

University of Rajasthan, Jaipur
M.Ed. Syllabus
Semester Scheme 2011-13

for exam ~~2011-12~~
2014

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1. NEW ORDINANCES RELATED TO MASTER OF EDUCATION (Semester Scheme)

O.199F1: The examination of Regular students of Master degree (Post-graduate) courses of the University admitted in the academic session 2011-12 and after shall be based on (a) Semester Examinations. (b) Continuous Assessment. (c) Choice Based Credit System. and (d) Semester Grade Point Average and Cumulative Grade Point Average system as provided in O.199F1 to O.199F5. The ordinances which were in force prior to academic session 2011-12, will be applicable for Non-collegiate students (wherever permissible) and students admitted prior to academic session 2011-12 only. The ordinances O.199F1 to O.199F5 will have overriding effect over other ordinances for the Regular courses leading to Masters' degree.

O.199F2: Fifteen (15) hours of theory teaching will lead to one credit (which means one hour per week theory teaching in a semester of 90 teaching days) and in case of practical 45 hours of laboratory work will lead to two credit (which means 3 hours practical class per week in a semester of 90 teaching days). Each semester of Master's course shall offer 36 credits or more. Number of Semester Examinations and Minimum Credit required to be earned for award of Master degree in various Post-Graduate courses is specified in table given below.

S. No	Faculty	Degree	Subject	Number of Semesters	Minimum Credit Required
1	Arts	M.A. (Master of Arts)	1. English	4	120
2			2. European Studies	4	120
3			3. French	4	120
4			4. Hindi	4	120
5			5. Philosophy	4	120
6			6. Sanskrit	4	120
7			7. Urdu	4	120
8	Social Science	(Master of Arts)	1. Anthropology	4	120
9			2. Economics	4	120

10			3. Garment Production and Export Management	4	120	
11			4. Geography	4	120	
12			5. History	4	120	
13			6. Mathematics	4	120	
14			7. Political Science	4	120	
15			8. Psychology	4	120	
16			9. Public Administration	4	120	
17			10. Sociology	4	120	
18			11. Statistics	4	120	
19			M.S.W. (Master of Social Work)		4	120
20			M.J.M.C.(Master of Journalism and Mass Communications)		4	120
21	Fine Arts	M.A. (Master of Arts)	Dramatics	4	120	
22			Drawing and Painting	4	120	
23			Music	4	120	
24		M V A (Master of Visual Arts)		4	120	
25	M. Mus. (Master of Music)		4	120		
26	Commerce	M.Com. (Master of Commerce)	Accountancy and Business Statistics	4	120	
27			Business Administration	4	120	
28			Economic Administration and Financial Management and Cooperation	4	120	
29			M.C.C.A. (Master of Cost Control and Accounts)		4	120
30		M.H.R.M. (Master of Human Resource Management)		4	120	
31	M.I.B. (Master of International Business)		4	120		
32	M.F.C. (Master of Finance and Control)		4	120		
33	Management	M.B.A. (Master of Business Administration)		4	120	
34		M.B.A. (Executive) (Master of Business Administration (Executive))		4	120	
35		M.B.A. (CAM) (Master of Business Administration-Computer Aided Management)		4	120	
36		M.B.A. (E-Com) (Master of Business Administration-E-Commerce)		4	120	
37	Education	M.Ed. (Master of Education)		2	60	
38		M.P.Ed. (Master of Physics Education)		4	120	
39		M.Lib. & Inf. Sc.(Master of Library and Information Science)		2	60	
40	Law	LL.M. (Master of Law)		4	120	
41		LL.M. (H.R.&V.E.) (Master of Law –Human Rights and Value Education)		4	120	

42	Science	M.Sc. (Master of Science)	1. Anthropology*	4	120
43			2. Biochemistry	4	120
44			3. Biotechnology	4	120
45			4. Botany	4	120
46			5. Chemistry	4	120
47			6. Environmental Science	4	120
48			7. Garment Production and Export Management*	4	120
49			8. Geography*	4	120
50			9. Geology	4	120
51			10. Home Science	4	120
52			11. Information Technology	4	120
53			12. Mathematics*	4	120
54			13. Microbiology	4	120
55			14. Pharmaceutical Chemistry	4	120
56			15. Physics	4	120
57			16. Psychology*	4	120
58			17. Statistics*	4	120
59				18. Zoology	4
60		M.C.A. (Master of Computer Applications)	6	180	
61		B.Sc.-M.Sc. Integrated Biotechnology	10	300	
62		B.Sc.-M.Sc. Integrated Information Technology	10	300	
63		M.Tech. (Engineering Physics)	4	120	
64	Engineering and Technology	Dual degree B.Tech. M.Tech. in Converging & Technologies	1. Nanomaterials and Nanotechnology	10	300
65			2. Bioinformatics and Biotechnology	10	300
66			3. Information and Communication Technologies	10	300
67			4. Cognitive and Neuroscience	10	300

*Candidate who have been admitted to Master's degree in Anthropology/ Garment Production and Export Management / Geography/ Mathematics/ Psychology/ Statistics based on the Bachelor degree in Arts shall be awarded the M.A. degree in the concerned subject and candidates who have been admitted to Master's degree in Garment Production and Export Management based on the Bachelor degree in Commerce shall be awarded the M.Com. degree in the subject.

The number of papers, course type and credits and detailed syllabus for each course shall be shown in the syllabus for the course concerned. A candidate will be required to earn minimum credits prescribed above for award of the Master degree.

O.199F3:

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- a) The Department in context of this ordinance means the Department/Centre of concerned PG subject at University of Rajasthan or that of an affiliated institution or college, as the case may be. Teacher of parent Department means a duly appointed Teacher as per UGC prescribed qualifications in the Department where student is enrolled for the course.
- b) A Credit Monitoring Committee (CMC) of the Department will consist of the Head and THREE Senior Most Teachers on roll of the Department with Head of the Department as Chairperson. Under special circumstance, when the number of teachers on roll is less than four, the Vice-Chancellor may constitute the Credit Monitoring Committee. Registration of candidates in the First and subsequent Semesters after the prescribed last date shall not be permitted. For subsequent semesters no minimum credit earning criterion will be applicable. Credit registration atleast once in all Compulsory Credit Course shall be binding, however, earning all CCC Credits for accumulation of the prescribed minimum credits shall not be required.
- c) The candidate will be required to finalize the number of credits at the time of registration in a semester and no change will be permitted after seven days of start of the semester. The CMC of the Department shall forward the credit registration details of all students enrolled in the semester. latest by the tenth day of commencement of the semester. The prior approval of Credit Monitoring Committee will be essential and decision of Credit Monitoring Committee shall be final and binding.
- d) The Credit Courses have been classified as
- i. Compulsory Core Courses(CCC)
 - ii. Elective Core Courses(ECC),
 - iii. Seminar (SEM), Project Work (PRJ), Field Study (FST), Self Study Courses (SSC), and other Supportive Courses (OSC), Research Publications [RPJ] can also be taken in support of Core or Elective course wherever so prescribed.
- e) The aim of the seminar is to give students an exposure to recent developments and advance topics of research interest. The Seminar preparations can be undertaken only on prior approval of Credit Monitoring Committee of the Department. The CMC will allot Seminar Credits on Merit Basis out of desiring students. Seminar preparations are to be undertaken under guidance of a Teacher of parent Department. No teacher shall be permitted to guide more than three students in a semester for Seminar supervision. The guiding teacher will make continuous internal assessment of the Seminar. At the End of Semester Examination (EoSE) the Seminar will be conducted and credits will be awarded by a Board of Three Examiners consisting of the Head of the Department, guide and one faculty member other than guide.
- f) The aim of Project Work or Field Study is to introduce students to research methodology in the subject and prepare them for pursuing research in theoretical or experimental or computational areas of the subject. The project work or Field Study is to be undertaken under guidance of a Teacher of the Department or a Scientist or any other suitable person with proven research excellence in the concerned field of study. The Project Work or Field Study can also be taken up in an outside institution of repute on approval by Credit Monitoring Committee of the Department. The Project Work or Field Study can be undertaken only on prior approval of Credit Monitoring

Committee of the Department. The CMC will allot Project Work or Field Study Credits on Merit Basis out of desirous students. The guiding teacher will make continuous internal assessment of the Project Work/ Field Study. No teacher shall be permitted to guide more than three students in a semester for Project Work/Field Study under his/her supervision. EoSE for Project Work/ Field Study will be held at the unit where project work has been undertaken by a board of three examiners consisting of HoD, guide and one senior faculty.

- g) Each department is required to arrange delivery of all compulsory core courses and special number of elective core courses so that the students enrolled for the course can complete prescribed minimum number of credits. It is not binding on the Department to make provision for all elective core courses.
- h) A course is identified by a course code designated by a string of six alphanumeric characters and a course title. In a course code the first three characters of the string indicate the Department offering the course and the later three alphanumeric characters designate a particular course. In the case of compulsory core course the fourth character identifies the semester numeric digit and in case of the elective core courses the fourth character indicates the cluster of specialization. For compulsory theory core courses the fifth character is '0', for laboratory core courses it is '1' and for Project Work Seminar/Field Study it is '2' and for Research Publications in journals it is '3'.
- i) There will be no supplementary/due paper/special examination. Students with grade 'F' or 'E' will have to get themselves re-registered in the course if they so desire with option either as a Self Study Course or as a regular course depending on the feasibility at the Department. The credit will be considered and counted only if registered and approved by the Credit Monitoring Committee at the time of semester registration.
- j) The candidate shall not be permitted to appear in EoSE of a particular credit if (i) he/she does not fulfil the minimum 75% attendance requirement, or (ii) he/she fails to secure a Semester Grade Point Average (SGPA) of 1.5 in the continuous assessment. The concerned department will have to communicate the eligibility of candidate for EoSE to the University Fifteen days before commencement of Examination.

O.199F4: In Continuous Assessment (Department/ College/Institution wise) and End of Semester Examination (EoSE) examination (University as a whole) separate Grades will be awarded as specified under this ordinance. The continuous assessment will consist of two components, namely, (i) Internal Assessment and (ii) Sessional Test(s) in ratio 30:70. The internal assessment component will comprise of assessment of students performance on the basis of factors like Attendance, Classroom Participation, Quiz, Home Assignment etc. The sessional test shall be conducted on coverage of 50% of course content specified in the syllabus. The Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) for Continuous Assessment will be calculated on the Department/College level and for EoSE at the University level. The name of College/Department will be mentioned with SGPA and CGPA of Continuous Assessment.

O.199F5:

- a) Grades in a particular examination with less than 10 students registered in the course (cumulative at Department level for continuous assessment and cumulative at

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university level for EoSE) will be awarded on the basis of percentage of marks obtained as per table given below.

Percentage Range	Grade	Grade Point	Grade Definition
75-100	O	6	Outstanding
65-74	A	5	Very Good
55-64	B	4	Good
45-54	C	3	Average
33-44	D	2	Below Average
25-33	E	1	Poor
0-24	F	0	FAIL

- b) Grades in a particular examination with more than 10 students registered in the course (cumulative at Department level for continuous assessment and cumulative at university level for EoSE) will be calculated on the basis of relative merit of marks obtained, that is, Grade O (Point 6) to top 10% students, Grade A (Point 5) to next 25 % students in merit order, Grade B (Point 4) to further next 30% students in the merit order and Grade C (Point 3) to further next 25% in the merit order and Grade D (Point 2) to remaining last 10% students with exceptions permitted (i) to the extent to award students with same mark and the same grade, (ii) to award Grade E (Point 1) to those students securing less than 33% but more than 25% marks in the examination, and (iii) to award Grade F (Point 0) to those students securing less than 25% marks in the examination. The grade point assignment is also given below in tabular form.

Standing in Merit of the Course or Marks Obtained in the course	Grade	Grade Point	Grade Definition
Top 10 % in Merit	O	6	Outstanding
Among Top 35% in Merit but not in Top 10%	A	5	Very Good
Among Top 65% in Merit but not in Top 35%	B	4	Good
Among Top 90% in Merit but not in Top 65%	C	3	Average
Among Last 10% in Merit	D	2	Below Average
25% ≤ Marks < 33%	E	1	Poor
Marks < 25%	F	0	FAIL

- c) Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be calculated on the credit weighted average of the grade points obtained as given below.

$$SGPA = \frac{\sum_{i=1}^n C_i P_i}{\sum_{i=1}^n C_i}$$

Where

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C_i : Number of credits earned in the i^{th} course of Semester for which SGPA is to be calculated.

P_i : Grade Point Earned in i^{th} course

i : 1, 2, ..., n represents the number of courses in which a student is registered in the concerned semester.

$$\text{CGPA} = \frac{\sum_{i=1}^n C_i P_i}{\sum_{i=1}^n C_i}$$

Where

C_i : Number of credits earned in the i^{th} course of Course till date for which CGPA is to be calculated.

P_i : Grade Point Earned in i^{th} course

i : 1, 2, ..., n represents the number of courses in which a student is registered in the concerned semester.

d) The SGPA, CGPA grades will be assigned as per table given below.

SGPA or CGPA	Grade	Definition
5.50 to 6.00	O	Outstanding
4.50 to 5.49	A	Very Good
3.50 to 4.49	B	Good
2.50 to 3.49	C	Average
1.50 to 2.49	D	Below Average
0.50 to 1.49	E	Poor
0.00 to 0.49	F	FAIL

- e) The University will issue a complete transcript of credits, grade obtained, SGPA and CGPA on declaration of each semester result and a consolidated one on the accumulation of minimum credits required for the award of Master degree.
- f) The maximum period for accumulation of the credit for Award of Master degree is 5 years (8 years for Ten Semester courses). Failing which the credits earned will stand withdrawn and null and void.
- g) The details of conversion of seven point scale into percentage as per UGC notification is given below

SGPA or CGPA	Grade	Definition	Percentage
5.50 to 6.00	O	Outstanding	75-100
4.50 to 5.49	A	Very Good	65-74
3.50 to 4.49	B	Good	55-64
2.50 to 3.49	C	Average	45-54
1.50 to 2.49	D	Below Average	33-44
0.50 to 1.49	E	Poor	25-33
0.00 to 0.49	F	FAIL	0-24

Thus the percentage will be obtained by using this table

CGPA	%	CGPA	%	CGPA	%
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6	100	4	60	2	39
5.9	95	3.9	59	1.9	37.8
5.8	90	3.8	58	1.8	36.6
5.7	85	3.7	57	1.7	35.4
5.6	80	3.6	56	1.6	34.2
5.5	75	3.5	55	1.5	33
5.4	74	3.4	54	1.4	32.2
5.3	73	3.3	53	1.3	31.4
5.2	72	3.2	52	1.2	30.6
5.1	71	3.1	51	1.1	29.8
5	70	3	50	1	29
4.9	69	2.9	49	0.9	28.2
4.8	68	2.8	48	0.8	27.4
4.7	67	2.7	47	0.7	26.6
4.6	66	2.6	46	0.6	25.8
4.5	65	2.5	45	0.5	25
4.4	64	2.4	43.8	0.4	20
4.3	63	2.3	42.6	0.3	15
4.2	62	2.2	41.4	0.2	10
4.1	61	2.1	40.2	0.1	5

The enhancement of CGPA by 0.01 will enhance percentage as given below:

Grade	SGPA or CGPA	Percentage enhancement on 0.01 CGPA enhancement
O	5.50 to 6.00	0.5
A	4.50 to 5.49	0.1
B	3.50 to 4.49	0.1
C	2.50 to 3.49	0.1
D	1.50 to 2.49	0.12
E	0.50 to 1.49	0.08
F	0.00 to 0.49	0.5

For example (i) CGPA of 5.73 is equivalent to 86.5%, (ii) CGPA of 5.12 is equivalent to 71.2%, (iii) CGPA of 4.34 is equivalent to 63.4%, (iv) CGPA of 3.26 is equivalent to 50.17%.

3. Scheme of Examination:

- (1) Each theory paper EoSE shall carry 100 marks. The EoSE will be of 3 hours duration. Part 'A' of theory paper shall contain 10 Short Answer Questions of 20 marks, based on knowledge, understanding and applications of the topics/texts covered in the syllabus. Each question will carry one mark for correct answer.
- (2) Part "B" of paper will consist of four questions with internal choice (except in cases where a different scheme is specifically specified in the syllabus) of 20 marks each. The limit of answer will be five pages.
- (3) Each Laboratory EoSE will be of four/six hour durations and involve laboratory experiments/exercises, and viva-voce examination with weightage in ratio of 75:25.

4. Course Structure:

The details of the courses with code, title and the credits assigned are as given below.

Abbreviations Used

Course Category

CCC: Compulsory Core Course

ECC: Elective Core Course

OEC: Open Elective Course

SC: Supportive Course

SSC: Self Study Core Course

SEM: Seminar

PRJ: Project Work

RP: Research Publication

Contact Hours

L: Lecture

T: Tutorial

P: Practical or Other

S: Self Study

Relative Weights

IA: Internal Assessment (Attendance/Classroom Participation/Quiz/Home Assignment etc.)

ST: Sessional Test

EoSE: End of Semester Examination

First Semester:

S. No.	Subject Code	Course Title	Course Category	Credit	Contact House Per Week			EOSE Duration (Hrs.)	
					L	T	P	Th	P
1.	EDU 101	Philosophical Foundations of Education	CCC	9	6	2	1	3	0
2.	EDU 102	Philosophical Psychological Foundations of Teaching Learning	CCC	9	6	1	2	3	0
3.	EDU 103	Methodology of Educational Research	CCC	9	6	1	2	3	0
4.		Elective-1	ECC	9	6	2	1	3	0

Second Semester:

S. No.	Subject Code	Course Title	Course Category	Credit	Contact House Per Week			EOSE Duration (Hrs.)	
					L	T	P	Thy	P
1.	EDU 201	Sociological Foundations of Education	CCC	9	6	2	1	3	0
2.	EDU 202	Statistics in Education	CCC	9	6	2	1	3	0
3.		Elective-2	ECC	9	6	1	2	3	0
4.	EDU 221	Dissertation	PRJ	9	6	2	1	*	*

CCC (27), ECC (9)

Elective Core Courses:

Specialization Clusters

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A. ET: Educational Technology

A01 : Educational Technology

B01 : Educational Technology and Instructional Process

Elective Course Code	Specialization	Paper Title	Prerequisite	Semester
EDU A01	Educational Technology	I. Educational Technology		
EDU B01		II. Educational Technology and Instructional Process		

EDU 101- Philosophical Foundations of Education

1. The Meaning & Nature of Philosophy. Branches of Philosophy: metaphysics, epistemology, and axiology and their implications for education; philosophical redirection of educational research in recent times.
2. Evolution of Educational thought : The Philosophic Religious Traditions – Characteristics of Indian Philosophy; Education as conceived in vadic times; Nature of the learner goals of life, theory of knowledge and the ethical values as advocated in the following Philosophies:

Buddhism

Jainism

Nyaya

Vedanta (Upanishad, Geeta and Advaita Vedanta only) Samkhya. Teacher student relationship as manifest in Bhagwatgeeta and Upanishads.

Quranic monism and monotheism and its influence in education

3. Western Philosophical Foundations of Education-A short introduction to major Western Philosophic Naturalism: Its metaphysics and epistemology; aims of education, educative process, freedom and discipline in education.

Idealism: Its metaphysics and theories of knowledge: the nature of the learner, aims of education. teacher pupil relationship at freedm and discipline, values in education, Realism: Its metaphysics and theories of Knowledge: aims of education, nature of the learner and educative process, freedom and discipline.

Pragmatism; its metaphysics and theories of knowledge: the nature of the learner, aims of education, teacher pupil relationship, method of education and curriculum.

4. Contemporary philosophical thought and education, Humanism and Existentialism
 5. thinkers on Education- Gandhi, Aurbindo, Jiddu Krishnamurthi, Paulo Freire
- Sessional Work**

1. One term paper
2. Two abstracts of recent articles related to the subject published in journals.

EDU 102- Psychological Foundations of Teaching- Learning

Unit I: General conception of teaching:

1. Teaching: Its fundamental dimension such as the teacher, the student, the learning material and learning objectives, the methods, the environments as they interact with each other and determine student learning a discussion of how they affect teaching learning.
2. Theories of Teaching: The concept relation to theories of learning, the concept of a model for Teaching, a few illustrations such as Robert Glasser's Basic Model of teaching, Flander's interaction Model of Teaching.

Unit II: School of Psychology and learning Theories:

1. An introduction to behaviorism, Functionalism Gestalt Psycho analysis. Learning theories with class room implication (a) Connectionism (b) Classical Conditioning (c) Operant conditioning cognitive field theory contributions of Piaget, Bruner and Ausubel to learning.

Unit III: Psychological Determinants of Teaching Learning:

- a. Cognitive abilities: Intelligence creativity, attitude, Nature, measurements and implication for teaching learning.....
- b. motivation: Nature, classification and theories, maslow's self actualization and Maslow's achievement, Motivation with reference to research done in India.
- c. Personality:- characteristics, interests needs adjustment, anxiety self concept, their nature and measurement and implications for teaching learning.
- d. Creativity;- concept measurement and creative teaching.

Unit IV: Adjustment:

Psychology of Adjustment, Adjustment process and different adjustment mechanism. Maladjustment and corrective measures.

Unit V: Group Dynamics:

Concept, structure and process, Class room climate and its educational implications.

Unit VI: Innovations in Teaching Learning:

- a. Education Technology: meaning, brief history, its three types (Edu. Technology I, Edu. Technology II, Edu. Technology III)
- b. Programmed Instruction; definition, Origin, types, principles of linear and branching programming, steps in the construction of a programme.

- c. Computer assisted learning and Teaching.

Sessional Work:

1. Administration, scoring and interpretation of any one of the projective tests of Personality.
2. Administration, Scoring and interpretation of any one attitude scale or interest inventory or aptitude test.
3. Construction of program learning on any topic of one's own choice.

EDU 103- Methodology of Educational Research

Unit I: Concept of Research in Education:

- i. Meaning & Significance of Research
- ii. Research in Education-its need & significance
- iii. scientific method and Research in Education.
- iv. Need for Developing Scientific Attitudes.

Unit II: Building scientific Educational Research Theory:

- i. Philosophical & Scientific theory
- ii. Concepts and Constructs.
- iii. Hypothesis, Facts, Theory, Laws & axioms
- iv. Research & educational theory, Steps in developing a Scientific Theory.
- v. Relationship between theory & Research

Unit III: Developing a Research Plan:

- i. The Research Problem – Its selection, formulation and delimitation, Qualities of a good research problem.
- ii. Formulation of hypothesis, characteristics of good hypothesis, testing of hypothesis & Null hypothesis.
- iii. Sampling, Methods of sampling, characteristics of a good sample.
- iv. Format in preparing a research plan.

Unit IV: Types of Educational Research:

- i. Historical Research, Primary & secondary Sources, documents and relies.
- ii. Status Surveys- Descriptive and Normative survey.
- iii. Experimental Research, Research deigns- simple and various group designs.
- iv. Basic and Action Research.
- v. Correlational & Prediction Studies
- vi. Interdisciplinary approach to Educational research.

Unit V: Collection of Data

- i. Problems involved in the collection of Data.
- ii. Techniques & Tools of Data collection.
- iii. Characteristics of a good research tool or technique Reliability, validity and norms.
- iv. Questionnaire, Interview, observation attitude scales, Rating scales, check lists, standardized educational & psychological tests.

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- v. Case study technique and case work.

Sessional Work:-

- I- Review of Related literature on any one area/problem of research.
 II- A critical standardization appraisal of a recent research study.

EDU 201- Sociological Foundations of Education

1. Concept, meaning, scope and Functions of sociology of Education as a Social Sub-system.
 - i. Concept of Social system
 - ii. Specific characteristics of education as a special sub-system
 - iii. Education and its relationship with other special sub-system i.e. Family, Caste and State.
2. Education as a social process:
 - i. Theories of socialization.
 - ii. Process of acculturation and socialization.
 - iii. Role of family, Caste, and state in preservation transmission and enrichment of culture.
 - iv. The concept of culture. Cultural lag, conflict,
 - v. Unity and diversity in India, making composite culture. Role of education.
- 3 (a) Education and change:-
 - i. Concepts of change and planned change.
 - ii. Process of Planned change.
 - iii. Functions and qualities of change agent.
 - iv. Social Mobility and factors affecting social mobility, Modernization and Education.
 - v. Impact of science, globalization and technology on society & education.

(b) Social structure & Education-Conflict and Crisis within Indian Social Structure.
- 4 Social dimension of Education
 - i. Approaches to religious
 - ii. Socialistic democratic state of Indian society and education.

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- iii. Existing educational disparities, nature and causes equalisation of education opportunities.
- iv. Radical thought attentions in education, Deschooling, Concept and consequences. Futurology of Education.

Sessional Work:-

- 1 One term paper
- 2 Two abstract of recent articles related to the subject published in journal.

EDU 201 Statistics in Education

Unit I : Analysis and Interpretation of Data

- i. Qualitative Analysis-Content analysis,
- ii. External and Internal criticism.,
- iii. Quantitative Analysis.
 - a Testing the significance of reliability of measures of central tendency, variability, parentages & correlation.
 - b Testing the significance of statistics by the use of t-test F-Ratio test, Mann-Whitney U test sign chi-square test & Median test.
 - c Use of Computers in research.

Unit II : Writing the Research Report :

- i. Use of library, importance of taking notes, reference material.
- ii. Characteristics of a good research report.
- iii. Evaluation of research report, criteria for evaluation.

Unit III: Review of Educational Research in India & Abroad :

- i. History of Research in Education in India & Abroad.
- ii. Present status of Research in India & abroad.
- iii. Recent trends and gaps in different areas.
- iv. Future of Educational Research in India. Research needs with special Reference to Rajasthan.

Unit IV – Graphical Presentation of Data-Utility, types and construction. cumulative percentage curve/ogive, line graph, histogram, ployogon.

Sessional work

EDU -221 DISSERTATIONS

- 1 Development of any one of the following tools and its standardization-
 - a. Questionnaire
 - b. Observation schedule
 - c. Interview schedule

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- d. An attitudes scale
- e. Rating scale
- f. Check list.
- 2 Formulating an action research proposal.

EDU A01 Educational Technology

Unit I: (i) Concept of Educational Areas.

Unit II: S-R Theories of Learning Skinner and Gagne.

Unit III: (i) System approach-definition, characteristics.

(ii) Education as a system (iii) Communication in education-communication process; components of communication processes; Teaching-Learning as a communication process,

Unit IV: (i) Formulation of educational objectives Traditional V/S modern approach (ii) Content analysis, Task analysis, Criterion reference test and Normative reference test.

Unit V: Open and Distance Learning systems-concept, need, characteristics and scope, Nature of learning materials, evaluation and feedback.

Sessional work

1. Evaluation of a media based educational programme.
2. Preparation of any two communication aids.

EDU B01- Educational Technology and Instructional Process

Unit I: (i) Instructional process : Teaching and Instructions components of Instructional Process-Objectives, content, Media, Method, Learning Teacher and Evaluation efficiency and effectiveness, (ii) Formulation of Instructional Objectives-Behavioral Specification Entry and Terminal Behavior.

Objective in the Three Domains of Behavior (Cognitive, Affective and Psychomotor).

Unit II : (i) Methods and Media: Criteria for selection of methods and media: Multimedia approach to instruction, (ii) Instructional Techniques-Lecture, Discussions, Seminars Panel Discussion. Team-Teaching, Brain storming and Tutorial, (ii) Communication Media in education: Mass media. T.V. Radio, Films, Tape Recorder, Computer and other accessories

Unit III -

Teacher Behaviour- modification. Micro-Teaching, simulation ,Interaction, Analysis, Competency Based Teacher Education.

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Unit IV - Instructional Design: Concept and Components. Individualized Instruction (Programmed Instruction, kellers plan, Mastery Learning). Small Group Instruction, Large Group Instruction.

Sessional work-

- (i) Preparation and operation of one lesson on Team-Teaching
- (ii) Preparation of two micro lessons on any two skills.
- (iii) Preparation of one Radio/T.V. lesson script.

Technology-its definition, meaning and scope, (ii) Role of Educational Technology in modem times, (iii) Research and innovations in Educational Technology in India-trends and Priority

