

BHAKTA KAVI NARSINH MEHTA UNIVERSITY - JUNAGADH



CBCS

Master of Education (M.Ed.)

CURRICULUM

(For Two Years) Semester – I to IV

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

In Force From June - 2018

BHAKTA KAVI NARSINH MEHTA UNIVERSITY JUNAGADH

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

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

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

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

OBJECTIVES:

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

Edu.O-2

List of the Core Course of M.Ed. Programme

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

List of the Group Course of M.Ed. Programme

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

Group-A : Elementary Education

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

Group-B : Secondary Education

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

List of the Elective Course of M.Ed. Programme

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

List of the Optional Course of M.Ed. Programme

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

Edu. O. 3:

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

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

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

Part 1. Semester – 1

Part 2. Semester – 2

Part 3. Semester – 3

Part 4. Semester – 4

Part 5. Dissertation and other assignment works

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



M.Ed. Semester – 1

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

*** Note:**

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

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

	Marks	Credit
Internal	295	11
External	330	14
Total	625	25

M.Ed. Semester – 2

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

*** Note:**

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

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

	Marks	Credit
Internal	345	13
External	280	12
Total	625	25

M.Ed. Semester – 3

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

*** Note:**

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

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

	Marks	Credit
Internal	295	11
External	330	14
Total	625	25

M.Ed. Semester – 4

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

*** Note:**

- Total work load for theory is approximately 48 working days. Total minimum hours for theory is 240 hours. and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 260 hours for 7 credits. (For practical 2 hours is assigned per week per credit.)
- Total Credit for Semester-IV is 25.

** For the purpose of calculation of grades, credit earned for the theory papers shall only be considered, however, students are required to complete all the assignments and submission works for appearing in Semester-IV.

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

	Marks	Credit
Internal	195	07
External	430	18
Total	625	25

Summary of Semester-I to IV

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

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

Edu.O-5: Grade Conversion Table

Grade and Grade Points in Theory Papers

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

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

Edu. R. 1:

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

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

Edu. R. 2:

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

Edu. R. 3:

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

Edu. R. 4:

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

Edu. R. 5:

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

Edu. R. 6:

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

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

(In Force from June, 2018)

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

List of the Core Course of M.Ed. Programme

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

List of the Group Course of M.Ed. Programme

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

Group-A : Elementary Education

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

Group-B : Secondary Education

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

List of the Elective Course of M.Ed. Programme

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

List of the Optional Course of M.Ed. Programme

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

Edu. R. 7:

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

STANDARD OF PASSING

Edu. R. 8:

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

Result and Class of the Student teacher

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

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

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

Edu. R. 9:

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

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



Format of Question Paper for M.Ed. Programme

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

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

Course No. A007
(Semester – 3)
M.Ed. Core Course – VII
LIBRARY RESOURCES AND TOOLS &
TECHNIQUES IN EDUCATIONAL RESEARCH

Objectives:

To enable student to understand

1. The meaning and different types of resources & library skills for research
2. The meaning and different techniques of research method for application of tool.
3. Various types of tools and their preparation.
4. The meaning, classification, characteristics uses & limitations of Psychological test.

Unit – 1: Resources and Library skills for Research

1. References: Encyclopedias, Dictionaries, Almanacs and year books, Directories, Biographical sources, Bibliographical sources.
2. Books and monographs : Card-catalogue, book-list and reviews
3. Periodicals and pamphlets : News-paper, periodicals, E-Books and Blogs
4. Dissertations, Thesis, Research journals
5. Web-site, CDs
6. Library Skills :
 - (a) What to read and how to read
 - (b) Certain reading skills
 - (c) Note-taking

Unit – 2: Tools and Techniques of research

(Concept (Meaning), types, forms, preparations, advantage and limitations of following tools) :
 Observational Tools

1. Observation
2. Rating Scale
3. Check List
4. Evaluation Sheet

Unit -3 Self Appraisal Tools

(Concept (Meaning), types, forms, preparations, advantage and limitations of following tools)

1. Questionnaire
2. Interview
3. Opinionaire
4. Attitude Scale
5. Sociometric
6. Q-Sort Technique

Unit-4: Standardized tests

1. Meaning of Psychological Test
2. Classification of Test
3. Characteristics of Test
4. Steps of Construction Test
5. Use of Psychological Test
6. Limitation of Psychological Test
7. Psychological Test Available in Gujarat
8. Addresses of Test Publishers, Distributors and Test related Organizations

Suggested Practical Work:

1. Preparing library record cards including different sources on a research study
2. Review of research tools related to past studies
3. Tool construction procedure: method, rationale behind the selection and problems faced by the researcher
4. Prepared research tool, try out and finalization of a tool for your research work.

Reference Books:

1. Best, John W. (2005): Research in Education (10th ed.): Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (2006): Educational Research – An Introduction (8thed.) New York; Longman Inc.
3. Burroughs G.E.R. (1975): Design and Analysis in Educational Research (2nded.) Oxford: Alden & Mow bray Ltc.
4. Desai H.G. (1979): Style Manual for Dissertation / Theses Rajkot, Saurashtra University.
5. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
6. Gilbert, S. (1979) : Foundations of Educational Research Englewood, Cliffs, New Jersey : Prentice Hall Inc.
7. Kerlinger F.N. (1999): Foundations of Behavioral Research(4th ed.): Educational & Winston Inc.
8. Koul Lokesh (2009): Methodology of Educational Research (4thed.) New Delhi: Vani Educational Book.
9. Levin, J. (2009): Elementary statistics in Social Research (11thed.) London, Pearson.
10. Lynch, M.D. & Hansberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology Allyn and Bacon Inc.
11. Mistry Milan T., (2014) Educational Research Paradise Publication, Jaipur,
12. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
13. Patel R.S. (2015) Research Methodology (3rd ed. Gujarati Version), Ahmedabad, Jay Publication.
14. Patel R.S. (2015) Research Methodology (1st ed. English Version), Ahmedabad, Jay Publication.
15. Patel, R.S. (2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrücken, Germany.
16. Patel, R.S. (2011) Research Handbook, (For all disciplines) (International Version) First ed. LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
17. Tuckman B.W. (2012): Conduction Educational Research (6thed.)New York: Harcourt Braco Jovenovich Inc.
18. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction New York: McGraw Hill Book Co.
19. દેસાઈ એચ. જી. અને દેસાઈ કે.જી. (ચોથી આવૃત્તિ ૧૯૮૯) : સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Corse No A008
Semester – 3
M.Ed. Core Course – VIII
SOCIOLOGY OF EDUCATION

Objectives:

1. Acquaint him with the sociological theories underlying educational principles and practices.
2. Understands the relationship between education on the one hand and social, political and economic systems on the other.
3. Attempts to reconcile and synthesize the claims of individual and society in education.
4. Prepare himself for his role in directing the future development of education.

Unit - 1 EDUCATIONAL SOCIOLOGY

1. The base of Educational Sociology
2. Meaning, Aims, Scope, Functions, Curriculum and Teaching Methods of Educational Sociology
3. Socialization and Education: Meaning, Concept, Characteristics, types, Process of Socialization.

Unit – 2 CULTURES, RELIGIONS AND EDUCATION

1. Concept & Definitions of Culture and Religion
2. Indian Culture and Socialization, Indian community and Education, Relation between Culture and Civilization
3. Impact of Education on Culture & Religion
4. Relationship of Education with Culture and Religion, Arguments against and in favor of religion education
5. Role of Education in transmission of the cultural tradition and religious belief

Unit – 3 SOCIAL CHANGES AND EDUCATION

1. Social Classes, Social Group and Education
2. Social Stratification and Education
3. Social Partnership and Education
4. Social Mobility and Education
5. Social, Economical and Political Structure and Education

Unit – 4 EDUCATIONS IN THE MODERN WORLD

1. Social Change and Education
2. Democracy and Education
3. Internationalizations and Education
4. Privatization, Globalization and Modernization in Education
5. Education for demolition of poverty

Suggested Practical Work:

1. Execution of innovative sociological activities of the school
2. Study/Visit of the school for the survey of its sociological bases and its implications
3. Term paper or seminar based on innovative sociological activities of the school
4. Review of a Sociological research

Reference Books:

1. Brodlddy Harry (1967): Building a philosophy of Education Engleword: Cliffs, Prentice Hall Inc.
2. Brown Francis J. (1961): Educational Sociology New York: Prentice Hall Inc.
3. Brubacher G. S. (1962): Modern Philosophy of Education (International Student Edition) Tokyo: Mc Grow Hills.
4. Chaube S. P. (1981): A Philosophical and Sociological Foundations of Education Agra: Vinod Pustak Mandir
5. Shastri Manoj C. (2013): Sociological Foundation of Education, Ahmedabad: SSTCT Publication.
6. Shastri Manoj C.(2010):Fundamental concept of Educational Philosophy Ahmedabad: Akshar Publication.
7. Shastri Manoj C. (2012): Sociological Foundation of Education Germany: LAP LAMBERT Academic Publishing GmbH & Co. KG.



Course No. B101
Semester – 3
CHILDHOOD EDUCATION

Objectives:

To enable student to understand

1. The historical development of Early Childhood Education
2. The different aspects of child development
3. The different models of Early Child Education
4. The different interventions in India in Early Child Education
5. The awareness about special needs of children at ECE
6. The awareness of Child Rights in India
7. The researches available in ECE both in east & west.

Unit1: Introduction to Early Childhood Education

1. Historical perspectives of early childhood education – East & West point of view
2. Nature, Scope and importance of ECE
3. Bharatiya Samskar (Before and after Birth) and Child Development
4. Concepts and Characteristics in Child Development
 - (i) Physical Development ,(ii) Social Development ,(iii) Intellectual Development and
 - (iv) Emotional Development ,

Unit2: Perspectives and Methods of Child Study

1. Perspectives of ECE: (i) Kinder Garden approach, (ii) The Montessori approach, (iii) Behaviourist approach, (iv) Cognitive approach
2. Methods of Child Study: Observation, Case Study, Cross sectional and longitudinal methods. (Study of researches available in ECE both in east & west.)
3. Recommendations of NPE 1986, National Curriculum Framework- NCF and National Knowledge Commission-NKC
4. Agencies conducting Preschool Management: Indian Council for Child's Welfare, Social Welfare Boards

Unit3: Thinker's reflections on Childhood, Programmes and agencies

1. William Fredrick Froebel, Maria Montessori, Pestalozzi,
2. Tarabai Modak; M. K. Gandhi, Tagore, Aurobindo Ghosh, Giju Bhai Badheka.
3. Early Childhood Care Education Programmes and Policies in India and Gujarat State, Children's University, Gujarat
4. Technology and ECE for future

Unit 4: Child Rights in India

1. Constitutional Guarantees that are meant specifically for children: Article 21 A, Article 24, Article 39(e) Article 39 (f), Article 45
2. Children rights as equal citizens of India: Article 14, Article 15, Article 21, Article 23, Article 29, Article 46, Article 47
3. The Commissions for Protection of Child Rights Act:2005
4. The National Policy for Children, 2013, Right To Education

Suggested Practical Work:

1. Student may choose a subject for dissertation on ECE, Comparative study etc.
2. Visit of the institution/university working for protecting child rights or education.
3. Prepared an assignment on discuss legal aspects, national and international Child Right laws.

Reference Books:

1. Austin, Gilbert R.(1976): Early Childhood Education: An International Perspective New York: Academic Press.
2. Brown, G. (1977): Child Development. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
3. Child Development-Issues, Policies and Programmes Vol. I, II & III-Dolly Singh
4. Educational Policies Commission(1966) Universal Opportunities for Early Childhood Education Washington, D.C., Govt. Printing Office.
5. Evans, Ellis D. (1975): Contemporary Influence in Early Childhood Education New York: Holt Rinehart and Winston, Inc.
6. G. S. Grewa. (1989): Introduction to Early Childhood Education
7. Ganai M.Y. & Sayid, Mohd. Early Child Care and Education AlKhaleel DTP Centre Kashmir University Gate Hazratbal Srinagar.
8. George S Morrison. (1995) Early Childhood Education Today, Prentice Hall
9. Joann Brewer. (1995). Introduction to Early Childhood Education Allyn& Baren, Sydney.
10. Mussen, P.H., Conger, J.J. & Kagan, J. (1996) Child Development and Personality Harper & Row, New York.
11. Muralidharan, R. (Ed.) Relating Pre-School to Primary School New Delhi: Indian Association of Pre-School Education.
12. Sharma, P. (1995) Basics on Development and Growth of a Child Reliance Publication, New Delhi.
13. Tomar, Lajjaram. (Vikran Samvat 2056) Bhartiya Shiksha Manivugyan Ke Aadhar (Hindi). Vidyabharati Prakashan, Kutukshetra.
14. The Years before School – Guiding Pre-school Children – Vivian Edmiston Todd, Helen Hefferman.
15. UNESCO, Encyclopaedia of Educational Thinkers.
16. UNESCO. (1979) New Approaches to Education of Children of Pre-School Age Report of a Regional Meeting of Experts, Bangkok, UNESCO Regional Office for Education in Asia and Oceania.
17. UNESCO. (1976). World Survey of Pre-School Education Paris: UNESCO.

Web References

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| 1. http://www.cugujarat.ac.in | 4. http://wcd.nic.in |
| 2. http://www.haqcrc.org | 5. http://wcd.gujarat.gov.in |
| 3. http://ncpcr.gov.in | |

Course No. B102
Semester – 3
HIGHER EDUCATION

Objectives: The students will be able to understand-

1. Meaning, goals, structure, policy and financing concept of Higher Education
2. Higher Education in Historical Perspective with reference to various period of time.
3. Designing Curriculum, its process and the roll of the universities.
4. Management of Higher Education and its institutions.

Unit: 1 INTRODUCTION TO HIGHER EDUCATION

1. Meaning and Goals of Higher Education in India.
2. Structure of Indian Higher Education.
3. Policy Perspectives and Emerging Trends in Higher Education.
4. Financing of Higher Education- Sources and Financing system.

Unit: 2 HIGHER EDUCATIONS IN HISTORICAL PERSPECTIVE

1. Modern Higher Education in India, The Dispatch of 1854 and establishment of Indian universities.
2. Development of Higher Education in Free India- Various Commission Report and Recommendations. The major recommendations of– (make specific) higher education
 - a. The University Education Commission (1948-49)
3. National Policy on Education in perspective of higher education- 1986, 1992 (Revised) 1915 (Likely to be revised)
4. Higher Education and Socio-Economic Development.

Unit: 3 CURRICUM IN HIGHER EDUCATION AND ROLL OF THE UNIVERSITIES.

1. Curriculum Planning: internationalization of higher education curriculum
2. Curriculum Development
3. Elements of quality teacher education programme
4. Curriculum Evaluation

Unit: 4 MANAGEMENT OF HIGHER EDUCATION

1. Ministry of Human Resource Management
2. University Grants Commission, Rashtriya Uchchar Shiksha Abhiyan, NCTE, IGNOU- Distance Education Bureau, Rehabilitation Council of India, Association of Indian Universities, Department of Higher Education (Directorate- Commissioner HE) , Gujarat State. Bhakta Kavi Narsinh Mehta University – Junagadh.
3. Quality and Quantity in Higher Education- Considerations: NAAC procedures to assess quality
4. Role of Teachers in Higher Educational institutions

Suggested Practical work:

1. Should arrange academic visit to the institutions of higher education during the internship or semester study.
2. Prepared an assignment on UGC, NCTE.

Reference Books:

1. Akther, N.: Higher Education for the Future Rawat Publications, Jaipur, 2000.
2. Dahiya, B.S: Higher Education in India: Some Reflection New Delhi Kanishka, 1997.
3. Dhir, R.N.: Higher Education Chandigarh, Abhishek Publishers, 2002.
4. Dongerkery, S. R.: University Education in India Bombay, Manaktabs, 1967.
5. Garge, V. P.: Financing Higher Education, *Scope & its Limits* New Delhi, Radha Publication, 1976.
6. Machavan, K.: Role of Distance Education in Developing Countries Guwahati, DVS Publishers, 2001.
7. Mathur, M. V. & Others: Indian University System-Revitalization and Reforms New Delhi, Wiley Eastern D Limited, 1994.
8. Moonis Raza (ed): Higher education in India, Retrospect and Prospect New Delhi, Association of Indian Universities, 1991.
9. Naruallah Syeed & Naik, J.P.: A Student History of Education in India Bombay, MacMillan, 1972.
10. Patnaiks: Higher Education in Information Age Guwahati, DVS Publishers, 2001.
11. Powar, K.B. (Editor): Association of Indian universities
12. Philip Altbach: Comparative Perspective on the Academic Profession New York, Praeger, 1985
13. R. S. Sharma: Higher Education Scope & Development New Delhi, Common wealth Publishers, 1995.
14. Ram, A.: Higher Education in India, Issues & Perspectives New Delhi, Mittal Publications, 1990.
15. Reddy, G.R.: Higher Education in India New Delhi, Sterling Publishers, 1995.
16. Reddy, M.G.: Higher Education in India APH Publications, New Delhi, 2000.
17. Richard Bourne: uni- & Development ICS, Institute of commonwealth studies.
18. Swamy : Higher Education Administration and Management DVS Publishers & Distributors, Guwanati, 2006.
19. Sharma, R.S.: Higher Education Administration and Management DVS Publishers & Distributors, Guwanati, 2004.
20. Sharma, S.: History and Development of Higher Education in India (set 5 Vols), DVS Publishers & Distributors, (set 5 Vols) Guwanati, 2002.
21. UGC: Development of Indian Higher Education in India New Delhi. 1982.
22. Venkataiah, S.: Higher Education New Delhi, Anmol Publications, 2001. Management and Quality Education, New Delhi, Anmol Publications, 2000.
23. Venkataiah, S: Management of Higher Education in India (set of 2 vols) New Delhi, Anmol Publications, 1991.
24. Vohra, et al: Rural Higher Education (set of 2 Vols) New Delhi, Anmol Publications, 1998.

Websites:

www.ugc.ac.in ,	www.ignou.ac.in , mhrd.gov.in ,
www.aiuweb.org ,	www.ncte-india.org
www.rehabcouncil.nic.in	gujarat-education.gov.in

Course No. B103
Semester – 3
INCLUSIVE EDUCATION

Objectives:

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

1. Understand the global and national commitments at national and international level towards the education of children with diverse needs.
2. Understand the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
3. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
4. Analyze special education, integrated education, mainstream and inclusive education practices.
5. Developing understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs.
6. Develop positive attitudes and sense of commitment towards actualizing the right to education of all learners.

Unit – 1: Inclusive, Integrated and Special Education and School – An Introduction

1. Meaning of Inclusive Education and Inclusive School, Characteristics, Need / Objectives, Limitations and Essentials of Inclusive School, Role of the Teacher in Inclusive School.
2. Integrated Education: Meaning and Characteristics, Difference between Inclusive and Integrated Education
3. Special Education: Meaning and Characteristics, Difference between Inclusive and Special Education, Difference between Integrated and Special Education, Children Having Special Educational Need

Unit – 2: Children with Special Needs

1. Disability: Meaning and Need of Early Detection of Disability, Physical and Mental Disability: Causes, Effects on Learning, Teaching Strategy for Physically and Mental Disabled Children, Autism and Cerebral Palsy: Causes, Effects on Learning, Education of such children.
 - Visual Disabilities / Impairments, Hearing Disability, Speech and Language Disabilities: Causes, Effects on Learning, Teaching Strategies for such children.
 - Learning Disability, Slow Learner, Dyslexia, Attention Deficiency Disorder
Definition: Meaning, Causes and Teaching Strategy.
2. Role of teachers working in inclusive setting and resources teacher in developing and enriching academic skills for higher learning.
3. Role of technology for meeting diverse needs of learners
4. Gifted Children: Definition, Meaning, Characteristics, Problems and Education of Gifted Children

Unit – 3: – Curriculum adaptations and evaluation for children with diverse needs

1. Improvement and reforms in Curriculum
2. Standards of Curriculum Development
3. Type of adaptations and Evaluation and assessment

4. Interventions Strategies for adaptation for teaching / Practicing science, mathematics, social sciences and languages

Unit – 4: Teacher Preparation for Inclusive Education

1. Vision of Teacher and Teacher Educators
 - Professionalization of Teacher Education
2. Education of Teacher Educators- Basic issues
 - Teacher Educator and School Education
 - Stages specificity in the preparation of a teacher educator
3. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
 - 4. N.C.F. 2005 and curriculum for teacher preparation and transaction modes.
 - 5. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
 - 6. Evaluating the Developing Teacher: The Evaluation Protocol
 - The Comprehensive nature of Evaluation

Suggested Practical Work:

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi-level teaching in the DMS (two classes).
3. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
4. Identify suitable research areas in inclusive education.
5. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

References

- Ainscow, M., Booth.T (2003).**The Index for Inclusion: Developing Learning and Participation in Schools**. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002).**Effective Teacher Training; Cooperative Learning Based Approach**. New Delhi: National Publishing house.
- Jangira N.K. and Mani, M.N.G. (1990). **Integrated Education for Visually Handicapped**. Gurgaon: Academic Press.
- Jha. M.(2002).**Inclusive Education for All: Schools Without Walls**. Chennai: Heinemann Educational publishers.
- Sharma, P.L. (1990).**Teachers handbook on IED-Helping children with special needs**. New Delhi: N. C. E R T Publication.
- Sharma P.L (2003).**Planning Inclusive Education in Small Schools**. Mysore: RIE.
- Shukla, S. S. (2017). **Inclusive School (Gujarati)**.Ahmedabad: Kshiti Publications.

Course No. B104
Semester – 3
ELEMENTS OF BHARTIYA CHINTAN

Objectives:

1. On completion of the course the student will be able to:
2. Understand the nature and sources of values.
3. Classify the values under different types
4. Understand the process of value education.
5. Differentiate the indication of values
6. Appreciate role of values in life.

Unit-1 Theoretical Basis of value Education

1. Nature and Sources of values, Meaning of values
2. Values: Philosophical Perspective
3. Values: Psychological Perspective
4. Values: Sociological Perspectives

Unit: 2 VALUES IN INDIA'S INTELLECTUAL TRADITIONS

1. Values in Indian culture –five cardinal virtues
2. Universal life in Indian thinking
3. Fundamental Duties of citizens and government.
4. Values as formative process

Unit: 3 CLASSIFICATIONS OF VALUES

1. Personal and social values, Intrinsic and extrinsic values on the basis of personal interest & social good.
2. Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration
3. Emerging values and society
4. Value analysis and judgment

Unit: 4 VALUES IN RELIGIOUS SCRIPTURES

1. Bhagwad Gita -Nishkam Karma, Swadharma, Laksagrah & Stithpragya. Bible - Concept of truth, compassion, forgiveness
2. Dhamnipada - Astangmarg, Aryastya & Madhyamarg. Gurugranth Sahib - Concept of Kirath, Sunsat, Paugat & Jivanmukti .Quran -Concept of spiritual & moral values (adah, raham & theory of justice) & social responsibilities.
3. Methods and Evaluation of Value Education: Traditional Methods: Story Telling, Ramleela, Tamasha, Bhawai street play & folk songs. Practical Methods: Survey, role play, value clarification, Intellectual discussions
4. Causes of value crisis: material, social, economic, religion evils and their peaceful solution.
5. Role of School Every teacher as teacher of values, School curriculum as value laden Suggested Activities/ Practical work: Field work, Group work, Surveys, Panel discussion, Debate.

Suggested Practical Work:

1. Analysis of morning assembly programme of a college from the point of view of value education.
2. Analysis of a text book of a school subject from the point of view of values hidden.
3. Practice of role-play in two situations and preparation of report.
4. Administration of value scales available in the psychology lab. in the school and report writing
5. Report on value conflict resolution in a situation

Reference Books:

1. Dhokalia, RP. 2001. External Human Values and World Religions New Delhi: NCEIU.
2. Gandhi, M.K. 1976. My Experiments with Truth Ahmedabad: Navjivan Publishing House
3. Government of India (1999): Fundamental Duties of Citizens: Report of the Committee set up by the Government of India to operationalize the suggestions to Teach Fundamental Duties to the Citizens of the Country (Vol. I & II) New Delhi: MHRD.
4. Government of India. (2000): The Constitution of India New Delhi
5. Krishnamurthy, J. (2000) Education and the Significance of Life Pune :KF .
6. Mahaprayna, Acharya (1999): Thoughts at Sunrise Landon: Jain Vishva Bharti
7. MHRD (1992) National Policy on Education 1986 (With modification Undertaken in 1992) New Delhi
8. NCERT (2000): National Curriculum Framework for School Education New Delhi
9. Radhakrishnan S.:Indian Philosophy Vol. I
10. Rajput, J.S. (2001): Symphony of Human \Values in Education New Delhi
11. Sanghi, Seema (2002): Towards Personal Excellence New Delhi: Response Books
12. UNESCO (1996): Learning: The Treasure Within Paris.
13. Singh, R.N.(ed.) (2003) Analytical Study of Sikh Philosophy Commonwealth Publishers New Delhi -02
14. Khan Masood Alia (ed.)(2006), Islamic Thoughts and its philosophy Commonwealth publishers New Delhi - 02
15. Khan, Intakhab Alam (2007): Peace, Philosophy and Islam, Academic Excellence Delhi - 31

Course No. C105
Semester – 3
ICT IN EDUCATION

Objectives:

To enable the student teacher to :

1. Understand the Concept, need and importance of ICT.
2. Prepare their students to become ICT skilled teachers.
3. Get acquainted with ICT supported teaching learning strategies.
4. Prepare the students to select to appropriate ICT facilities.
5. Get acquainted with the new trends in ICT.
6. Get information about computerized multimedia

UNIT 1: ICT IN EDUCATION

- 1.1 Concept, Need and Importance of ICT in Education.
- 1.2 Paradigm Shift due to ICT from 'Teaching' to 'Learning'.
- (A) Curriculum (B) Methods of Teaching (C) Role of Teacher
- (D) Classroom Environment (E) Evaluation procedure
- (F) Education Management
- 1.3 Challenges and Barrier to integration of ICT in Indian schools Classrooms
- 1.4 ICT Skilled Teacher – ICT Skills and Qualities of ICT teacher
- 1.5 Safe use of ICT – Virus management, Net safety, Legal and Ethical Issues

UNIT2:- ICT SUPPORTED TEACHING LEARNING STRATEGIES

- 2.1 E-Learning and Web base learning—concept, features and educational application
- 2.2 Co-operative and Collaborative Learning —concept, features and educational application
- 2.3 Project based Learning —concept, features and educational application
- 2.4 Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki, Internet forum, News Groups. Different mobile app group
- 2.5 Social Networking as an effective Communication Tool.

UNIT 3:- NEW TRENDS IN ICT

- 3.1 Virtual Classroom - concept, elements, advantages and limitations
- 3.2 Smart class room – concept, elements, advantages and limitations
- 3.3 Edusat - concept, elements, advantages and limitations
- 3.4 Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.

UNIT 4 : MEDIA CHARACTERISTICS

- 4.1 Concept and type of educational media
- 4.2 Application of educational media
- 4.3 Educational use of radio and television
- 4.4 Concept and uses of computerized multimedia

Suggested Practical Work:

1. Critical analysis of Teaching aids and their applications in instruction and learning
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. Interventions of educational technology in the current practices of teacher training programmes in India.

5. Preparation of Learning Object Repository (LOR).
6. Preparation and presentation of slides for teaching any topic at the school level.
7. Critical analysis of database software including open source.
8. Critical analysis of the different research reports based on data analysis and interpretation.
9. Preparation and presentation of research report based on empirical data.

Reference Books:

1. Alessi, S. M., & Trollip, S. R. (1991). *Computer based instruction* New Jersey : Prentice Hall.
2. APLET (). *All ten volumes of aspects of educational technology* London: Pitman.
3. Association of Indian Universities.(2000). *Information technology in higher education* New Delhi: Author.
4. Azarmsa, R.(1991). *Educational computing: Principles and applications* Englewood Cliffs, NJ: Educational Technology Publication.
5. Gagne', R. M., & Briggs, L. J. (1979). *Principles of instructional design* (2nd ed.)New York: Holt, Rinehart, and Winston.
6. Hackbarth, S.(1996). *The Educational Technology handbook* Englewood Cliffs, NJ: Educational Technology Publication.
7. Khan, B. H. (Ed.) (1997). *Web-based instruction* Englewood Cliffs, NJ: Educational Technology Publication.
8. Percival, F. & Ellington, H. (1984). *A handbook of educational technology* London: Kogan Page.
9. Richey, R. (1986). *The theoretical and conceptual bases of instructional design* London: Kogan Page.
10. Romizowski, A. J.(1986). *Developing auto-instructional material* London: Kogan Page.

Course No. C106
(Semester – 3)
EDUCATIONAL ADMINISTRATION AND LEADERSHIP

OBJECTIVES:

1. To enable the Student to understand meaning, nature, scope, functions, principles and approaches of Educational administration.
2. To enable the Student to understand the essentials of Educational administration, planning and communication
3. To enable the Student to understand the Theory of Supervision and Inspection
4. To enable the Student to understand and evaluate the Leadership.

Unit 1 An Introduction to Educational Administration

1. Meaning, Definition of Educational Administration.
2. Nature of Educational Administration
3. Administration & Management Philosophy
4. Administration & Management style

Unit 2 Educational Planning and Communication

1. Importance, characteristics, Different elements of planning and Planning Process
2. Approaches of Planning, Institutional Planning and role of Principal and various officers of education
3. Communication: Meaning, Concept, Administrative Communication
4. Importance of effective communication, Basic Principles of effective communication

Unit 3 Supervision and Inspection

1. Supervision, Inspections: Concept and Objectives
2. Supervision, Inspections: Principles
3. Supervision, Inspections: Techniques
4. Duty and responsibilities of Inspector and Supervisor

Unit 4 Leadership

1. Leadership: Meaning and Concept
2. Theory of Leadership
3. Leadership Styles: Motivational style, Supervisory Leadership, Autocratic leadership, Laissez Faire leadership
4. Modern concept of Leadership: Grid concept, Managerial Grid Concept
Tridimensional view of Educational management

Suggested Practical Work:

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.
3. Prepare a plan for the mobilization of different types of resources for a school form the community.
4. Analysis of School Education Act of a state.
5. Case studies of School Education Act of states with better results at the secondary/senior secondary levels.

Reference Books:

1. Agarwal, A. (2007) Curriculum Development: Concept, Methods and Techniques Book Enclave, New Delhi.
2. Alexander, R.J. (2001) Culture and Pedagogy: International Comparisons in Primary Education Oxford and Boston, Blackwell.
3. CIET (2006) The Process of Making National Curriculum Framework-2005: A Video Documentary both in Hindi and English, CIET, NCERT, New Delhi.
4. Daniel, H. & Porter, J. (2011) Educational Theories, Cultures and Learning: A Critical Perspective Routledge, London.
5. Ornstein, A.C., Pojak, E.F. & Ornstein, S.B. (2006) Contemporary Issues in Curriculum Allyn& Bacon, Boston.
6. Shastri M, C, (2010): Educational Management SSTCT Publication, Ahmedabad. (Guj.)
7. Shastri M,C,(2011): Educational Management SSTCT Publication, Ahmedabad
8. Shastri M, C, (2011): Educational Management LAP Lambert Publication, Germany.
9. Shastri M,C,(2011): Educational Planning & financing LAP Lambert Publication, Germany
10. Sultan M,M.: School Organization and Management Jammu Tavi: Joykay Book House,1989.
11. Wiles, J. (2009) Leading Curriculum Development Corwin Press, New Jersey.
12. Wiles, J. W.& Joseph, B.(2006) Curriculum Development: A Guide to Practice Pearson Publication, London.
13. રાણા, એ. જે. : શાખા નિરીક્ષણ અને અધિક્ષણ રેટ એકેડમી, અમદાવાદ.

Course No. C107
Semester – 3
PEDAGOGY OF CURRICULUM AND ASSESSMENT

Objectives

The students will be able to understand

1. Definition and meaning of curriculum Transaction.
2. Describe various methods/media for transaction.
3. Discuss approaches of curriculum transaction.
4. Explain role of ICT in curriculum Transaction.

Unit 1- (A) Meaning and Concept of Curriculum

1. Principles of curriculum development
2. Meaning and concept of curriculum, Curriculum as a Field of Study
3. Types of Curriculum
4. Evaluation of Curriculum

(B) Foundations of Curriculum

1. Psychological and Sociological Foundations of Curriculum
2. Basic Human Needs and Curriculum
3. Curriculum and the Role of Teachers, Curriculum Change

Unit 2- Curriculum Development

(A) Curriculum Planning

1. Levels of Curriculum Planning
2. Principles of Curriculum Planning
3. Defining Curriculum Planning
4. Curriculum Planning Framework
5. Development of Specific Curriculum Plans
6. Learner Involvement in Curriculum Planning
7. Improvement of Curriculum Planning
8. Trends and Issues in Curriculum

(B) Curriculum Designing

1. Components of Curriculum Design
2. Sources of Curriculum Design
3. Dimensions of Curriculum Design,
4. Curricular Approaches
5. Models of Curriculum Development,
6. Basic Takes of Curriculum Development
7. Hidden Curriculum

Unit 3- The Meaning of Curriculum Transaction & Structure of Curriculum

Material

1. Meaning of Curriculum transaction.
2. Minimum requirement for transaction of curriculum : (Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities institutional facilities, (classroom climate)

3. Curricular materials: Textbooks - presentation of content, language, illustrations, episode, stories and practice exercise etc.
 - a. Teacher's guide: its role in transaction.

Unit 4- Integration of ICT in Curriculum Transaction

1. Relationship between Curriculum Transaction and Instruction.
2. Instructional Design and Instructional System.
3. ICT in transaction of curriculum, its importance and role Various modes of ICT (TLM, CAL, CAI) for transaction with their strengths and limitation.
4. ICT use of in teaching-learning of social science Role of Communication in Transaction.

Suggested Practical Work:

1. Identify various criteria to evaluate textbook / programme /course.
2. Based on above criteria, evaluate any course/programme/curriculum
3. Identify Various issues involved in evaluation of course/programme/ curriculum

Reference Books:

1. Denis Lawton and et. Al.: Theory and Practice of Curriculum Studies Routledge and Kegan Paul, London, 1978.
2. Dewey, John: The Child and the Curriculum The University of Chicago Press, 1959.
3. Doll Ronald C. (1986): Curriculum Improvement: Decision Making Process London, Allyon and Bacon Inc.
4. Erickson, H.L (2002): Concept Based Curriculum and Instruction: Teaching beyond the facts Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
5. Goodlad, John I.: Curriculum a Janus Look The Record: 1968.
6. Gupta, Bishambar Das, Values in Education dyoatian 1966.
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9. NCERT (2006): Systematic reforms for Curriculum Change New Delhi.
10. UNESCO (1981): Curriculum and Life Long Education UNESCO, Paris.
11. Verduin J.R. (1967): Cooperative Curriculum Improvement Prentice Hall.
12. Whecker D.K. (1967): Curriculum Process University of London Press.
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14. ડોલરરાય માંકડ, પ્રાચીન ભારતમાં શિક્ષણ ગુજરાત યુનિવર્સિટી, ૧૯૬૫.

Course No. C108
Semester – 3
ENTREPRENEURSHIP IN EDUCATION

Unit 1: Identifying Business Opportunity in Education

1. Education as Industry
2. Scope of Education
3. Product and Market
4. Conventional Versus Innovative Business
5. Evaluating our self
6. Resource-life and reliability
7. Linkage with resource-owners
8. Law
9. Infrastructural facilities and systems
10. Value addition

Unit 2: Considerations in Business Opportunities in Education

1. Spotting Ideas
2. Ideas From the Market Place
3. Ideas From Other Markets
4. Scarcity of products/Services
5. Export
6. Product Positioning / Differentiation
7. Government Policies
8. Policy Matters
9. Banking and Credit
10. Infrastructure Development and Operation
11. Consumer Protection

Unit 3: Sources of Information for Business Ideas in Education

1. Discussions, Getting Information out of Concerned Actors
2. Basic Guidelines
3. Information on Business Ideas
4. Specific Agencies
5. Reports on Industry and Market
6. Industry-Specific Technical Books
7. Detailed Reports on Market/Industries
8. Export/Import
9. Directories, Handbooks, Databases
10. Your Own Notes
11. Information access on Internet

Unit 4: Appropriateness of Business Idea and Case Studies

1. Viability of a Business , Idea to Details ,Basic Investment and Technical Know-How
2. Other requirements, Utilities, Implementation Time, Business Plan: Beyond Viability
3. The Final Decision, Measures of Profitability and Risk , Common Errors , Faith in the Idea
4. Success Stories of Entrepreneurs in Education
5. Case Studies: Successful Indian Entrepreneurs and Successful Foreign Entrepreneurs

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- Jones T., (2003). *Innovating at the Edge – How organizations evolve and embed innovation capability*, Butterworth Heinemann, Oxford.
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- Mullick N H., (2012). *Entrepreneurship Development*, ENKAY Publishing, New Delhi, India.
- Robert Ringer, (2013), *Winning through Intimidation*, Skyhorse Publishing, Inc., New York.
- Rohit Prasad (2015), *Start up Sutra*, Management Development Institute, Gurgaon, Delhi.
- Rashmi Bansal (2015), *Take Me Home*, Rainbow Publication, New Delhi.
- Kashyap Deorah (2015), *The Golden Tap – The Inside story of hyper-funded Indian Startups*, Roli Books, New Delhi.

CBCS

M.Ed. SYLLABUS

SEMESTER - IV

Note:

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

M.Ed. Semester – 4

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

*** Note:**

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

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

	Marks	Credit
Internal	195	07
External	430	18
Total	625	25

Course No. A009
Semester – 4
M.Ed. Core Course – IX
TREATMENT OF DATA & RESEARCH REPORT WRITING

Objective:

To enable student to understand

1. Theoretical understanding of treatment of data, their stages and its application.
2. The different strategies and techniques for data analysis
3. The uses of computer package
4. The different style of report writing and their application.
5. The cauterization of the report writing.
6. The characteristics of Philosophical, Psychological and Sociological researches in education.

Unit – 1: Treatment of data

1. Classification of data
2. Types of quantified data
3. Tabulation of data
4. Quantification and description of data
5. Selection of techniques for analysis of data
 - a) Descriptive statistics (No Computation)
 - Measures of central tendency
 - Measures of variability
 - Percentage PR, P(n)
 - Co-relation (product moment and rank difference methods)
 - Significance of Measures
 - b) Inferential statistics (No Computation)
 - Non-parametric methods : chi-square test, sign-test, median-test, Mann-Whitney U-Test, Kendal – T Test
 - Parametric methods : t-test (C.R.), F-test
 - c) Elementary idea of Normal Probability Curve, its properties, uses, Sk & Ku, level of significance, One tailed- two tailed test, α error, β error

Unit-2 Use of Computer Packages and Conclusions and implications

1. Different computer packages, its use in data analysis
2. Generalization and conclusions
3. Deriving implications

Unit – 3: Writing research report: (Mechanics of writing research report)

1. Specific Considerations of Reports Writing
2. Some Technical Points of Report Writing – Quotations, Tables, Graphs and Appendices
3. Structure of Report Writing – Introductory part, Content part, Reference Related part
4. Errors Committed in Report Writing
5. Evaluation Criteria of Research Report

Unit-4 Chapters in Report Writing

1. Statement of Problem & Definition of Key Words

2. Review of Related Literature
3. Research Design
4. Treatment of Data
5. Summary, Finding and Recommendations

Suggested Practical Work:

1. Analytical review of past researches of a research
2. Errors committed in a past research report and/or evaluation of past research
3. Treatment of the data adopted in a particular research by the researcher
4. Preparation of synopsis of your Dissertation topic and present in your group seminar
5. Prepare Research Proposal of Minor Research Project on any topic of Educational Research.

Reference Books:

1. Best, John W. (2005): Research in Education (10 ed.): Englewood Cliffs, N.J.: Prentice Hall, Inc.
2. Borg, W.R. & Gall M.D. (2006) : Educational Research – An Introduction (8thed.) New York; Longman Inc.
3. Desai H.G. (1979): Style Manual for Dissertation / Theses Rajkot, Saurashtra University.
4. Gilbert, S. (1979): Foundations of Educational Research Englewood, Cliffs, New Jersey : Prentice Hall Inc.
5. Koul Lokesh (2009): Methodology of Educational Research (4th ed.):New Delhi : Vani Educational Book.
6. Levin, J. (2009): Elementary statistics in Social Research (11thed.): London, Pearson.
7. Lynch, M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology Allyn and Bacon Inc.
8. Mistry Milan T., (2014) Educational Research Paradise Publication, Jaipur,
9. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
10. Patel R.S. (2015) Research Methodology (3rd ed. Gujarati Version), Ahmedabad, Jay Publication.
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13. Patel, R.S.: (2011) Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
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Course No. B105
Semester – 4
ISSUES AND CHALLENGES IN PRIMARY EDUCATION

Objective:

The trainees will be able:

1. To know and understand the development of Primary Education in India and Gujarat.
2. Understand the recommendation if various commissions in terms of Primary Education.
3. Know the resisting questions in terms of Primary Education and understand about their solutions.
4. Know about various programs for quality improvement of Primary Education and understand in terms of its implementation.
5. Understand new dimensions in terms of expanding horizons of Primary Education.

Unit-1 Development of Primary Education in India and Gujarat

1. Concept and need of primary education
2. Development and current studies of primary education in India
3. Development and current studies of primary education in Gujarat
4. Primary Education in India and Gujarat
5. Comparison of primary education of America, Australia, U.K. and Japan in world context.

Unit-2 Recommendation of various commissions in terms of Primary Education.

1. Recommendation of various commissions in terms of Primary Education before independence.
2. Recommendation of Kothari Commissions 1964-66, National Education Policy, 1986, Implementation program of 1992 in terms of development of primary education after independence.
3. Recommendations of Ishwarbhai Patel review committee, 1976-77 about productive work useful for society in primary education without burden
 “Recommendations of D’lors commission in terms of four pillars of education and recommendations of Gyanpanch Knowledge Committee in terms of Primary Education.

Unit-3 Questions and solutions of primary education

1. Constitution’s Article 45 and Right to Education in terms of Universalization of primary education
2. Registration, enrollment, program and stability at primary level
3. Primary education of SC, ST and Gifted Children and attempts of adjustment
4. Current issues of Primary Education in Gujarat
5. Teacher Student Ratio at primary and upper primary level
6. Administrative and other supporting staff
7. Different Non-Academic Actives of teachers and its effects
8. Solutions: SWOT analysis

Unit-4 Innovations in Primary Education

4. Language Education and medium of instruction – mother tongue at primary level.
5. Art, Music, Yoga Education in terms in Physical Education at primary level and the roll of teacher.
6. Concept, Nature and need of adolescent education at primary level and the roll of teacher.
7. Scholastic Comprehensive Evaluation at Primary level.
8. Virtual Classroom Education (BISAG)

Suggested Practical Work:

1. Prepare a report based last 5 years' Dias report showing situation of primary education in Gujarat.
2. Prepare a review report in terms implementation of recommendations of various commissions on development and quality of primary education.
3. Prepare a report in terms of universalization and RTE implementation in 5 schools of any Taluka
4. Prepare a report in terms of Government schemes of the education of SC, ST and gifted children.
5. Visit a school and prepare a report in terms of scholastic comprehensive evaluation in Std. 3 to 6.
6. Prepare a report by visiting school and teachers in terms of cost discrimination at primary level.
7. Prepare a report on SWOT analysis by visiting various types of Primary school, CBSC, Navodaya Vidyalaya, Kasturba Gandhi Bal Vidyalaya (KGBV)
8. Prepare a report by studding activities and problems of CRC and BRC
9. Organize a discussion meeting and prepare a report in terms of situated as questions received in the question box for adolescents in primary school
10. Study and prepare a report about the responses of parents and teachers on mother tongue as a medium of instruction.

Reference Books:

1. દવે જયેન્દ્ર, પટેલ મોતીભાઈ (૧૯૯૨). (પાંચમી આવૃત્તિ) : ભારતીય શિક્ષણના નુતન પ્રવાહો અને સમસ્યાઓ, અમદાવાદ : બી.એસ. શાહ પ્રકાશન.
2. દેસાઈ ધનવંત (૧૯૭૩). કેળવણીનું નવનિર્માણ કોઠાર શિક્ષણ પંચની ભલામણો, અમદાવાદ : એ. આર. શેઠની કંપની.
4. ધનવંત દેસાઈ (૧૯૬૯). અર્વાચીન ભારતીય કેળવણીનો વિકાસ, વડોદરા : મ.સ.યુનિવર્સિટી.
5. પાઠક અને શુક્લ (૨૦૦૩).ભારતમાં શૈક્ષણિક પ્રણાલીનો વિકાસ, અમદાવાદ :વારણા પ્રકાશન.
6. મફતભાઈ પટેલ (૧૯૯૭). પ્રાથમિક શિક્ષણ એક અવલોકન, અમદાવાદ: શ્વેતા પ્રકાશન.
7. પટેલ, દવે, પાઠક (૧૯૮૫). પ્રાથમિક શિક્ષણના પ્રવાહો અને પ્રશ્નો, ગાંધીનગર, ગુજરાત રાજ્ય પા.પુ.મંડળ.
8. કરવેકર આરતી અને પટેલ વિનુભાઈ (૨૦૦૩). તાદુષ્યશિક્ષણ અને પ્રજનન સ્વાસ્થ્ય, અમદાવાદ, સ્વાસ્થ્ય સેવા ટ્રસ્ટ પ્રકાશન
9. યશપાલ કમિટીનો અહેવાલ : નવી દિલ્હી, ભારત સરકાર, એમ. એચ. આર. ડી.
10. શેઠ શાંતિભાઈ અને રાવલ આર. સી. (૨૦૦૨). પ્રત્યાપન અભ્યાસક્રમ વિશેષાંક, ગાંધીનગર, ગુજરાત રાજ્ય શાળા પા.પુ. મંડળ.

11. પટેલ મોતીભાઈ (૨૦૦૫). શિક્ષણના સામ્પ્રત પ્રવાહો અને શિક્ષણની અસ્મિતા, અમદાવાદ : બી.એસ.શાહ પ્રકાશન.
12. પટેલ મોતીભાઈ (૨૦૦૩). ભારતીય શિક્ષણનો ઇતિહાસ : એક ઝલક, અમદાવાદ : બી.એસ.શાહ પ્રકાશન.
13. પટેલ મોતીભાઈ (૨૦૦૯). કેળવણીનો કોયડો, અમદાવાદ : પદ્મ પબ્લિકેશન.
14. પટેલ મોતીભાઈ (૨૦૦૯). શિક્ષણના પ્રવાહો, અમદાવાદ : પદ્મ પબ્લિકેશન.
15. પટેલ મોતીભાઈ (૨૦૦૯). વિદ્યાની વ્યથા કથા, અમદાવાદ : પદ્મ પબ્લિકેશન.
16. અલતેકર, એ. એસ. (૧૯૬૫). પ્રાચીન ભારતમાં શિક્ષણ, અમદાવાદ : ગુજરાત યુનિવર્સિટી પ્રકાશન.
17. ભાલ જી. ડી. (૧૯૯૭). (બીજી આવૃત્તિ) ભારતની શિક્ષણ વ્યવસ્થા, અમદાવાદ યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
18. તોમર લજ્જારામ (૧૯૮૪) ભારતીય શિક્ષણના મૂળતત્વો, અમદાવાદ ગુજરાત યુનિવર્સિટી, સંસ્કાર ગુજરાત.
19. યોગક્ષેમ માનવ ગૌરવ સંસ્થાન. (૨૦૦૭). પ્રાથમિક શિક્ષણ અને કાયદો ન્યુ દિલ્હી : મીનીસ્ટ્રી ઓફ લો જસ્ટીસ લેજીસ્લેટીવ ડીપાર્ટમેન્ટ.
20. મિશ્રા, રામેશ્વર (૧૯૯૯) ભારતીય શિક્ષાકે લક્ષ્ય નર્ફ દિલ્લી, એન. સી. ટી .ઈ.
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22. J. P. Naik, (1965) Elementary Education in India : The Unfinished Business Bombay, Asia, Publishing House
23. Mohanty J. (1992) Current issues in Education New Delhi, Cosmo Publication.
24. UNESCO (2006): Teachers and Educational Quality : Monitoring Global Needs for 2015 UNESCO Publication. Montreal.
25. References Celin Richard (1984). The Study of Elementary Education and Resource Book. Vol. I.
26. Government of India (1986) National Policy on Education New Delhi, MHRD
27. Government of India (1987) Programme of Action New Delhi, MHRD
28. Government of India (1987) Report of the Committee for Review of National Policy on Education New Delhi. MHRD.
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33. Rao, V.K.(2007): Universatisation of Elementary Education Indian Publishers, New Delhi.
34. NCTE, (2004) : Teacher Education Curriculum New Delhi.
35. The Study of Elementary Education – A Source Book, (1971) :Volume I &II, 1984 Victor &Leaner : Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

Course No. B106
Semester – 4
Pedagogy of Curriculum in Primary Education

Objectives:

The trainees should be able to

1. Understand the concept need of curriculum
2. Understands the principles, objective and features of construction of curriculum in the field of primary education
3. Understand the related the curriculum transition strategy
4. Understand the curriculum evaluation and its various approaches
5. Understand various problems of curriculum development

Unit-1 Principles and Structure of Curriculum

1. Meaning, Nature and Need of Curriculum
2. Principles and features of Curriculum
3. Structure of National Curriculum (2005) and Structure of National Curriculum of Teacher Training (2009)
4. Difference between Curriculum and Syllabus

Unit-2 Principles of Curriculum Development and Analysis of Syllabus

1. Principles of Curriculum Development: Philosophy Based, Psychology Based and Social Based.
2. Factors of Syllabus analysis and content material of syllabus
3. Text book writing structure and characteristics
4. Methodology of development: Workbook, Teacher handbook

Unit-3 Teacher and Curriculum transition strategy

1. Thought and constructivism based on curriculum
2. Joyful Education due to teachers and methodology
3. Teaching of Life skills and creativity
4. Analysis of curriculum of Primary Education and role of ICT.
5. Pragna Abhigam

Unit-4 Curriculum Evaluation and research

1. Meaning and Nature of Curriculum Evaluation
2. Approaches of Curriculum evaluation Continues Comprehensive Education (CCE) and Scholastic Comprehensive Evaluation
3. Constructivist approach, meaning, importance, characteristics, content validity Summative valuation: concept, importance, evaluation of formal students, opinions of teachers, responses of parents, situation based analysis and interview
4. Research in Curriculum: Curriculum weightages, Curriculum reforms, Curriculum planning and Future Direction.

Reference Books:

- દેસાઈ ધનવંત (૧૯૭૬), શૈક્ષણિક પ્રશાસન અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
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Course No. B107
Semester – 4
EDUCATION MANAGEMENT & ORGANIZATION
IN PRIMARY EDUCATION

Objectives:

The trainees should be able to

1. Understand various policies of Government planning and their introduction at primary level
2. Think about planning, policy and execution strategy of primary level
3. Understand about school organization and Education Management
4. Understand about innovative contribution of school education management and planning
5. Understand about organization, policy, research and innovation at school level
6. Understand about the structure of the Universal Elementary Education (UEE)

Unit-1 Management of Primary Education and Current Policies

1. Management of Primary Education: Meaning, Concept, need, nature of management and educational management
2. Current Policies and Execution Strategy: Primary education committee in central government, state government, district, rural area, district panchayat, urban area, and idea of management of school management committee.
3. Nature of management of various types of primary school: Government school, private school, Grant-in-aid school, Navodaya Vidyalaya, CBSE, District Panchayat managed school, school at local level
4. Strategy for fully priority fields, implementation system, training and research and orientation management of DISE for education for management at local level

Unit-2 Planning and School Management

1. Planning: Planning design and dimension required forms and structure of selection of place for primary school
2. Teacher student ratio, program for profession development for teachers, functions and role of construction of school management committee
3. District education office, role, duties and functions, construction and importance of Parent-Teacher Association
4. School based criteria, facility criteria and teacher based criteria.

Unit-3 Universalization of Elementary Education (UEE)

1. Concept, importance and resisting factors of Universalization of Elementary Education
2. Current situation of Universalization of Elementary Education in India, Right to Education Act, 2009 and remedies for strategy of Universalization
3. Overall thinking about nature of structure up to Std. 7 regulatory primary education in India, and Regulation of Primary Education Comparison of primary education with other countries of the world (America, Japan, England, Australia, Finland)

Unit-4 Programs and Policies of Primary Education

1. Operation Black Board scheme and its implementation
2. Mid-day Meal Scheme and its implementation
3. Sarva Siksha Abhiyan (SSA) – Concept, objectives and implementation
4. Concept, nature and implementation of school of comprehensive evaluation (SCE)
5. Different Programs: Pravesh Utsav, Kanya Kedavani, Gunotsav, Balmela
6. In-Service training program.

Suggested Practical Work:

1. Prepare a report by collecting articles by using newspapers, periodical and internet in terms of policy and operation strategy about primary education by central and state government.
2. How does the management of primary schools managed by District Panchayat in Rural areas and Municipal School Board in Urban areas work? – Prepare a report.
3. Prepare a report on teacher-student ratio, strength of standard wise students, subject teaches of any one school of your district according to provision of RTE Act 2009
4. Prepare a report for evaluating the activities of a district in terms of SSA
5. Evaluate quantitatively and qualitatively the Mid-day Meal Scheme in Rural and Urban schools
6. Organize and administer an orientation program in terms of RTE
7. Prepare a report on functions and problems of primary education officer, education Inspector, BRC, CRC and coordinator
8. Prepare a comparative note on primary school and residential school
9. Prepare a report suggesting steps to solve problems of primary schools at primary level
10. Prepare a report on review regulatory quality importance of primary school of urban area
11. Prepare a report on reviewing annual planning and implementation of a primary school
12. Review in terms of qualitative management of a primary school in terms of responsible leadership and participating management
13. Prepare a report by constructive and trying out of a school evaluation criteria for evaluation of primary school
14. Prepare a report by SWOT analysis of a primary school
15. Find out a program run by central government and test its effectiveness

Reference Books:

1. Dewey, John (1966). The Child and the Curriculum The University of Chicago Press.
2. NCTE (2009) National Curriculum Framework for Teacher Education
3. NCERT (2000). National Curriculum Framework for School Education NCERT, New Delhi.

4. NCERT (2005). National Curriculum Framework-2005 NCERT, Sri Aurobindo Marg, New Delhi.
5. Wiles, J.W. & Joseph Bondi (2006) Curriculum Development: A Guide to practice
6. Veer U. (2004) Modern Teaching and Curriculum Management Anmol Publication Private Limited, New Delhi.
7. NCERT (1984). Curriculum and Evaluation NCERT, New Delhi.
8. NCERT (2006): Systematic reforms for curriculum change New Delhi.
9. Erickson, H.L. (2002): Concept-based Curriculum and Instruction Crown Press, Inc. California. NCERT (2005): National Curriculum Framework NCERT, New Delhi.
10. National Curriculum for Elementary and Secondary Education (1998) – A Framework NCERT, New Delhi.
11. NCERT (2005): Position paper on Teacher Education for Curricular Renewal New Delhi.
12. H.M. Kliebard (1989). Problems of Definition of Curriculum Journal of Curriculum and Supervision, 5, 1, 1-5.
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14. W.F. Pinar (2004). Understanding Curriculum New York. NY. Peter Lang Publishing, Inc., p.16.
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16. W.F. Pinar (2004). Understanding Curriculum New York, NY: Peter Lang Publishing, Inc., p. 72, p. 75, p. 78
17. W.F. Pinar (2004). Understanding Curriculum New York, NY: Peter Lang Publishing, Inc., p. 97.
18. Smith M. K. (1996, 2000) : Curriculum theory and practice the encyclopedia of informal education www.infed.org/biblio/b-curric.htm.
19. Dewey, J. (1902). The Child and the Curriculum (pp. 1-31) Chicago: The University of Chicago Press.
20. Banks, J. A. (1995). Multicultural education and curriculum transformation The Journal of Negro Education, 64 (4), 390-400.

Course No. B108**Semester – 4****ISSUES AND CHALLENGES IN SECONDARY EDUCATION****Objectives:**

After completion of this course the student shall be able to

1. Understand different forms and issues of inequality and inequity in education, and the ways to address them in the school and classroom situations.
2. Realize the importance of the right to education and the provisions in the RTE Act 2009.
3. Identify the indicators and standards of quality in education and implement the strategies for enhancing the quality of school education.
4. Understand the domains of human rights and role of education to safeguard the rights.
5. Realize the need for integration of environmental concerns in school education.
6. Understand the strategies for development of skills and the role of teachers in developing the life skills.
7. State relation between population growth and environmental population.

Unit-1 Equality and Equity in Education

1. Equality and equity : Meaning, need and importance ;Equality of educational opportunities -Related Constitutional provisions.
2. Nature and forms of inequality with reference to Gender, Socio-Economic Status, socio- cultural status, Minority (Linguistic & Religious), Locality(Rural-Urban-Tribal), Children with special needs (CWSN). Inclusive Education for addressing inequity
3. RTE, SSA, and RMSA; Provisions for addressing inequality

Unit-2 Quality in Education

1. Concept of quality in Education; Indicators of Quality Education- Academic and Organizational and Role of teachers for enhancing quality in education.
2. Quality improvement in education– Setting up standards for performance, supporting inputs, adoption of flexible strategies for learning, and monitoring
3. Organizational strategies for enhancement of quality in school education.
4. Resource support institutions for quality enhancement : NCERT, NUEPA, NIOS, DRC– Structure and functions

Unit-3 Human Rights and Peace Education

1. Human rights: Concept, fundamental rights in Indian constitution & background to humanities
2. Domain of Human Rights: RTI, Poverty, Child Labor, Child Rights, Rights of Woman; Social role of Education in safeguarding Human Rights
3. Peace Education: Concept and relevance in National and International contexts; Quality of life and Peace
4. Role of education in promoting peace.

Unit-4: Education for environmental concerns

1. Protection and conservation of environment– need are importance in global and local contexts.
2. Policies for protecting and conserving environment and Measures for environmental conservation: Management of Natural Resources, Bio-diversity concept of sustainable development.
3. Environmental Education: Integration of environmental concerns in school curriculum.
4. Strategies for sensitizing learners towards protection of environment and its conservation and Relation between population growth and Environmental Pollution.

Suggested Practical Work:

Each student- teacher is required to submit one assignment selecting from area given below:

1. Observation and reporting on fulfillment of RTE provisions in any school.
2. Identification of Iniquitous treatment observed in classroom and school situations and preparation of report.
3. Assessment of quality of education in any school as per the organizational / academic indicators.
4. Analysis of anyone textbook with regard to incorporation of environmental concerns.
5. Preparation of are port on community action and practices in promoting life- skill among the young mass.
6. Observation and reporting on violation of child rights in any locality.

Reference Books:

1. Government of India (1992). *Report of core group on value orientation to education* New Delhi: Planning Commission, Government of India.
2. Kaur, B. (2006). *Teaching peace, conflict and pride* New Delhi: Penguin Books.
3. Kumar, Arvind (2003). *Environmental challenges of the 21st century* New Delhi: APH Publishing Corporation.
4. Puri, M. & Abraham. (Eds.) (2004). *Handbook of inclusive education for educators, administrators and planners* New Delhi: Sage Publications.
5. Sharma, R. A. (1998). *Environmental Education* Meerut: Surya Publication
6. UNESCO (1990). *Source Book on environmental education for secondary teachers* Bangkok: UNESCO Principal Regional Office for Asia Pacific.

7. UNESCO (1994). Source Book on environmental education for elementary teacher educators Bangkok: UNESCO Principal Regional Office for Asia Pacific.
8. UNESCO (1997). *Trends in environmental education* Paris: UNESCO.
9. UNESCO (1998). *Educating for a sustainable future: Atrans disciplinary vision for concerted action* Paris: UNESCO.
10. UNESCO (2001). *Learning the way to peace: A teacher's guide to Peace education*
11. Paris: UNSECO.
12. UNESCO (2004). *Education for all: the quality imperative* EFA Global Monitoring Report. Paris: UNSECO.
13. UNESCO (2012). *Shaping the education of tomorrow: 2012 report on the Un decade of education for sustainable development* Paris: UNSECO.
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Course No. B109
Semester – 4
PEDAGOGY OF CURRICULUM IN SECONDARY EDUCATION

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

1. Understand the Pedagogy and Curriculum of secondary and senior secondary education
2. know the theoretical schools of thought and their pedagogies
3. know teaching strategies and multiple intelligence
4. learn to evaluate curriculum

Unit: 1 Pedagogy and Curriculum

1. Concept and Meaning of pedagogy- effective pedagogy.
2. Models of Pedagogy: Performance Model, Competence Model.
3. Content-driven curricula, Process-driven curricula, Objectives-driven curricula, Competence based curriculum.
4. A quality teacher.

Unit: 2 Theoretical institutes of good teacher orientation to pedagogy

1. Behaviourism, Teacher-centred learning, 'Performance', visible pedagogy.
2. Constructivism, Child-centred learning, 'Competence' or invisible pedagogy.
3. Social constructivism, Teacher-guided, Learner –student centred learning.
4. Liberationist, democracy, Critical pedagogies.

Unit: 3 Teaching Strategies

1. Thinking Skills strategies such as De Bono's Six Thinking bits and Mind Mapping
2. Co-operative learning, left and right brain functions
3. Bloom's Taxonomy – the cognitive and affective domains; Habits of Mind (16 Intelligences) - Art Costa.
4. Effective Teaching Practice Strategies: visual presentation, the act of setting or providing tasks and related skills.

Unit: 4 Curriculum and Evaluation in Secondary Education

1. Principles of School Curriculum Development at Secondary and higher Secondary, CCE (Continuous Comprehensive Education) in Teacher Education.
2. Continuous Comprehensive Education in summative and formative.
3. Evaluation of school experience/ internship programmes. Objectives and Planning.
4. Organization and regulation of internal assessment in PSTE: Pre Service Teacher Education.
5. Teacher appraisal tools & techniques.
6. Teacher self-appraisal, Peer appraisal and appraisal by learners.

Suggested Practical work:

1. Demonstrating a training technique with peers
2. Constructing tool for evaluation of specified skills/ understanding/ attitudes
Evaluation of anyone of the in-service teacher training programme organized by anyone of the resource institutions
3. Preparation of a plan for INSET of the teachers of school.
4. Construction of Tools for identification of Training needs in different subject areas.
5. Identification of Training needs of a group of teachers of a school.
6. Preparation of self-learning material-content for secondary school teachers.
7. Appraisal of a training programme organized by DIET/IASE/CTE.

Reference Books:

1. Abbey, N., Pedagogy: The Key Issue in Education, Discussion Paper Parts 1 & 2, 2003 Agrawal M (2004)
2. Curricular reforming schools: The importance of evaluation, *Journal of Curriculum Studies* 36 (3):361-379.
3. Anstey, M. (2002) *Literate Futures: Reading Education* Queensland.
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- a. Murdoch, K.: Classroom Connections Strategies for Integrated Learning Curtin Publishing, 1998
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- a. National Council of Educational Research and Training (NCERT) (2011a) *Activity Based Learning, Tamil Nadu: Programme evaluation report* www.ssatcfund.org/LinkClick.aspx?fileticket=7p2yXnKaP7c%3D&tabid=2496.
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13. Sarangapani PM, Jain M, Mukhopadhyay R, Winch C (2013) *Baseline survey of the school scenario in some states in the context of RTE: Study of educational quality, school management, and teachers: Andhra Pradesh, Delhi and West Bengal* New Delhi.

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Course No. B110
Semester – 4
EDUCATIONAL MANAGEMENT IN SECONDARY EDUCATION

Objectives:

After completion of this course the student-teacher shall be liable to:

1. Understand the importance of educational planning and school management.
2. Prepare a list of resources in school for effective school management.
3. Understand the ways of resolving problems in classroom management.
4. Analyze different learning resources for effective classroom management.

Unit1: Educational Planning and School Management

1. Educational Planning- Concept, Types (National, State and District; Short Term and long term; Macro and Micro)
2. School Management- Meaning, Importance, Types and Process, School Development Plan–Meaning, Nature, Importance and Steps
3. State Policies in School Development Plan and School Management
4. Role of Teacher, SMDC and Community in the preparation of school development plan and in school management.

Unit2: Resource Management

1. Infrastructural Resources: physical space- building and open space, Furniture, Water and Sanitation facilities (separate toilet, garbage disposal, safe drinking water) Barrier-free Environment.
2. Material resources: Equipment and Teaching-Learning Materials
3. Financial Resources: Grants (State Policy), Funds generation, Donations, Other sources.
4. Human Resources: Students, Teachers, Parents, Community and Local Resource Persons– their inter- relationship, Role of teacher in resource management in schools

Unit 3: Monitoring the School

1. Monitoring – Meaning, Importance and scope
2. Objectives of monitoring at the secondary levels
3. Mechanisms of monitoring: Structure, personnel and functions; Ongoing,
4. Monitoring practices and related issues and Conflict Management

Unit 4 : Classroom Management

1. Effective classroom management for quality learning: Teacher as a facilitator/manager of classroom learning
2. Components of Classroom Environment: Learning situation, Space and Time, Motivation and Discipline

3. Management of learning situations: Management of group and Individualized learning, Management of space and time : Seating arrangement and Time allocation
4. Management of Motivation and Discipline. Student involvement in the development, collection/procurement, use and management of learning resources.

Suggested Practical Work:

Each student-teacher is required to submission assignment from the given below:

1. Case study of a child with behavioral problems
2. Survey of resources available in a school and the manner of their utilization.
3. Appraisal of a School Development Plan.
4. Preparation of a plan for ensuring quality learning in a class/ subject using ICT
5. Assessment of the existing monitoring mechanism at the secondary level in the state and suggestions for improvement.

Reference Books:

1. Emmer, E.T. & Everson, C.M. (2008). *Classroom management for middle and high school teachers* (8thed.) New York: Allyn and Bacon.
2. Glasser, William (1993). *The Quality school Teacher* New York, NY: Harper Collins Publishers, Inc. Glasser, William (1990). *The Quality School* New York, NY: Harper Collins Publishers, Inc.
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4. Govt. of India (1986/1992). *National Policy of Education* New Delhi: Department of Education. Marsh, C. (2000). *Handbook for beginning teachers* (2nd ed.) Melbourne: Pearson Education.
5. MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for Universalization of access to and improvement of quality at the secondary stage* New Delhi: Department of School Education and Literacy.
6. MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009* New Delhi: Department of School Education and Literacy.

Bhakta Kavi Narsinh Mehta University Junagadh

M. Ed.

Dissertation Evaluation Report

Code Number of Dissertation:

Title of the Dissertation:

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Special Features of the Dissertation:

1.
2.
3.
4.
5.

Suggestions regarding Dissertation:

1.
2.
3.
4.
5.

Questions for VIVA VOCE:

1.
2.
3.
4.
5.

Date:

Name and Signature of Examiner

Appendix - A

**Bhakta Kavi Narsinh Mehta University
Junagadh**

M. Ed. Dissertation Evaluation Mark Sheet

Name of the Examiner :

Sr. No.	Particular	Marks	Code no. of the students				
1	Introduction, Key Explanation, Statement of the problem	10					
2	Objectives, Hypothesis	08					
3	Limitations, Definitions of the terms (Key Words), Variables	05					
4	Review of related literatures	10					
5	Population and Sample	10					
6	Tools for data collection	10					
7	Methods of data collection and Data analysis.	05					
8	Classification of data, tabulation and data interpretation	25					
9	Summary of research	08					
10	Conclusions/Findings	08					
11	Educational Implication and suggestions	08					
12	Foot Note/References/Bibliography	05					
13	Overall Impression	08					
Total		120					

Date :

Signature of the Examiner

Note: Assessment of Dissertation in M.Ed. is 150 Marks. In which 120 Marks for evaluation of dissertation and 30 Marks for viva examination

Appendix – B

Bhakta Kavi Narsinh Mehta University Junagadh

M. Ed. Dissertation VIVA Evaluation Mark Sheet

Name of the Examiner:

Sr. No .	Particular	Marks	Code number of the Students									
1	Knowledge about special features of the dissertation	10										
2	Clarity regarding suggestions	10										
3	Questions related to the report	10										
Total Marks		30										

Date:

Signature of the Examiner

Note: Assessment of dissertation in M.Ed. is 150 Marks. In which 120 Marks for Dissertation Evaluation and 30 Marks for Viva Examination

OUR GUIDELINE SOURCES

- **Curriculum Framework Two Year M.Ed. Programme (December, 2014), NCTE, New Delhi. www.ncte-india.org**
- **National Curriculum Framework (NCF-2009) For Teacher Education, Towards Preparing Professional and Humane Teachers, NCTE, New Delhi.**
- **We have adopted the Curriculum from Gujarat University, Ahmedabad with minor changes. We are Thankful to (1) Prof. (Dr.) J. P. Maiyani (Vice Chancellor – Bhakta Kavi Narsinh Mehta University, Junagadh) and (2) Prof. (Dr.) R. S. Patel (HOD, Department of Education – Gujarat University, Ahmedabad) to Guide us in this Concern.**

