

PROGRAMME GUIDE

2010-2012

Master of Education
(Distance Education)



M.Ed.(DE)



मध्यप्रदेश भोज (मुक्त) विश्वविद्यालय, भोपाल

Madhya Pradesh Bhoj (Open) University

नामांकन एवं प्रवेश परीक्षा शुल्क **Rs.1000/-**

About the University

1.0 The University Background :

The National Policy on Education (NPE) 1986 emphasized that distance education is an important medium for the development and promotion of higher education. In this context, for the expansion and promotion of distance education the Central Advisory Board of Education (CABE), Government of India took an important decision that in the VIIIth year plan every State should establish a State Open University(SOU) following the distance education mode. On this basis Madhya Pradesh Bhoj (Open) University (MPBOU) was established under an Act of State Assembly in 1991 with the following objectives.

- To Extend and expand Higher Education by reaching the un-reached through various flexible means suited to the Open and Distance Learning (ODL) mode using emerging information and communication technology.
- To promote national integration and the integrated development of human personality for the well being of the community.
- To determine/maintain standards and promote Distance Education.
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1.1 Special Features:

- Providing education to the doorsteps of the learner for easy accessibility.
- Flexibility in the system for wider coverage.
- Providing equitable access of quality education for different target group of learners irrespective of their age or status of employment.
- Freedom to the learners to study at his/her own pace and convenience.
- Opportunity to learner to study from his/her own chosen location.
- Omnipresent Education using emerging communication technologies.
- Sustainable intervention to develop, upgrade and recycle human resource for areas critical to national development including the well being of the community.
- Determination of standard and maintenance of quality in Distance Education in accordance with DEC norms.

The University mainly delivers training and education through distance mode in the form of flexible and open learning. In general, the system consists of a main campus activity in the form of curriculum development, generation of self instructional material, preparation of assignments and extending student support services. The head quarter of the University which manages and operates the Distance Education Programmes is situated at **Raja Bhoj Marg (Kolar Road) Bhopal.**

2.0 Department Of Multimedia Education (DME)

The main functions of the DME are to undertake academic activities pertaining to three major areas :

- The various aspects of the practice of education as a profession.
- The various branches of education as an academic discipline.
- Development of multimedia support for education and teachers' training programmes.

The DME comprises of the following disciplines:

- Teacher Education Programmes
- Research and Curricular Development in Education/Teacher Education

The Academic Programmes being offered by the DME are

- M.Ed., B.Ed. and D.Ed. through Distance Mode
- Provision for Ph.D. and other Educational research.

Recognition

Madhya Pradesh Bhoj (Open) University (MPBOU) is recognized by the University Grants Commission (UGC) of India and Distance Education Council (DEC) Government of India.. The University has an important existence in the Association of Indian Universities (AIU). MPBOU's Degree/Diploma/Certificates are recognized by the AIU and are at par with Degree/Diplomas/Certificates of all Indian Universities.

The M.Ed. programme through distance mode is recognized by NCTE as per letter No WRC/5-6/APW08258/225177/124/2009/59751, Dated 26-08-2009. The M.Ed. Programme runs under Deptt. of Multimedia Education of MPBOU .

3.0 General Information about the M.Ed. Programme :

The M.Ed. Programme designed and developed jointly by the Distance Education Council (DEC), and National Council for Teacher Education (NCTE) is a two year programme. It is adopted and offered by Madhya Pradesh Bhoj (Open) University. It is an innovative programme, using Self-Instructional Materials (SIMs) and Information and Communication Technologies (ICTs) along with an interactive personal contact programme component. To effectively impart instruction, the programme follows the multimedia approach which includes print materials, audio-video programme, teleconferencing, assignments, reflective activities, counseling sessions, personal guidance for research, contact programme, individual and group activities and EDUSAT etc.

The purpose of programme is to prepare quality teacher educators and educational administrators who have developed a global as well as a national vision for education in the modern concept of the 21st century. Further, it seeks to prepare educational experts capable of generating knowledge by the application of scientific method of inquiry or investigation, and to develop a critical mind which can find solutions to problems relating to the theory and practice of education.

3.1 Programme Rationale

This is a professional programme and, therefore, it focuses on comprehensive and integrated professional development of teachers, teacher educators and other personnel engaged in educational management, administration and teacher education.

The main objective of the programme is to develop competencies and skills among the teacher educators so that they share the responsibility with confidence to prepare teachers for diverse situations by using the various methodologies with a focus on ICT. The programme is, therefore, intended to address professional areas of concern, knowledge, skills and attitudes relating to teaching and learning. This covers a number of professional areas like educational and vocational guidance and counseling, ICT enabled education, environmental concerns, education for human rights and values, gender concerns, etc.

The other focused areas include the role of teachers in changing global socio-economic concerns, organization of teacher education in the country, understanding teaching in a comparative perspective, thus meeting the requirements of "education for all" and "training for all" and preparing teachers to meet the challenges of the 21st century.

3.2 Objectives of the Programme

The programme aims at preparing teacher educators and other personnel in education who are specialized in different areas of education with necessary knowledge, understanding, skills attitude and values, which can make them truly professional.

To achieve this comprehensive goal the programme seeks to:

- develop specialized knowledge and understanding about the philosophical and sociological bases of education;
- develop ability to understand human behavior and understanding about the philosophical and sociological bases of education;
- develop ability to understand teaching and learning behavior, capability, knowledge and understanding of teachers and educators.
- develop national and international perspective about educational theory and practice to enable the learners to visualize the inter-linkages and dependency among different educational systems;
- develop a working knowledge of ICT and their application in Formal and Non-formal systems of education for teacher empowerment;
- develop knowledge and understanding of Management, Planning and Financing of education.
- develop managerial and administrative capabilities and skills to effectively manage educational institutions; in conducting research in specialized areas of education and thus generate knowledge or critically evaluate existing knowledge; and
- generate awareness and understanding of some specialized areas of education and human development like Special Needs Education, Curriculum Development, Environmental Education, Vocational Education, Teacher Education, Elementary Education, Measurement and Evaluation, Value Education and Human Responsibility so as to widen their horizon of understanding of modern educational practices.

3.3 Target Population

The Programme is offered to:

- In-service trained graduate/postgraduate teachers working in primary, secondary or senior secondary schools/colleges/equivalent academic positions in DIET,s SCERT, or similar educational institutions Madhya Pradesh.
- Headmasters/Principals and educational administrators/functionaries working in Madhya Pradesh.

3.4 Eligibility

Eligibility for admission to the programme shall be as per NCTE norms. Candidates from Madhya Pradesh as per MPBOU jurisdiction who have obtained at least **55%** marks (Aggregate of Theory and Practice) in B.Ed./B.Ed.El.Ed/B.A.B.Ed./B.Sc.B.Ed. both regular or distance mode and two years teaching/Professional experience after completion of B.Ed programme in a Government/ Government recognized school/ NCTE recognized teacher education/ research institution in education are eligible for admission. These shall be a

relaxation of 5% marks in favour of SC/ST/OBC/ as per rules of Madhya Pradesh Government.

3.5 Medium of Instruction

The learning material is in English. However, in due course of time, the programme will be available in Hindi also. The medium of instruction is English/Hindi. Students can write answer in Term-End Examination and assignments in Hindi also.

3.6 Duration of the Programme

Minimum	-	2 years
Maximum	-	4 years

3.7 Programme Fees

Rs. 45,000/- for the entire programme of two years in one installment at the time of Counseling.

3.8 Admission Procedure

Criteria for selection will be:

- I. The performance in written test in education and general knowledge 70 Questions 70 Marks. The Entrance Test Examination will be held at selected centers (list Annexure 3) on First Sunday of December from 11 AM to 1.00 PM.(2 hours duration)
- II. Academic qualifications 14 Marks
- III. The length of in service experience 16 Marks
 - There shall be reservation of seats for ST/SC/OBC as per rules of Madhya Pradesh Government.

4.0 Obtaining the Application Form

Programme Guide along with application form is available at selected Kiosk of M.P.Online on payment of Registration & Entrance Test Fees Rs 1000/- . Guide along with application form will be available at University website.

4.1 Submission of the Application Form

4.1.1 Checking before submitting/ mailing the Application Form with Enclosures

Check before submitting/ mailing the Application Form with Enclosures for admission into the M.Ed. Programme to concerned Entrance Test Examination Centre .

1. Application Form in duplicate (white and blue) duly filled properly and signed.
2. Recent and same photographs affixed in both the forms (Total 4 Photographs).
3. Photo Copy of Chalan of Rs 750/- to be attached with both the application forms.
4. Attested Photo copies of the certificates and mark-sheets with both the forms:

- Mark sheet of High School .
- Mark sheet of Higher Secondary Exam.
- Mark sheet of Graduation
- **Mark sheet of B.Ed. or equivalent degree**
- Mark sheet of Post Graduation (if any)
- Experience Certificate of Madhya Pradesh duly signed by Present Head of institution and BEO/DEO in case of Teachers and Principal in case of Teachers Training Institute.
- Category certificate of M.P. State, if you are a SC/ST/OBC etc.

(Note : No candidate will be considered in category without these certificates)

5. Declaration form IV signed by you.
6. Two self addressed envelopes with PIN code size 11 cmx25 cm without any postal stamp.
7. Admit card and attendance slip duly filled properly with both photographs attested and signed by you as instructed. (Do not write roll number and center of entrance examination)

4.1.2 Submitting/ mailing Application Form with Enclosures at Study Centre

Select a Entrance Test Examination Centre of your choice from Annexure 2. Please use BLOCK CAPITAL letters while filling in the form. You must also Complete the declaration form IV . Your application will not be processed unless you sign the declaration.

Submit the completed form along with the photo copies (not original) of the documents Entrance Examination sheet and Admit card at the selected Entrance Test Examination Centre which they have opted for **Entrance Test (Annexure 2.)** in person to Study Center (and not to University at Bhopal).

The Entrance Test Examination Centre will receive the completed application form and will provide admit card giving Roll Number and Entrance Test Examination Center at the time of submission. The completed application form can also be submitted by post to the Study Centers. Their admit card will be sent by post to their address.

Note: The University //Study Centers, will not be responsible for any postal delay. Entrance Test : Appear in the entrance test at the time and date given in the Advertisement and admit card. No candidate will be considered for admission without appearing in admission test.

4.2 Admission List

The merit list will be prepared on the basis of marks obtained in entrance test, their academic qualification and length of inservice experience. The Candidate will be informed by post for counseling for admission. Please write your full and correct address with PIN code and mobile number or Phone no.(if any). The admission list will also be available on the University web site www.bhojvirtualuniversity.com. After getting a call letter for admission the candidate has to report for counseling at the **University Head Quarter at Raja Bhoj Marg (Kolar Road) Bhopal** on the date and time given in the call letter. The student has to deposit Rs. 45,000/- (Fourty Five thousands only) by Demand Draft (DD), in the favour of Registrar M.P. Bhoj (Open) University Bhopal. If the University refuses the admission after depositing the fees by Demand Draft, it will be refunded by the University in course of time. Hence the students are advised to assure their admission to a perticular study centre before depositing course fees. The candidate should appear for counseling at the University Head Quarter on the given date and time otherwise his/her admission will automatically be cancelled for this year. After a candidate takes admission at a particular study center it will not be changed. In case the prescribed minimum number of candidates for the programme in a Study Center of the candidate's first preference is not available, then they will be allotted admission by the University at their second or third preference. The second & third preference are being taken as seats may not be available at your first preference center due to your merit. There will be maximum **25 students** in a Study Centre.If more than **25 students** has applied for a particular study centre they will be allotted other centres. If there are less than 10 candidates in a study centre the centre will be closed for that year and the admitted students will be shifted to nearby centres. No change will be allowed after the centre allotment.

4.3 Incomplete and Late Applications

Incomplete and late application forms/re-registration forms, furnishing false information, will be rejected without any intimation to the candidate concerned. Candidates are, therefore, advised to fill up the relevant columns carefully through MPOnline and enclose all the attested copies of the necessary certificates asked for and submit the form to the Co-ordinator of Study centre concerned on or before the due date. In this connection no correspondence will be entertained.

5.0 Structure of the Programme

The structure of the M.Ed. Programme is given as under:

Theory Course :	Compulsory 6 courses of 6 credits each. Optional 2 courses of 6 credit each.
Dissertation :	Compulsory 12 credits
Total	- 60 credits

Table :1 M.ED. Programme : Course Details

Year	Course Code	Components/ Courses
Group A First Year Courses		(i) Compulsory Courses of 6 Credits each .
	MES-051	Education: Philosophical and Sociological Perspectives
	MES-052	Psychology of Learning and Teaching
	MES-053	Educational Management, Planning and Finance
	MES-054	Methodology of Educational Research.
		(ii) Optional : Any one of the following Courses of 6 credits each :
	MESE-057	Measurement and Evaluation in Education
	MESE-058	Educational and Vocational Guidance and Counseling.
	MESE-059	Teacher Education in India: Growth and Development
		Total Credits to be opted = 30
	(i) Compulsory Courses of 6 Credits each .	
Group B Second Year Courses	MES-055	Comparative Education : National and International perspectives
	MES-056	Educational Technology
		(ii) Optional : Any one of the following Courses of 6 credits each :
	MESE-061	Open and Distance Learning system
	MESE-064	Education of Children with Special Needs.
	MESE-067	Elementary Education
	Total Credits to be opted = 18	
Group C	MESE-068	Dissertation (compulsory) 12 credits, Total 18+12= 30 Credits
		Grant Total = 60 credits

5.1 Theory Course

The M.Ed. Programme comprises a total of 12 theory courses the first six (MES-051 through MES-056) are compulsory and the rest (MESE-057 through MESE-067) are optional. Out of the optional courses on offer, you have to opt for only two courses-one in the first year and one in the second year.

The details of courses offered in the 1st year and 2nd year are given below.

The detailed Programme Structure on offer is given as under
M.Ed. Programme : Structures of Theory Courses

Compulsory Courses

MES-051 Education: Philosophical and Sociological Perspectives

Block-1 Philosophical Perspectives in Education

- Unit- 1 Education: Concept, Nature Characteristics and Forms
- Unit- 2 Philosophical: Meaning Nature and Characteristics
- Unit- 3 Education: A Philosophical Perspective
- Unit- 4 Knowledge and Truth

Block-2 Schools of philosophy and their Implications for Education

- Unit- 1 Indian Schools of Thought: Ancient and Medieval
- Unit- 2 Western Schools of Thought
- Unit- 3 Thinkers of Education: Indian
- Unit- 4 Thinkers of Education: Western

Block- 3 Sociological Perspectives of Education

- Unit- 1 Understanding Education: A Sociological Perspective
- Unit-2 Social Structure, Social Stratification, Social Mobility: Impact on Educational Processes
- Unit- 3 Education, Social Change, Social Control
- Unit- 4 Culture, Modernization, Globalization : Impact on Education

Block- 4 Education, Society and School System

- Unit- 1 Societal System: School as a Social System
- Unit- 2 State, Community and School System
- Unit- 3 Education and National Development
- Unit- 4 Ideology and School System
- Unit- 5 Recent Trends in Societal Evolution

MES-052 Psychology of Learning and Teaching

Block-01 Psychological Perspective of Education- Implications for Teachers

- Unit-1 Learning and Teaching- Psychological perspective
- Unit-2 Childhood: Physical Emotional, Cognitive, Social and Moral Development
- Unit-3 Adolescence: Physical, Emotional, Cognitive, Social and Moral Development

Unit-4 Implications of Stages of Development for Teaching-Learning Process

Block-2 Learning Theories and Approaches

Unit-1 Behaviorist Theory
Unit-2 Cognitive Theory
Unit-3 Constructivism and Learning
Unit-4 Erickson's Psychosocial Theory: Implications for Teaching
Unit-5 Motivating Children to Learn

Block-3 Individual Differences

Unit-1 Cognitive Factors: Intelligence and Creativity
Unit-2 Sociological Factors: Gender, Demography, Class and Caste
Unit-3 Personality
Unit-4 Attitude, Interest and Values

Block-4 Educational Psychology Practical

Unit-1 Intelligence and Creativity Tests
Unit-2 Aptitude and Attitude Tests
Unit-3 Sociometry and Sociogram
Unit-4 Value Tests and Interest Inventory

MES-053 Educational Management, Planning and Finance

Block-1 Educational Management: Meaning and Scope

Unit-1 Nature, Scope and Functions of Educational Administration and Management
Unit-2 Historical Perspective of Educational Management in India
Unit-3 Theories of Management and their Implications for Education
Unit-4 Total Quality Management in Education : Concept and Approaches

Block-2 Educational Planning

Unit-1 Concept and Scope of Educational Planning
Unit-2 Approaches to Educational Planning
Unit-3 Educational Planning at the National and State Levels
Unit-4 Educational Planning in India: Progress, Problems and Prospects
Unit-5 Educational Planning in India: Progress Problems and Prospects

Block-3 Financing of Education

Unit-1 Education as Investment
Unit-2 Financing of Education in India since Independence
Unit-3 Sources of Finance
Unit-4 Budgeting of Education: Types and Precedence

Block-4	Recent Trends in Educational Management in India
Unit-1	Globalization and Internationalization and their Impact on Educational Policies, Planning Financing and Management
Unit-2	Decentralized Planning and Management : Problems and Issues
Unit-3	Quality Assurance in Educational: Monitoring and Evaluation System
Unit-4	Institutional Autonomy and Accountability
MES-054	Methodology of Educational Research
Block-1	Educational Research
Unit -1	Methods of Acquiring Knowledge
Unit-2	Educational Research: Meaning, Types, Scope and Limitations
Unit-3	Research Paradigms: Quantitative Research
Unit-4	Research Paradigms: Quantitative Research
Block-2	Research Problem
Unit-1	Survey, Review and Importance of Related Literature
Unit-2	Selection, Definition and Evaluation of Research Problem
Unit-3	Hypothesis: Meaning, Types Characteristics, and Testing of Hypotheses
Unit-4	Preparation of the Research Proposal
Block-3	Data Collection and Analysis
Unit-1	Sampling Methods
Unit-2	Tools of Research -I
Unit-3	Tools of Research -II
Block-4	Analysis and Interpretation of Data
Unit-1	Types of Data: Quantitive and Qualitative
Unit-2	Analysis of Quantitative Data: Descriptive Statistics
Unit-3	Analysis of Quantitative Data: Inferential Statistics (Parametric)
Unit-4	Analysis of Quantitative Data: Inferential Statistics (Non Parametric)
Unit-5	Analysis of Quantitative Data
Block-5	Methods of Research
Unit-1	Philosophical and Historical Research
Unit-2	Descriptive Research
Unit-3	Experimental Research

Unit-4 Ex Post- Facto Research

Unit-5 Action Research

Block-6 Research Report and Dissemination

Unit-1 Meaning and Scope of Research Report

Unit-2 Formats of Research Reports

Unit-3 Presentation of Tables and Figures in the Research Report

Unit-4 Editing, Footnotes, References and Bibliography

Unit-5 Dissemination of Research Findings

MES-055 Comparative Education: National and International Perspectives

Block-1 Understanding Comparative Education

Unit-1 Meaning, Origin and Scope of Comparative Education

Unit-2 Comparative Education and International Studies

Unit-3 Factors Affecting National Systems of Education

Unit-4 Approaches to Comparative Education

Block-2 Educational Scenario: Indian Context

Unit-1 Overview of the Major Educational Development in India

Unit-2 Structure and Organization of Education in India

Unit-3 Educational Policy-Oriented Organizations in India

Unit-4 Future Development of Indian Education

Block-3 Education in Selected Countries

Unit-1 Overview of School Education, Higher Education and Teacher Training System in UK

Unit-2 Overview of School Education, Higher Education and Teacher Training System in USA

Unit-3 Overview of School Education and Technology Education in Japan

Unit-4 Overview of School Education and Teacher Education in China

Unit-5 Implications for Education in India

Block-4 International Agencies and Organizations: Roles and Functions

Unit-1 Policy-Oriented International Agencies of Education

Unit-2 Country Specific International Agencies

Unit-3 International Academic Organizations

Unit-4 Role of International Organizations in Educational Solutions of Problems

MES-056 Educational Technology

Block-1 Introduction to Educational Technology

Unit-1 Concept and Scope of Educational Technology

Unit-2 ET: Historical Developments

Unit-3 ET for Teaching Learning and Evaluation

Unit-4 Training Technology

Block-2 Instructional Design

Unit-1 Models of Teaching-I

Unit-2 Models of Teaching -II

Unit-3 Instructional Design Processes

Unit-4 Instructional Design for Training

Block-3 Applications of Educational Technology

Unit-1 Formal System

Unit-2 Open Learning system

Unit-3 Teacher Empowerment

Block-4 Development of Teaching-Learning Materials

Unit-1 Self-Learning Materials and their Use

Unit-2 Audio and Video Materials and their Use

Unit-3 Interactive Multimedia Materials and their Use

Block-5 Agencies, Policies and the Future of Educational Technology

Unit-1 National Policies and Agencies

Unit-2 Networking

Unit-3 International Trends

Unit-4 Future of ET in India

OPTIONAL COURSE

MESE-057 Measurement and Evaluation in Education

Block-1 Basic Concepts in Educational Evaluation

Unit-1 Places of Educational Objectives in Evaluation Process

Unit-2 Evaluation as Integral Part of Teaching Learning Process

Unit-3 Evaluation- A Dynamic Process

Unit-4 Different Types of Evaluation

Block-2 Tools and Techniques of Evaluation- An Overview

Unit-1 Basic Techniques and Tools of Evaluation of Cognitive Outcomes

Unit-2 Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes

Unit-3 Qualities of a Good Evaluation Instrument

Unit-4 Framing of Competency Based Questions

Unit-5 Development and Use of Class Room Tests

Block-3 Construction of Achievement and Selection Tests

Unit-1 Construction of Achievement Tests

Unit-2 Standardization of Achievement Tests

Unit-3 Improving Quality of Test Scores Through Item Analysis

Unit-4 Construction and Standardization of Selection Tests

Block-4 Psychological Testing and Management

Unit-1 Measurement of Intelligence

Unit-2 Measurement of Aptitudes

Unit-3 Measurement of Attitudes and Interests

Unit-4 Measurement of Personality

Block-5 Recent Trends and Innovative Practices in Evaluation

Unit-1 Increasing Emphasis on Institution-Based Assessment (IBA)

Unit-2 Introduction of Grading System

Unit-3 Question Banks for Better Testing

Unit-4 Use of Computers in Testing

Unit-5 Integrating pupil, Curriculum and Programme Evaluation

Unit-6 Emerging Trends in Educational Evaluation

MESE-058 Educational and Vocational Guidance and Counseling

Block-1 Guidance: Nature, Scope and Philosophical Basis

Unit-1 Introducing Guidance

Unit-2 Guidance and its Dimensions

Unit-3 Role of Teacher in Guiding Children

Block-2 Guidance Methods and Techniques

Unit-1 Understanding Children

Unit-2 Assessment in Guidance: Quantitative Techniques

Unit-3 Assessment in Guidance: Quantitative Techniques

Unit-4 Group Method in Guidance

Unit-5 Classroom Guidance: Integrating Guidance and Curriculum

Block-3 Essentials of Counseling

Unit-1 What is Counseling

Unit-2 Effective Counselor

Unit-3 The Counseling Skills

Unit-4 Counseling Techniques

Block-4 Organizing Guidance and Counseling Services

Unit-1 Guidance: A Collaborative Effort

Unit-2 Planning Guidance Programme

Unit-3 Guiding Parents

Unit-4 Evaluating Guidance Service

Unit2	Method and Media
Unit3	Design and Preparation of Materials
Unit4	E-Learning: Concept and Design

Block 3 Instructional Transactions and Delivery

Unit1	Learning from Self Learning
Unit2	Learning Support Services: Resources
Unit3	Tutorial and Counseling
Unit4	Delivery Through E-Learning/Virtual Environment

Block 4 Evaluations and Research in ODL

Unit1	Assessment in ODL
Unit 2	Programme Evaluation
Unit3	Research and Development
Unit4	Recent Trends in Evaluation and Research

Block5 Recent Trends and Developments in ODL: National and International Perspectives

Unit1	Paradigm Shift in ODL
Unit 2	National and International Agencies in Distance Education
Unit3	Globalization and the ODL System

MESE-064: Special Needs Evaluation

Block-1 Understanding People with Special Needs and Social Response

Unit-1	Defining People with Special Needs; Needs of People with Disabilities
Unit-2	Early Identification, Assessment and Intervention Measures
Unit-3	Social Response to the Needs of People with Disabilities
Unit-4	Special Needs Education: Meaning and Scope

Block2 Education of Children with Special Needs

Unit -1	Education Needs of Children with Disabilities
Unit -2	Types of Schools and Models of Education
Unit-3	Curriculum Adaptation for Children with Disabilities General Curriculum Adaptation (GCA)
Unit-4	TLM for Imparting Education

Block3 Development of Adaptive Skills: Assistive Devices and Special Therapies

Unit-1	Braille Reading and Writing Mathematical Devices, Orientation and Mobility and Daily Living Skills
Unit-2	DAS, AS & ST for Children with mental Retardation
Unit-3	DAS: AS & ST for Children with Hearing Impairment

Unit -4 DAS: AS& ST for Children With Locomotors Impairment ,Cerebral Policy and speech Impairment

Unit-5 DAS, AS & ST for Children with Learning Difficulties and Multiple Disabilities

Block4 Inclusive Education

Unit-1 Factors Affecting Inclusive Classrooms

Unit-2 A Curricular View: Child –Centered Pedagogy

Unit-3 Inclusive Methodology, Developing Inclusive Materials, Physical Environment and Classroom Management

Unit-4 Developing Inclusive Evaluation System

Unit-5 How to Develop Inclusive Resource Centers and Accessible School Environment

Block5 Recent Trends and Innovation

Unit-1 The Salamanca Statement and Framework for Action on Special Needs Education

Unit-2 UNESCO Survey on Special Needs Education Low1996

Unit-3 Information Technology and Innovation in Special Education

Unit-4 Technology and Assistive Devices

Unit-5 Trends and Future Direction in Special Education :The Indian Scenario

MESE-067:Elementary Education

Block1 Elementary Education: Its Context and Linkages

Unit-1 Concept, Objectives Principles Problems of Elementary Education

Unit-2 Philosophical, Psychological and Sociological Perspective in Elementary Education

Unit-3 Growth and Development of Elementary Education in India

Unit-4 Economic Bases of Elementary Education

Block2 Indian Constitution and Status of Elementary Education

Unit-1 Constitutional Provisions in Elementary Education and their Implications

Unit-2 Five Year Plans and Elementary Education

Unit -3 National and State Policies of Elementary Education

Unit-4 Universalization of Elementary Education

Block 3 Pre-service and In-service Elementary Teacher Education

Unit-1 Role of the Teacher in the Process of Education

Unit-2 Organization Problems

Unit-3 Role, Functions and Networking of Different Organization of Elementary Teacher

Unit-4 Centrally Sponsored Schemes for In-service Education of Elementary Teacher

Block4 Curriculum and Research in Elementary Education and Elementary Teacher

Education

Unit-1 Curricular Arias at the Elementary Level
Unit 2 Innovative Practice in Transacting Curriculum at the Elementary Level
Unit-3 Trends in Evaluation Practice at the Elementary Level
Unit-4 Priority Arias of Research in Elementary Education and Teacher Education
Unit-5 Innovation in Elementary Educations

5.2 Dissertation

The dissertation work constitutes an important component of the M.Ed. Programme. The purpose of dissertation is to provide the learner with practical/hands-on experience in the scientific process of research. The candidates are required to identify a research problem, which may be empirical or critical in nature. This he/she can do in consultation with the research supervisor or by going through the relevant problems/ studies already conducted in the field. To facilitate the identification of a research problem, the candidate can consult the Handbook of Research provided to these along with your course materials.

After he/she has identified the supervisor, he/she will obtain his/her written consent to supervise your research. You will also obtain his/her brief curriculum vitae in brief and hand it over to the Study centre-in charge. Or dispatch the same directly to the deptt. Of multimedia education, MPBOU.

"The University may accord formal approval in this regard.

Research Supervisor

For becoming M. Ed. research Supervisor, anyone of the following may be considered:

- Any Professor or Reader in Education (retired or in-service).
- Any Lecturer in Education working in the department of education of a university or a postgraduate college of education running M. Ed./ M.A. (Education) Programme, with at least two years of experience with Ph. D.or M.Phil. in Education.
- Principal of a College of Education having Ph.D. or M.Phil. in Education.

Honorarium to the Supervisor

The University shall pay a suitable amount of honorarium to the supervisor for facilitating the learner in conduct of the research study.

6.0 Instructional System

The M.Ed. Programme is research-oriented professional development programme. The Instructional System includes self Instructional Materials, audio-video Programme, contact classes, teleconferencing and a research dissertation on any current theme/problem of Education. You have to carry out the dissertation work under the academic supervision of a research supervisor to be identified by you and subsequently approved by the deptt. Of multimedia education of MPBOU. In the Self-Learning Materials provided to you, there are in-text questions and reflected activities. you need to work on them and may discuss these during contact programme with the Academic counselors at the study centre. At the end of each unit suggested readings are provided for obtaining deeper knowledge or understanding. We shall appreciate if you can be field back to DME, MPBOU on the quality of SIMs or any other component of the instructional system

6.1 Research Handbook

In addition to SIMs(Self Instructional Materials) a Dissertation HandBook will also be provided to facilitate you to select an appropriate or suitable problem for your Dissertation and conduct your study systematically and scientifically

6.2 Audio – Video Programme

The Audio – Video programmes provided inputs for clarification of concepts and enhancement of our understanding, which can be used during contact programme at the canters. Beside , The Video programme telecast on Gyan Dharshn. Some of the themes for this Audio-Video programme have already been identified by the course writers and are under development.

6.3 Assignments

The Assignments constitute and essential component of the programme. Based on your understanding of SIMs pertaining to concerned course, you have to critically examine or empirically verify (as the case may be) the given assignment and write your responses. There will be one assignment for each course. You have to submitted the assignment response at the study center as per the orientation schedule to be provided separately

The Assignment will have three parts

- Essay/Long answer type
- Short answer type /Objective type
- Practical/ reflective/application type / field- Based assignments

6.4 How to Send Completed Assignments

While sending the assignment responses the following points may be taken care of :

- Write your enrolment number, name and full address at the write hand corner of the first page of your assignment response.
- The course code and the assignments number should be written legibly in the centre on the tope of the first page of the response. The top of first page of your responses should look something like this.

Course Title : -----

Course code: -----

Assignment code: -----

Enroll. No.: -----

Name: -----

Address: -----

Date: -----

- You should send the assignment responses complete in all respect. Partial or incomplete assignments will not carry in credit.
- You should A-4 size paper for writing your responses ; and live a margin of about 2½" on the lift side of the paper for writing tutor comments and for providing feed back .
- You should always retain with you a copy of the assignment responses as a precautionary measure, for in case the assignment is lost in the transit of otherwise , you may be asked to sent another copy .
- In case the evaluator feels that the assignments responses submitted by you are identical or similar to those of other learners of your group, it will be at the discretion of the evaluator to assign low grade or return the assignment to you for resubmission.

- The assignment should be submitted to the coordinator of the study center on or before the last date indicated in the operation schedule of assignment given by the university. You should procure a fresh set of assignment question every year if you have not cleared than in the previous year.
- You should maintain a record/ account of assignments responses set to the concerned office (Coordinator study centre),as well as of the evaluated assignments received back from the counselor. This will help you to maintain schedule of your work, and in case of any difficult or miscommunication you can always refer to your record and take appropriate follow –up action accordingly.
- The assignment responses may be submitted by and to the concerned office or may the sent to the concerned office by registered post and you should keep the receipt with you.
- If the last date for submission of an assignment response falls on a holiday, the same may be submitted on the next working day.

7.0 Induction and Contact Programme

The Study Centre/MPBOU will organize two days induction meeting at MPBOU and four days at the Study Center in the beginning of the-session after the enrolment. The complete details with explanations about the programme will be discussed in the induction meeting.

Since this M.Ed. Programmed is a research-oriented programme essentially involving a research project and writing a dissertation on it, it entails development of certain skills to enable you to scientifically carry out the research on a topic of your choice and writing its report in the form of a dissertation. You may, therefore, need more focused guidance for development of such skills and for clarification of certain issues and problems associated with the process of research.

Second, to carry out your research project, you need to have practical experience in the development and use of certain tools of research, their administration, scoring and interpretation of the results. These tools of research may be some tests, inventories, questionnaires, scales of measurement etc. These tools of research will enable you to collect necessary evidences, called data, for your dissertation. Such skills can be developed better in a supervised face-to-face manner. To enable you to develop such necessary skills and competencies; there is a provision two contact programme to be organized at the study centre. The attendance in the contact programme is compulsory.

A detailed description of the two Contact Programme is given below

Table :2 Framework for Contact Programme

First year

Month	Duration	Programme	Place
Dec.	-	Admission	MPBOU
January	02 days	Registration, Induction meeting, orientation for theory papers, assignment and dissertation, distribution of material (SIM)	MPBOU
January	04 days	Induction Programme	Study Centres
May	18 days	Discussion and clarification on theory papers, contents, Psychology practical, Assignments, Dissertation and field activities, finalize the research topic and supervisor followed by internal test	Study Centre
Oct./Nov.	06 days	Clarification contents, submission of assignment and synopsis	Study Centre
Dec.	6 days	First year Term End Examination theory and practicals	Study Centre

Second year

Month	Duration	Programme	Place
Jan./Feb.	02 days	Registration, orientation for theory papers, assignment, Review of dissertation research work, distribution of material (SIM)	MPBOU
Jan./Feb.	04 days	Induction Programme	Study Centres
Jun	18 days	Discussion and clarification on theory papers, Dissertation and field Work, followed by internal test.	Study Centre
Oct./Nov.	05 days	Clarification of contents, Dissertation and field work	Study Centre
30 Nov.	01 day	Submission of Dissertation	Study Centre
Dec.	6 days	Term End Examination theory,practicals and Dissertation	Study Centre

7.1 Pre - Contact Programme Activities

The learner will thoroughly go through Block 4 of MES-052: Educational Psychology Practical and note down the difficulties/queries that they would discuss with the resource persons during the contact Programme.

7.2 During Contact Programme Activities

During the contact Programme each Learner will undergo theory and practical experiences in:

- 1- Construction of a test of achievement and how to standardize it,
- 2- Finding out the validity and reliability of the test,
- 3- Writing a report on the process that he/she has undergone,
- 4- Administration and scoring of any three of the following suggested standardized tests, inventories etc. and writing a report on the activity. The learners can use any other standardized test/inventories or scales also.

(A) *Intelligence* - Verbal or non-verbal; group or individual

- Wechsler. Intelligence Scale
- M.C. Joshi's (1981) Test of General Mental Ability
- Bhatia Test Battery
- Raven's Progressive Matrices
- Raven's Colored Matrices for Children

(B) *Creativity Test*

- Torrance Test of Creative Thinking
- Baquer Mehdi's Verbal Test of Creative Thinking

(C) *Personality Test*

- Chattel's 16 P.F. Questionnaire
- Alport-Vernon Study of Values
- Minnesota Multiphase Personality Inventory (MMPI)

- Eysenck Personality Questionnaire (EPQ)

(D) *Aptitude Test*

- Mechanical Aptitude Test Battery by A.N. Sharma
- Differential Aptitude Test Battery adopted by OJ ha
- Differential Aptitude Test (OAt) Indian Adaptation by Y.N. Ojha
- Scientific Aptitude Test by A.P.K. Sinha and L.N.P. Sinha

(E) *Attitude Scale*

- The Guttman Cumulative Scale
- Thurstone Equal-Appearing Interval Scale (construction of items)
- Likert type summated rating scales (writing of Attitude statements)

F) *Sociometric Tests*

- Construction of items, administration and preparation of sociogram and its interpretation, i.e. defining the group.

8.0 Term-End Examination

The University conducts Term-End Examinations once a year in the month of December every year. Students will be permitted to appear in Term-End Examination subject to the condition that registration for the courses in which they wish to appear is valid, minimum time to pursue these courses elapsed and they have also submitted the required number of assignment(s), if any, in those courses by the due date.

Students admitted in January 2010 session are eligible appear in Term End Examination of First year to be held in December, 2010.

8.1 Eligibility for Examination

Every candidates regarded for M.Ed. degree shall be eligible to appears in the Term-End Examination (TEE) Subject to the following conditions:

- The candidate has paid all dues including the prescribed fee etc.
- 75% of attendance in the conduct programme in compulsory.

- The candidate has fulfilled all the requirements of the programme including assignments participation in contact sessions practicals, Dissertation and Field work.
- Candidates has not caused any act of indiscipline at the University / Study Centres.

The University will be able to consider a candidate for granting permissions to appear in the TEE, Subject to the conditions that an Eligibility certificate has been given by the Co-ordinator of The Study centers.

8.2 . Scheme of Evaluation

- (i) The Term End Examination(TEE) in theory papers shall be held by the end of each year (December) at the Study Centres/MPBOU. The exact date of commencement of the examination shall be notified by the MPBOU.
- (ii) The Scheme of examination with maximum marks and minimum marks in each papers are given in **Table-3**
- (iii) For the Evaluation of Dissertation the MPBOU shall forward the copies of the Dissertation to the Internal and External examiners for their assessments.
A date would be fixed for the Viva-Voce examination to be conducted at MPBOU / Study Centres.
- (iv) The Viva- Voce test shall be conducted jointly by the Internal and External examiners. , one faculty member of DME , MPBOU shall act as moderator .
- (iii) The moderator shall forward the statement of marks awarded, duly signed by the Internal and External examiner as well as the moderator in a sealed cover to the MPBOU soon after the viva-voce test is over.
- (iv) In order to be successful the candidate must obtain at least:
 - 50% of marks in each Theory papers, Practical, Assignments and sessional works (Internal and External marks separately).
 - 50% marks in Dissertation
- (vii) Successful Candidate of M.Ed.(Second Year) shall be placed in a division on the basis of total marks obtained in the 1st and 2nd year of the Examination taken in accordance with the following scale. (No division shall be awarded in first year)
 - 50% or above but less than 60% marks = Second division
 - 60% or above = First Division

Table-3 : Programme Structure and Evaluation Scheme of M.Ed.

Year	Course Code	Components/ Courses	Max. Marks			Minimum pass Marks		
			External	Internal	Total	External	Internal	Total
I Year	MES-051	(i) Compulsory Courses of 6 Credits each .						
		Education: Philosophical and Sociological Perspectives	70	30	100	35	15	50
	MES-052	Psychology of Learning and Teaching	70	30	100	35	15	50
	MES-053	Educational Management, Planning and Finance	70	30	100	35	15	50
	MES-054	Methodology of Educational Research.	70	30	100	35	15	50
		(ii) Optional : Any one out of the Following:.						
	MESE-057	Measurement and Evaluation in Education	70	30	100	35	15	50
	MESE-058	Educational and Vocational Guidance and Counseling.						
	MESE-059	Teacher Education in India: Growth & Development						
			Total	350	150	500	175	75
II Year		(i) Compulsory Courses						
	MES-055	Comparative Education : National and International Perspectives	70	30	100	35	15	50
	MES-056	Educational Technology	70	30	100	35	15	50
		(ii) Optional : Any one of the following:						
	MESE-060	Curriculum Development and transaction	70	30	100	35	15	50
	MESE-061	Open and Distance Learning System						
	MESE-062	Vocational Education						
	MESE-063	Environmental Education						
	MESE-064	Education of Children with Special Needs.						
	MESE-065	Education for Human values, Right and Responsibilities						
MESE-066	Information Technology and Education							
MESE-067	Elementary Education							
	MESE-068	Dissertation	100	100	200	50	50	100
		Total	310	190	500	155	95	250

** 25 Marks out of the total assigned marks are allotted for brief interaction at the time of submission of Dissertation.

*15 Marks out the total assigned marks for each report are allotted for brief interaction at the time of interaction.

- Dissertation viva -voce is assigned 50 marks .
- Evaluation of Dissertation by the Internal and External Examiners is assigned 75 marks to the both. The average of the two will be calculated and counted.

(viii) **Provision of ATKT.:** Candidate who fails to secure minimum pass marks or is absent in any theory or practical paper may reappear in that examination held in the next subsequent year with fee as decided by MPBOU, within a period of four years from the date of registration/ admission.

- (ix) In the case of failure in Dissertation the candidate shall be required to prepare and submit a revised Dissertation on the earlier subject or on a new topic as may be assigned by the MPBOU/Study Centres within a period of four years from the date of registration/ admission.

8.3 Examination Results

The Evaluation department of MPBOU shall publish the results of the examination by notifying the Roll number and names of successful candidates within **two months** from the date when the written examination was over. In the notification declaring the results of M.Ed. Second Year examination the names of first ten successful examinees in order of merit who have secured first division shall be notified. The result of final (2nd) year will not be declared until the candidate have cleared all the papers (external and internal) of first year.

8.3.1 Grace Marks

As per direction given by the coordination Committee headed by Hon'ble Chancellor of University of M.P.:

- (a) Not with standing any thing contained in the fore going paragraph a candidate who after having appeared at the whole examination of the M.Ed. Course fails in any theory or practical paper(s) by not more than one mark in any paper, but has secured at least the minimum aggregate marks required shall be eligible for award of grace mark up to a limit of one mark so as to enable him/her to pass the examination . The grace marks shall, however, not to be added any where.
- (b) The Kulpati may, if a candidate is failing at an examination or missing a division by one mark condone deficiency of **one mark**, where the deficiency is so condoned the one marks shall nowhere be added.

8.3.2 Revaluation

A candidate can apply for revaluation maximum in any two papers of a programme on a prescribed form within 15 days after the declaration of the result.

9.0 Legal Jurisdiction

All matters of any dispute shall be limited to **Bhopal Court** only.

10. General Instruction

You should maintain a separate file for keeping all letters received from the University or your study center.

If there is a Change in address for correspondence you should immediately write to the University and the Study Centre when you receive learning materials (SIM) you should carefully check whether you have received the right materials and in proper form.

For taking full advantage of the (SIMs) you should read those carefully and not down the important points Not down the difficulties that you face in understanding the materials and discuss the same in the counselling sessions and in contact programme.

Try- to work all the activities given in the text as also the Questions for reflection Difficulties encountered in this regards may be discussed with your counsellor during the counselling sessions or during the contact programme and for with your peers. The purpose of these activities is to enable you to ascertain the extent of your understanding the concepts discussed in the unit and yours comprehension of the subject matter and to reflect on the application of the concepts in real teaching-learning contexts and other educational situations.

The University reserves the right to change any rules or procedures which are detailed here in the programme guide. However in such a case you will be informed about the change by the University.

Annexure-1

IMPORTANT UNIVERSITY CONTACTS

1.	Hon. Vice Chancellor	2493373 2492090	fax 0755-2424640
2.	Registrar	2492093	Fax0755-2560664
3.	Director (Admission & Evaluation)	2424670	Fax 0755-2492275
4.	Director (Printing & Distribution)	2429094	
5.	Director Student Support	2492106	
6.	Department of Multimedia Education	2492096	
7.	Department of Special Education	2492095	
8.	Account and Finance	2492107	
9.	Reception & PBX	2493373 2492091 2492092	

Email of Department: dmembou@yahoo.co.in

Website: www.bhojvirtualuniversity.com

Annexure -2

List of Entrance Test Centres

Master of Education (M.Ed.) Programme through Open and Distance Learning (ODL)

S.No.	Code	Name of Centres
1.	101.	Govt College of Education, PGBT, (IASE) Berasia Road, Bhopal-462038(M.P.) Ph 0755-2735228
2.	201.	Govt College of Education, (PGBT) Dashahra Maidan,Ujjain-456010 (M.P.) Ph. 734-2519873
3.	301.	Govt College of Education,(PGBT) Tansen Road, Birla Nagar,Gwalior-474004 (M.P.) Ph. 0751-2423191
4.	401.	Govt College of Education, (IASE) PSM Campus, Near High Court,Jabalpur-480007 (M.P.) Ph. 0761-2624883
5.	501.	Govt College of Education, (PGBT) Rewa -486002 (M.P.) Ph. 07662-258860

Annexure-3**LIST OF STUDY CENTRES FOR M.Ed. (DE) PROGRAMME**

S.N.	Code	Name of Centres	Coordinater Name
1	100	Madhya Pradesh Bhoj (Open) University Raja Bhoj Marg, (Kolar Road), Bhopal-462016 (M.P.)	Dr. R.S. Pandey MPBOU, Bhopal
2	101	Principal, Govt. College of Education , PGBT, (IASE) Berasia Road Bhopal (M.P.) Pin-462038 Ph 0755-2735228	Dr. R.S. Gupta Principal
3	201	Principal Govt. College of Education , PGBT, Dashahara Maidan Ujjain (M.P.) Pin – 456010 Ph. 0734-2519873	Mrs. Usha Bedre Principal
4	203	Principal, Govt. College of Education , PGBT, Khandwa (M.P.) Pin 450001 Ph 0733-2248101	Mrs. Vijay Laxmi Sharma Principal
5	301	Principal Govt. College of Education , PGBT, Tansen -Road , Birla Nagar Gwalior(M.P.) Pin - 474004 Ph 0751-2423191	Dr. C.B. Laghate Principal
6	401	Principal Govt. College of Education , PGBT, PSM Campus , Near High Court Jabalpur (M.P.) Pin -480007 Ph 0761-2624883	Dr. (Mrs.) K.K. Dubey Principal
7	501	Principal Govt. College of Education , PGBT, Rewa (M.P.) Pin 486002 Ph.07662-258860	Mrs. Rashmi Shukla Principal
8	502	Principal Govt. College of Education , PGBT, Chhatarpur(M.P.) Pin -471001 Ph. 7682-241650	Smt. Usha Gupta Principal

Important Dates and Information of M.Ed. (DE) Programme

Date of Entrance Test	07 th November 2010
Date of Start of Application Forms Through M.P. Online Kiosk	15 th September 2010
Date of Close of Application Forms Through M.P. Online Kiosk	15 th October 2010
Last Date of Receipt of Completed Application Forms at Study Centers	15 th October 2010
Last Date of Application Forms with Late Fee of Rs.250/- Through M.P. Online Kiosk Website www.mponline.gov.in	25 th October 2010
Registration of Selected Candidates for Admission	January 2011 First Week
Entrance Test Result	Last Week of December 2010
FIRST YEAR-2011	
Induction Programme	January 2011 (02+04=06 days)
Contact Programme	May 2011 (18 days)
Contact Programme	October/November 2011 (05-06 days)
External Examination and Viva-Voce	20 th to 31 st December 2011
Examination Results	Within 60 Days from the Term End Examination
SECOND YEAR-2012	
Induction Programme	February 2012, (02+04=06 days)
Contact Programme	June 2012 (18 days)
Contact Programme	October/November 2012, (05 days)
Submission Dissertation	30 November 2012
External Examination and Viva-Voce	20 th to 31 st December 2012
Examination Results	Within 60 Days from the Term End Examination

Notice to Applicants for Entrance Test

The applicants are hereby informed to be present before half an hour at the Venue of Entrance Centres which they have opted for Entrance Test, at 11:00 A.M. to 1: P.M. on 7th November 2010 .

MADHYA PRADESH BHOJ (OPEN) UNIVERSITY, BHOPAL
Website : www.bhojvirtualuniversity.com