Sardar Patel University, Anand, 1947.
2. Buch, M. B., Second Survey of Research in Education Centre of Advanced Study in Education Baroda, 1978.
3. Buch, M. B., First Survey of Research in Education Centre of Advanced Study in Education Baroda, 1947.
4. Bruner, J.S., Towards a Theory of Instruction the Baltanap Press, Massachuseffs, 1966.
5. C.E.R.T., Innovation in In-service Education and Training of Teachers : Practice and Theory OECD, Paris, 1978.
6. Government of India Secondary Education Commission Ministry of Education, Govt. of India, New Delhi, 1953.
7. Government of India University Commission, Government of India, New Delhi, 1947.
8. Government of India Education and Development: Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.
9. Government of India Report of the Working Group to Review Teachers Training Programme in the light of the need for value-orientation, Ministry of Education and Culture, New Delhi, 1953.
10. Jangira, N. K., Professional Enculturation: Innovative Experiments in Teaching and training Book worth of India, New Delhi, 1984.
11. Jangira, N. K., Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education National Publication House, Delhi, 1984.
12. Mukorji S.N.(ed) Education of teacher of india (Vol.1) S. Chand and Co. Delhi. 1968
13. N.C.T.E., Teacher Education Curriculum : A Frame Work, NCERT, New Delhi 1978.
14. NCERT, The Third Indian Year book on education NCERT, NEW Delhi 1968
15. NECRT, Elementary Teacher Education NCERT, New Delhi 1970
16. Pandey B.N., Second National Serve of Secondary Teacher Education in India NCERT, New Delhi 1969
17. Pandey B.N. and Khosla D.N. Student Teaching and Evaluation NECRT, New Delhi 1970
18. Passi, B.K., Becoming Better Teacher : Micro Teaching Approach Sahitya Mudranalya Ahmedabad
19. Ryon Kevin, Teacher Education- The Seventy Fourth Year Book of National Society For the Studyof Education (Part II) Chicago 1975.
20. Sabharwal N. Innovative Practice in Elementary Education institutions in India Vol.I NCERT New Delhi 1979
21. Shrimali K.L., Better Teacher Education (Ministry of Education, Govt. Of India New Delhi)
22. Upasani N.K., Effective College teaching : Foundation and Strategies S.N.D.T. Women's University, Bombay 1982
23. Upasani N,K, Evaluation in Higher Education S.N.D.T. Women's University, Bombay 1982
24. Upasani N.K., Planning For Better learning S.N.D.T. Women's University, Bombay 1983
25. માલવ એલ. જી. (૨૦૧૪) શિક્ષણ પ્રશિક્ષણ અમદાવાદ : જય પબ્લીકેશન

Course No C101
(Semester – 2)
M.Ed. Elective Course: C-101
CURRICULUM STUDIES AND EDUCATION

Objectives:

On completion of this course the students will be able to:

1. Define curriculum
2. Identify the components of curriculum
3. Describe the various principles of curriculum development
4. Explain various determinants of curriculum
5. Describe and analyze various approaches to curriculum development
6. Explain and compare various types of curriculum
7. STATE the meaning of curriculum development
8. State major issues to be addressed through curriculum
9. Describe various modes of curriculum development
10. Explain various considerations for curriculum development
11. Describe various guiding principles for selection and organization of learning experiences.
12. Discuss various issues in curriculum development

Unit 1- Nature, Principles and Determinants of Curriculum

1. Meaning and concept of curriculum;
2. Curriculum as a body of organized knowledge, inert and live curriculum.
3. Components of Curriculum: Objectives, content, transaction mode and evaluation
4. Philosophical and ideological basis of curriculum
5. Principles of integration
6. Theories of curriculum development.
7. Preservation of Culture
8. Relevance, flexibility, quality, continuity and plurality
9. Determinants of Curriculum

Unit 2- Approaches and types to Curriculum Development

1. Subject centered
2. Core curriculum
3. Learner centered
4. Community centered.
5. Curriculum Frameworks of School Education and Teacher Education
6. Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
7. Social reconstructionist curriculum: characteristics, purpose, role of the teacher in reconstructionist curriculum

Unit 3- Models of Curriculum Development

1. Tylers-1949 model
2. Hilda Taba 1962 model
3. Nicholls and Nicholls-1972 model
4. Willes and Bondi-1989 model
5. Need assessment model
6. Futuristic model
7. Vocational/Training model

(With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation).

Unit 4- Selection and Organization of learning experiences and Issues

1. Principles and criteria for developing learning experiences
2. Points to be considered while selecting learning experiences
3. Designing integrated and interdisciplinary learning experiences.
4. Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts
5. Infusion of environment related knowledge and concerns in all subjects and levels.
6. Learning to draw upon resources other than text books including local history and geography
7. Centralized vs. decentralized curriculum
8. Diversity among teachers in their competence.
9. Problem of curriculum load
10. Participation of functionary and beneficiaries in curriculum development

Suggested Practical Work:

1. Reading of original documents i.e. National Curriculum Frameworks developed by NCERT, 2005, NPE-1986 (modified version 1992) POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE and examine the documents with respect to various aspects of foundation and presentation in groups.
2. Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum.
3. Maintaining of reflective diary on institutions i.e. GCERTs, School Boards observed visited and analysis of the own experiences.
4. Evaluation of syllabus related to teacher education of any state either at elementary or at secondary level.

Reference Books:

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum NCERT.
3. Dewey, John (1966). The Child and the Curriculum The University of Chicago Press.
4. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research Routledge. U.K.
5. NCERT (2005). National Curriculum Framework-2005 NCERT, Sri Aurobindo Marg, New Delhi.
6. NCERT (2000). National Curriculum Framework for School Education NCERT, New Delhi.
7. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques New Delhi. Book Enclave.
8. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory) New York. Teacher College Press.
9. Reddy, B. (2007): Principles of curriculum planning and development
10. Taba Hilda (1962) Curriculum Development: Theory and Practice New York, Harcourt Brace, Jovanovich Inc.

Course No C102
Semester – 2
INFERENTIAL STATISTICS

To enable student to understand

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

Unit – 1: ANOVA and ANCOVA

1. Analysis of variance (One-way, Two-way)
2. Analysis of Co-variance and Factorial Design (No Computation)
3. Uses (ANOVA and ANCOVA)

Unit – 2 Special Methods of Correlation

1. Bi-serial correlation
2. Point bi-serial correlation
3. Tetra choric, Phi-Correlation and their significance
4. Contingency coefficient C, standard ERROR and their significance

Unit – 3 Non parametric methods

1. Meaning and scope of non-parametric Methods
2. Chai- square : Concept, Postulate of chai-square, uses , methods of chai-square with computation
3. Sign Test, Median test, Candal's T-test, Candal's W-test, Mann-whitney U-test, Wilcoxon Test, Kruskal Walis Test (Computation and Interpretation for each type)
4. Use of parametric and non-parametric methods

Unit – 4: Reliability, Validity, Scaling and Factor Analysis

1. Reliability : Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent standard errors of Measurement of reliability, effectiveness of reliability on small and large group
2. Validity : Meaning, Methods, Calculations, length of test of validity, effects of validity on reliability
3. Scaling of test
 - i. T scaling
 - ii. Stanine scores
4. Scaling of Judgments and their types
 - i. Item analysis : Difficulty index, Discrimination index
 - ii. Item objective congruence (IOC) in CRT
5. Factor Analysis
 - i. Meaning, Scope, Use of Factor Analysis
 - ii. Basic equations
 - iii. Types and Identification of factors

Suggested Practical Work:

1. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis Analysis of data using Statistical Packages
2. Conduct a test any one class in different time period and find out test reliability on that score.
3. Prepared a cognitive note on the topic Factor Analysis.

Reference Books:

1. Blommers, Paul and Lindquist (1965): Elements Statistical Methods University of London press ltd.
2. Dowine N.M., R.W. Heath (1965): Basic Statistical Methods New York: Harper & Row.
3. Edwards, A.L. (1963): Statistical Methods of Behavioral Science New York: Hall, Rinherth and Winston.
4. Ferguson, G.A.: Statistical Analysis in Psychology and Education New York: McGraw Hill & Co. Inc.
5. Fruther B.: Introduction to Factor Analysis New Delhi: Affiliated east-west-press Pvt. Ltd.
6. Guilford J.P. (1965): Fundamental Statistics in Psychology and Education New York: McGraw Hill Co. Inch.
7. Mistry Milan T.,(2015) Advance Educational Research and Statistics Paradise Publication, Jaipur,
8. Patel, R. S. (2010): Statistical Methods for Educational Research Ahmedabad: Jay Publication
9. Patel, R.S.:(2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
10. Siegel Sidney and N.J. Castdlan (1988): Non Parametric Statistic New York: McGraw Hill Book Company.
11. Patel, R. S. (2010): Fundamental Concepts of Educational Research (Handbook), Ahmedabad: Jay Publication
12. ત્રિવેદી મનુભાઈ અને બી. યુ. પારેખ (૧૯૮૪) : શિક્ષણમાં આંકડાશાસ્ત્ર અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Course No C103
Semester – 2
M.Ed. Elective Course: C-103
GUIDANCE AND COUNSELING

Objectives:

To enable students to understand

1. The counseling process & Group guidance programme.
2. The organization of a Guidance programme.
3. The Testing in Guidance Service.
4. The Human adjustments and mental health & hygiene.

Unit-1 Counseling process & Group guidance:

1. Counseling process
2. Concept, meaning and principles of counseling
3. Counseling approaches-directive, non-directive
4. Group counseling vs. Individual counseling, counseling for adjustments
5. Characteristics of good counseling
6. Concept, Importance & Steps of group guidance
7. Procedure and techniques of Group guidance

Unit-2 Organization of a Guidance programme & Guidance Services:

1. Principles of Organization
2. Characteristics of well-organized guidance
3. Counseling service and Individual inventory service- Testing services
4. Information service, Orientation service, Remedial service, Placement service and follow up service

Unit-3 Testing in Guidance service:

1. Principles of use of test in guidance and counseling
2. Selection of Test, Type of Test, Ethics for Test,
3. Test of intelligence, aptitude, creativity, interest and personality
4. Administering, scoring and interpretation of test scores
5. Use of Test results in counseling process and Limitation of Test

Unit-4 Human Adjustment and Mental Health:

1. Definition and meaning of adjustment, Characteristics of adjustment, Characteristics of well-Adjusted person, Characteristics of mal-adjusted person
2. Motivation and Adjustment, Perception and Adjustment
3. Adolescence and Adjustment
4. Definition and Meaning of Mental Hygiene. Objectives of Mental Hygiene.

5. Principles of mental hygiene and their implication of effective adjustment

6. Mental health and development of integrated personality.

Suggested Practical Work:

1. To arrange seminar, career conference & career days.
2. To provide Guidance and counseling of Students.
3. To visit work places and related institutes.
4. To visit institutes of who providing Guidance and Counseling.
5. To collect information or paper cutting about career development of students.
6. To administrate any five psychological tools and its analysis for guidance and counseling.
7. To provide Guidance and counseling of Students.

Reference Books:

1. Adams, James F. (1986): Counseling and Guidance: A Summary view (6th printing) New York: McMillan.
2. Bengalee, M.D. (1984): Guidance and Counseling Bombay: Sheth Publishers.
3. Burkes, H.M. and Steffir B. (1979): Theories of Counseling (3rd ed.) New York: McGraw Hill.
4. George, R.L. and Cristiani, T.S. (1981): Theories, Methods and Processes of Counseling and Psychotherapy Englewood Cliffs, N.J.: Prentice Hall.
5. Gibson, R.L. and Mitchell, M.H. (1981): Introduction to Guidance New York: McMillan.
6. Jones, Arthur, J. (1970): Principles of Guidance (6th ed.) New Delhi: Tata McGraw Hill Publishing Co.
7. Mehdi, B. (1976): Guidance in Schools New Delhi: N.C.E.R.T.
8. Ohlsen, Merle M. (1977): Group Counseling (2nd ed.) New York: Holt Rinehart and Winston.
9. Pasricha P. (1976): Guidance and Counseling in Indian Education New Delhi: N.C.E.R.T.
10. Patel R.S. (2009) Statistical Methods for Educational Research Ahmedabad: Jay Publication.
11. Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version) LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
12. Patterson, C.H. : Counseling and Guidance in School New Delhi : Harper
13. Patterson, C.H. : Training and Reference Manual for job analysis Washington D.C. : Department of Labour, U.S. Employment Services.
14. Shertger, B. and Stone S. (1976): Fundamentals of Guidance (3rd ed.) Boston: Houghton Mifflin Co.
15. Super, D.E. and Cities, J.O. (1968) : Appraising Vactional Fitness by means of Psychological Tests (revised ed.) Delhi : Universal Book Stall.
16. Traxler, A.E. and Worth R.D. (1964): Techniques of Counseling (2nd ed.) New York: McGraw Hill.
17. Anastasi, A. (1982): Psychological Testing New York: Macmillan Publishing Co. (5th Ed.)
18. Buros, D.K. (Ed) (1972): The Mental Measurement Year Book Highland Park: N. H. Gryphon Press.
19. Nunnally, J.C. (1972) Educational Measurement and Evaluation New York: McGraw Hill.
20. Parcek, U. and Sound S. (1971) : Directory of Indian Behavioral Science Research Delhi : Acharan Sahakar.
21. દેસાઈ કૃ. ગો. અને દેસાઈ હ. ગુ. : મનોવૈજ્ઞાનિક માપન અમદાવાદ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ. ૧૯૯૨.
22. ત્રિવેદી એમ. ડી. અને પારેખ બી. યુ. (૧૯૮૨) : શિક્ષણમાં આંકડાશાસ્ત્ર અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
23. પટેલ આર. એસ. (૨૦૦૯) શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ અમદાવાદ : જય પબ્લીકેશન.

Course No C104
Semester – 2
M.Ed. Elective Course: C-104
SPECIAL EDUCATION

Objectives:

A student teacher will be able to;

1. Understand the meaning, nature and concept of special education
2. Get the knowledge & functions of institutions for special education
3. Understand the meaning, nature and concept of special education for physically challenged
4. Get the knowledge & functions of special education for exceptional students
5. Know the function of special education at every stage of school.

UNIT – 1 INTRODUCTION TO SPECIAL EDUCATION

- 1.1 The meaning and definition of a Special Education
- 1.2 The objectives and principles of a Special Education
- 1.3 The characteristics and need of a Special Education
- 1.4 National and International views about Special Education

UNIT - 2 INSTITUTIONS OF SPECIAL EDUCATION

- 2.1 Special Schools
- 2.2 General Schools
- 2.3 Institutions of Integration and inclusion education
- 2.4 Roll of government and non-government organizations
(Definition, Criteria, Classification, Characteristics, Different approaches: Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials of each)

UNIT – 3 SPECIAL EDUCATION FOR PHYSICALLY CHALLENGED

- 3.1 Visually Challenged
- 3.2 Hearing Challenged
- 3.3 Orthopedically Challenged
- 3.4 Mentally Challenged
(Definition, Criteria, Classification, Characteristics, Diagnosis and remedial Education, Different approaches: Medical/ Clinical, Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials for each challenged)

UNIT – 4 SPECIAL EDUCATION FOR EXCEPTIONAL STUDENTS

- 4.1 Learning disabled students: Meaning and Definition, Criteria and characteristic, causes of disabilities, type and classification, educational programme for the learning disabled, research on learning disabilities.
- 4.2 The Gifted students: Meaning, criteria and characteristics, Educational problems and programmes for the gifted; Enhanced programmes for the gifted in normal school setting.
- 4.3 The Gifted students: Creativity, Intelligence and giftedness, recent research on psychology and Education of the gifted, enhancement and Acceleration programmes in normal school settings.
- 4.4 Guidance for the Exceptional students in normal school setting.

Suggested Practical Work:

1. To review of literature related to education of children with diverse needs presentation of reports in a seminar.
2. To make a list of existing institutions of special education in the local area and discuss their use and limitations based on survey.
3. To list the special needs of different physically challenged.
4. To interviewed the different gifted students and make notes
5. To make the list of activities for learning disabled
6. To visit the guidance and counseling Centre

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Official Websites of

- ✓ AYJNIHH - [http:// WWW.ayjnihh.nic.in/](http://WWW.ayjnihh.nic.in/)
- ✓ NIMH - <http://WWW.nimhindia.org/>
- ✓ NIOH - [http:// WWW.nioh.in/](http://WWW.nioh.in/)
- ✓ NIVH - [http:// WWW.nivh.org.in/](http://WWW.nivh.org.in/)
- ✓ SVNIRTAR - [http:// WWW.nirtar.nic.in/](http://WWW.nirtar.nic.in/)
- ✓ PDDIPH - [http:// WWW.iphnewdelhi.in/](http://WWW.iphnewdelhi.in/)
- ✓ NIEPMD - [http:// WWW.niepmd.tn.nic.in/](http://WWW.niepmd.tn.nic.in/)
- ✓ MSJ&E - [http:// WWW.socialjustice.nic.in/](http://WWW.socialjustice.nic.in/)
- ✓ AIISH - [http:// WWW.aiishmysore.in/en/index.html/](http://WWW.aiishmysore.in/en/index.html/)
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