

M.Ed Fourth Semester

SEM- IV
EC1- ICT IN EDUCATION

Credits – 4
Hours – 60+45
Theory Paper – 3 Hrs

Internal – 20
External - 80
Total – 100

Objectives:

To enable the student teacher to:

1. understand the Concept, need and importance of ICT.
2. get acquainted with ICT supported teaching learning strategies.
3. prepare the students to select to appropriate ICT facilities.
4. get acquainted with the new trends in ICT.
5. get information about computerized multimedia
6. make appropriate use of ICT .
7. prepare the students to become ICT skilled teachers.

Unit I: ICT in Education**20Marks**

- a. Concept, Need and Importance of ICT in Education.
- b. Paradigm Shift due to ICT from 'Teaching' to 'Learning'.
 1. Curriculum
 2. Methods of Teaching
 3. Role of Teacher
 4. Classroom Environment
 5. Evaluation procedure
 6. Educational Management
- c. Challenges and Barrier to integration of I C T in Indian schools Classrooms
- d. ICT Skilled Teacher – ICT Skills and Qualities of ICT teacher
- e. Safe use of ICT – anti- virus , Net safety, Legal and Ethical Issues, awareness regarding cyber acts.

Unit II:- ICT Supported Teaching Learning Strategies**20 Marks**

- a. E-Learning(online, offline)–concept, features and educational application
- b. Co-operative and Collaborative Learning –concept, features and educational application
- c. Project based Learning —concept, features and educational application
- d. Communication Tools - Mobile, e-mail, chat Online ,Conferencing, Blog, Wiki, Internet forum, News Groups. Different mobile app group , Social Networking as an effective Communication Tool.

UNIT III:- New Trends in ICT**20 Marks**

- a. Virtual Classroom - concept, elements, advantages and limitations
- b. Smart class room – concept, elements, advantages and limitations
- c. Edusat - concept, elements, advantages and limitations
- d. Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.

UNIT IV: Media Characteristics**20 Marks**

- a. Concept and type of educational media
- b. Application of educational media
- c. Educational use of different media
- d. Concept and uses of multimedia

Practicum: (Any one)

- 1) Preparation and Presentation of two lessons by using power point.
- 2) Critical analysis of a computer based media packages with reference to its use in learning process.
- 3) Critical analysis of the different instructional packages developed by different agencies/institutions.
- 4) Report on Interventions of educational technology in the current practices of teacher training programmes in India.

Reference Books:

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4. Khan, B. H. (Ed.) (1997). Web-based instruction. Englewood Cliffs, NJ: Educational Technology Publication.
5. Percival, F. & Ellington, H. (1984). A handbook of educational technology. London:
6. 10 Richey, R. (1986). The theoretical and conceptual bases of instructional design. London:
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8. Babola, Daniel T. (1998). Microsoft World. New Delhi: Prentice Hall of India Pvt. Ltd.
9. Basandra, Suresh K. (2001). Computers Today. New Delhi: Galgotia Publishers Pvt. Ltd.
10. Bharihoke, Deepak (2000). Fundamental of Information Technology. New Delhi: Pentagon Press.
11. Bloom, R. S., (1974). Taxonomy of Educational Objectives: New Delhi. McKay co., Inc.
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15. Jain, Madhulika & others (2000). Information Technology Concepts. New Delhi: BPB Publications.
16. Kovalchick, Anna and Dawson, Kara (2005). Encyclopedia of Education and Technology: New Delhi. Vol I and 2 Pentagon Press.
17. Kumar, K. L., (1996). Educational Technology: New Delhi. New Age International (P) Ltd.
18. Mohanti, J. (1992). Educational Technology. New Delhi Deep and Deep Publication Co.
19. Percival, Fred, Ellington, Henry (1984). A Hand book of Educational.
20. Bloom, R. S. (1974). Taxonomy of Educational Objectives, New Delhi, McKay co., Inc.
21. Brown J., Lewis Richard B, et al (1983). Instructional Technology Media And Methods. New York: Mc Graw Hill Book
22. Diwan, Parag. (2001). Information System Management. New Delhi: Pentagon Press.
23. Dixit, Manish, Internet an Introduction. New Delhi: Tata McGraw- Hill Publishing Company Ltd.
24. Laura, Marey Gold & Dan, Post (1998). Microsoft Excel 97. New Delhi: Prentice Hall of India Pvt. Ltd.
25. O'Leary Timothy J. Microsoft Office 2000. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
26. Tatpuje, Dipak & Others (2001). Information Technology Applications. Pune: Nirali Prakashan.
27. Shaikh Imran Ramzan, (2008), Educational Technology, Aurangabad. : Sufa publication,
28. जगताप ह.न. शैक्षणिक तंत्रज्ञान पुणे : नुतन प्रकाशन
29. ओक सुमन. प्रगत शैक्षणिक तंत्रविज्ञान.
30. बर्वे मिनाक्षी, संगणक शिक्षण व शिक्षक पुणे : नुतन प्रकाशन
31. जगताप ह.न. शिक्षणातील आधुनिक विचारप्रवाह. पुणे : नुतन प्रकाशन
32. राव उषा शैक्षणिक तंत्रविज्ञान नागपूर : महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्मिती मंडळ..

EC2- EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION

Credits – 4

Hours – 60+45

Theory Paper – 3 Hrs

Internal – 20

External - 80

Total – 100

Objectives:

1. To acquaint students with the emerging concept of Educational Administration.
2. To impart knowledge of the concept of and related concepts underlying Educational Administration.
3. To help the students to understand the nature of Educational Planning, Educational Leadership.
4. To develop the students understanding and appreciation of the theories of Educational Administration and Leadership.
5. To develop an insight about key concepts of Educational Supervision.
6. To keep students precisely informed about the Educational Planning in India.

Unit I: Concept, Need and Process of Educational Planning:

20 Marks

- a. Educational Planning :Concept ,nature ,need and importance .
- b. Need and importance of Educational Planning.
- c. Types of Educational Planning; Process of District level planning including Micro level planning exercise; Institutional planning.
- d. Different Approaches to Educational Planning, Economic and Social aspects of Educational Planning; steps in preparation of plans; Implementing, Evaluating and Readjusting a plan. Five year Plan in education: Historical Background, Features, Impacts, Merits, Demerits.

Unit II: Educational Leadership

15 Marks

- a. Meaning and Nature of Educational Leadership,
- b. Theories of Leadership,
- c. Styles of Leadership: Autocratic, Democratic & Laissez Faire,
- d. Group Dynamics and Human Relations.

Unit III: Educational Management & Administration:

20 Marks

- a. Educational Management and administration: Concept Nature and scope.
- b. Theories of Administration
 1. Scientific Management : F.W Taylor
 2. Bureaucratic Model : Max Weber
 3. Human Relations and Human Resources Model : Elton Mayo
 4. Political and Decision making model
 5. Contingency Model

Unit-4 Educational Supervision and Expenditure

25 Marks

- a. Educational Supervision :Meaning , Nature & Functions
- b. Supervision v/s inspection
- c. Planning, Organizing and Implementing Supervisory Program

- d. Issues and challenges in Educational Supervision.
- e. Educational Expenditure: meaning and types
- f. Concept of Cost of Education and Expenditure on Education
- g. Management of various resources :human ,physical & financial

Practicum : (Any one)

- 1) Critical appraisal of the Five year plans in India
- 2) Study of leadership qualities of any five Head of the teacher training institutions.
- 3) Visit to any one Managements School - Public School / Military School / International School / Navodaya Vidyalaya / Ashrama Shala and report writing .
- 4) Account of Educational Administration in India grant-in-Aid Policy at Elementary and Secondary Education

References :

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11. Goel, S. L. (2005). Management in Education. New Delhi: A.P.H. Publishing Corporation.
12. Goel, S. L. & Goel, Aruna (1994). Educational Policy & Administration: Deep & Deep Publications.
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14. George R. Terry: Principles of Mangement. (3rd ed). Richard Publication,Homewood, 1954.
15. Koontz, H. & O'Donnell, C(1959): Principles of Management. New York McGraw-Hill Book Company.
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18. Naik, C(1957): Leadership and Educational Administration, New Delhi, Ministry of Education,.
19. Naik, J. P(1965): Educational Planning in India, Bombay Allies publishers.
20. दुनाखे अरविंद शैक्षणिक व्यवस्थापन व प्रशासन. पुणे : नुतन प्रकाशन.

EC3- EDUCATIONAL MEASUREMENT AND EVALUATION

Credits – 4
Hours – 60+45
Theory Paper – 3 Hrs

Internal – 20
External - 80
Total – 100

Objectives: To enable the student to-

1. get acquainted with the basic concepts and practices adopted In educational measurement and educational evaluation
2. understand the relationship between measurement and Evaluation
3. to understand taxonomy of educational objective
4. get acquaint with various reforms in examination system
5. get oriented with the tools of educational measurement and Evaluation.
6. develop skills and competencies in constructing achievement test.
7. acquaint with procedures of standardizing a test. 8) Use standardize test and interpret the scores.

Unit I: Educational Evaluation And Examination Reforms

20 Marks

- a. Meaning and concept of Educational Measurement
- b. Educational Evaluation - Concept, process, principles and Types.
- c. Relationship among measurement and evaluation
- d. Taxonomies of educational objectives.
 1. Bloom's taxonomy of Cognitive domain.
 2. Krathol's taxonomy of Affective domain
 3. Dave's taxonomy of psychomotor domain
- e. Examination reforms –
 1. Grading and Credit System.
 2. Semester System.
 3. Question Bank.
 4. Continuous and comprehensive Internal Assessment.
 5. Moderation and revaluation.
 6. Online Examination.
 7. Open book exam

Unit II: Characteristics of a Good Measuring Tool and Its Preparation

20 Marks

- a. Characteristics-Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power.
- b. Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability.
- c. Validity - Types, Factors affecting validity , interpretation and Improving validity
- d. Standardization Of the Test
 1. Meaning and need for standardization of the test
 2. Steps involved in standardization of the test.
- e. Norms –referenced and Criterion - referenced tests.

Unit III: Tools of measurement and evaluation**20 Marks**

- a. Subjective and objective tools of measurement.
- b. Nature, characteristics, advantages and limitations of the tests: essay tests, Objective tests, and performance tests; Scales; Inventories; Questionnaires and Schedules.
- c. Intelligence test: Individual & group (verbal non-verbal and performance tests)
- d. Inventories : Personality inventories , adjustment inventories.
- e. Achievement test.
- f. Interest inventories Kuder, Strong, Cambell.
- g. Attitude scale
- h. Aptitude tests

Unit IV: Educational statistics and interpretation of test scores**20 marks**

- a. Tabulation of data, Graphical Representation, Histogram, Frequency Polygon.
- b. Measures of Central Tendency- Mean, Median ,Mode-its merits, demerits and uses.
- c. Measures of Variability-Range, Quartile Deviation, Standard Deviation.
- d. Standard Score-Z scores and T scores
- e. Percentile and Percentile Rank.
- f. Normal Probability Curve-its properties and uses. Skewness and Kurtosis.
- g. correlation-Rank difference and Product Moment method

Practicum (any one):

1. Study of online examination system through visit to computer Institute.
2. Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)With the readymade test or inventory and interpret the results.
3. Prepare an Achievement Test by using steps for Standardization.
4. Item analysis of 10 MCQs of any test taken by any Institute.
5. Administer Standardized test into classroom and interpret the result.

References:

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2. Chavan, C.P.S., (1993). Emerging Trends in Educational Evaluation. New Delhi: Common wealth Publishers.
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9. A Handbook for Teachers, Students, and Examiners, New Delhi: Prentice Hall of India.
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11. बापट भा.गो. मूल्यमापन आणि संख्याशास्त्र पुणे : विनस प्रकाशन.