

# **Shri Govind Guru University**

( Established by Government of Gujarat Vide Gujarat Act no 24/2015 )

*Towards Smart Quality Education*

## **Faculty of Education**

### **Master of Education**

#### **Syllabus for**

#### **M.Ed. (CBCS Programme)**

#### **Semester - 1 to 4**

**Effective from June-2019**

Website: [www.sgggu.ac.in](http://www.sgggu.ac.in)

**SHREE GOVIND GURU UNIVERSITY, GODHRA**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**REGULATIONS AND SYLLABUS FOR**  
**MASTER OF EDUCATION (M.Ed.) PROGRAM**  
**(In force from June 2019)**

- M.Ed. Program in Education, in Shree Govind Guru University, Godhra 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 05P.G. Colleges of Education, affiliated to the Shree Govind Guru University, Godhra and recognized by NCTE.
- Intake capacity for the each college is 50.
- Admission procedure is decided and implemented by the Shree Govind Guru University, Godhra.
- Admission is given according to the norms established by NCTE, UGC and Shree Govind Guru University, Godhra.
- Reservation policy of the Gujarat State is followed for the admission.

**OBJECTIVES:**

- a. To enable the students to be innovative teacher.
- 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. Upper Primary /Secondary/ Higher Secondary School.
  2. PTC College and DIET.
  3. College of Education.
  4. Department of Education.
  5. Educational Institute.
- d. Institutions engaged in Educational Research, Education Planning, Educational Psychology, Educational Technology and Educational Administration.
- e. Educational Consultants and Monitoring and Evaluation of Educational Programmes and Institutions.

## M.Ed. Semester-1

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
MED1C101	Core:1 Introduction to Educational Research	4	1	3	30	70	100
MED1C102	Core:2 Psychology of Learning & Development	4	1	3	30	70	100
MED1C103	Core:3 Educational Studies	4	1	3	30	70	100
<b>Optional Courses - Any One Subject from the following groups</b>							
MED1E104	Historical, Political and Economical Concerns of Education	4	1	3	30	70	100
MED1E105	Application of Descriptive Statistics in Research	4	1	3	30	70	100
MED1E106	Psychological Testing	4	1	3	30	70	100
MED1E107	Educational Measurement & Evaluation	4	1	3	30	70	100
	<b>Total</b>	-	4	12	120	280	400
<b>Practical, Projects and other Assignment work</b>							
MED1P108	Seminar for Research Proposal ( Conduct by Uni.)	1	-	1	-	25	25
MED1P109	Dissertation Guidance	2	2	-	50	-	50
MED1P110	Library Work - Theoretical Review in Research	2	2	-	50	-	50
MED1P111	Visit for Educational Institution	1	1	-	25	-	25
MED1P112	Symposium	1	1	-	25	-	25
	<b>Total</b>	-	06	01	150	25	175
<b>Inter Semester Break</b>							
MED1P113	Communicative Skill Expository Writing	1	1	-	25	-	25
MED1P114	Self Development	1	1	-	25	-	25
	<b>Grand Total</b>	-	12	13	320	205	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	320	12
External	305	13
<b>Total</b>	<b>625</b>	<b>25</b>

## M.Ed. Semester-2

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
MED1C201	Core:1 Methods of Educational Research	4	1	3	30	70	100
MED1C202	Core:2 Philosophy of Education	4	1	3	30	70	100
MED1C203	Core:3 Perspective in Teacher Education	4	1	3	30	70	100
<b>Elective Courses ( Any one of the following paper)</b>							
MED1E204	Curriculum Studies and Education	4	1	3	30	70	100
MED1E205	ICT Education	4	1	3	30	70	100
MED1E206	Guidance and Counseling	4	1	3	30	70	100
MED1E207	Special Education	4	1	3	30	70	100
	<b>Total</b>	-	4	12	120	280	400
<b>Practical, Projects and other Assignment work</b>							
MED1P208	Seminar - Research Skill	-	1	-	25	-	25
MED1P209	Workshop/Seminar on Environmental Education	-	1	-	25	-	25
MED1P210	Visit to Special School	-	1	-	25	-	25
MED1P211	Preparation of Tools & Their Presentation (Conduct by University)	-	-	1	-	25	25
MED1P212	Review of Previous Researches	-	1	-	25	-	25
	<b>Total</b>	-	4	01	100	25	125
<b>Inter Semester Break</b>							
MED1P213	Internship (2 Week)	-	2	-	50	-	50
MED1P214	Dissertation Work	-	2	-	50	-	50
	<b>Total</b>	-	4	-	100	-	100
	<b>Grand Total</b>	-	12	13	320	305	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	320	12
External	305	13
<b>Total</b>	<b>625</b>	<b>25</b>

### M.Ed. Semester-3

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
MED1C301	Core:1 Library Resources and Tools & Techniques in Educational Research	4	1	3	30	70	100
MED1C302	Core:2 Sociology of Education	4	1	3	30	70	100
<b>Specialization of Group Courses (Any one from following group-B)</b>							
MED1E303	Childhood Education	4	1	3	30	70	100
MED1C304	Higher Education	4	1	3	30	70	100
MED1C305	Inclusive Education	4	1	3	30	70	100
MED1C306	Elements of Bhartiya Chintan	4	1	3	30	70	100
<b>Any one of the following Elective Courses ( Any one from following Group-C)</b>							
MED1C307	Inferential Statistics	4	1	3	30	70	100
MED1C308	Educational Administration and Leadership	4	1	3	30	70	100
MED1C309	Pedagogy of curriculum and Assessment	4	1	3	30	70	100
MED1C310	Entrepreneurship in Education	4	1	3	30	70	100
<b>Total</b>		-	4	12	120	280	400
<b>Practical, Projects and other Assignment work</b>							
MED1P311	Seminar to enhance communication Skills	-	1	-	25	-	25
MED1P312	Case Study	-	2	-	50	-	50
MED1P313	Educational Visit and Report ( Any one B.Ed. College)	-	1	-	25	-	25
MED1P314	Library Work (Research Survey)	-	1	-	25	-	25
MED1P315	Field Visit and Data Collection	-	1	-	25	-	25
MED1P316	Review of Standardized Psychological tests (Any five)	-	1	-	25	-	25
<b>Total</b>		-	07	-	175	-	175
<b>Inter Semester Break</b>							
MED1P317	Dissertation Work	-	2	-	50	-	50
<b>Grand Total</b>		-	09	-	225	-	225

**\* 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	345	13
External	280	12
<b>Total</b>	<b>625</b>	<b>25</b>

### M.Ed. Semester-4

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
MED1C401	Core:1 Treatment of Data & Research Report Writing	4	1	3	30	70	100
<b>Specialization of Groups A &amp; B (Student has to select either Group-A or Group-B with all three papers)</b>							
<b>Specialization for Elementary Education (Group-A)</b>							
MED1E402	Issues and challenges in Primary Education	4	1	3	30	70	100
MED1E403	Pedagogy of curriculum in Primary Education	4	1	3	30	70	100
MED1E404	Education Management and Organization in Primary Education	4	1	3	30	70	100
<b>OR</b>							
<b>Specialization for Secondary Education (Group-B)</b>							
MED1E405	Issues and challenges in Secondary Education	4	1	3	30	70	100
MED1E406	Pedagogy of curriculum in Secondary Education	4	1	3	30	70	100
MED1E407	Education Management and Organization in Secondary Education	4	1	3	30	70	100
	<b>Total</b>	-	4	12	120	280	400
<b>Practical, Projects and other Assignment work</b>							
MED1P408	Visit to Inffibnet, Central Lib., Resource Centers	-	1	-	-	-	25
MED1P409	Organization of Workshop/Seminar	-	1	-	-	-	25
MED1P410	Presentation of Synopsis in Seminar	-	1	-	-	-	25
MED1P411	Dissertation & Viva	-	-	-	6	150	150
	<b>Grand Total</b>	-	07	-	18	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
<b>Total</b>	<b>625</b>	<b>25</b>

## Summary of Semester-I to IV

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

Semester	Marks			Credit	Total
	Internal	External	Total	Internal & External	
Semester-I	320	305	625	12+13	25
Semester-II	320	305	625	12+13	25
Semester-III	345	280	625	13+12	25
Semester-IV	195	430	625	07+18	25
<b>Total</b>	<b>1230</b>	<b>1270</b>	<b>2500</b>	<b>46+54 = 100</b>	<b>100</b>

### 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.

- 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.

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 above and a dissertation of 150 marks. (Including Viva Voce of 50 marks based on dissertation.)

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.

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.

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 of Each 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.

6:

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

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 Shree Govind Guru University, Godhra in type-written or printed form.



## STANDARD OF PASSING

- 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	Fail
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. Who will get readmission, from the commencement of the course, above rules (i to vi) will again be applicable to the student.

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

<b>Section-1</b>		
<b>Q.1 From Unit-1 &amp; 2</b>	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	<b>20 Marks</b>
<b>Q.2 From Unit-1 &amp; 2</b>	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	<b>10 Marks</b>
	Q.2 - (B) Answer the following five questions in short. Each question carries 01 Marks. From Unit-1 & 2	<b>5 Marks</b>
<b>Section-2</b>		
<b>Q.3 From Unit-3 &amp; 4</b>	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.	<b>20 Marks</b>
<b>Q.4 From Unit-3 &amp; 4</b>	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	<b>10 Marks</b>
	Q.2 - (B) Answer the following five questions in short. Each question carries 01 Marks. From Unit-3 & 4	<b>05 Marks</b>
<b>Total Marks</b>		<b>70 Marks</b>

**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.**

# Semester – 1

MED1C101

## INTRODUCTION TO EDUCATIONAL RESEARCH

### **Objectives:**

To enable student to understand

1. The meaning of research, characteristic, Need & Importance and types of research in education and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. The different steps of Educational Research.
4. Various steps in the research processing.
5. The techniques of developing a research proposal.
6. The meaning of techniques of research hypothesis & Sampling.
7. Various type of Hypothesis and their testing.

### **Unit – 1: Research in Education**

1. Meaning of Research & Understanding of various Domain
2. Meaning of Educational Research
3. Characteristic of Educational Research
4. Need & importance of Educational Research
5. Types of Research
  - ✓ Meaning, characteristic and Limitation for each types :Basic, Applied and Action research.
6. Importance of Educational Research for Teachers
7. Ethical Considerations in Educational Research.

### **Unit – 2 : Steps in the research process**

1. Identifying the problem
2. Objectives and Hypothesis or Research Question
3. Reviewing related Literature
4. Variables :Identification, Types, Dependent, Independent, Control, Moderate, Intervening, Operational Definitions, Manipulating, Controlling
5. Methods of research
6. Sampling procedure
7. Tools to be used and preparation thereof
8. Data collection
9. Statistical analysis and interpretations
10. Writing a research report

### **Unit – 3: Selection of Research Problem and Drafting the Proposal**

1. Sources of research problem
2. Characteristics of a good research problem
3. Criteria used in a selecting the problem
4. Narrowing the range of the problem
5. Drafting a research proposal

## **Unit – 4 : The Research Hypothesis and Sampling Techniques**

### **4A : The Research Hypothesis**

1. Meaning, Types and Forms of Hypothesis
2. Criteria for construction and Evaluation of Hypothesis
3. Involving variables in hypothesis
4. Testing Hypothesis
  - a) Parametric methods
  - b) Non parametric methods
5. Criteria for accepting or rejecting hypothesis

### **4B: Sampling Techniques**

1. Meaning of Population and Sample
2. Importance of sampling
3. Characteristics of a good sample
4. Size and appropriateness of sample
5. Sampling techniques :
  - a) Probability samples : Simple random sampling, stratified random sampling, systematic sampling, cluster sampling
  - b) Judgment samples : Incidental sampling, Purposive sampling, Quota sampling
  - c) Other sampling techniques : Sampling by pairs, double sampling, sequential sampling, snow ball sampling
6. Advantages and limitations of different types of sample
7. Sampling errors and non-sampling errors..

### **Suggested Practical Work:**

1. Identify Suitable research problem for your dissertation work.
2. Prepare five reviews of previous dissertation work and present in your group.
3. Prepared the research proposal for your research problem and present in Seminar.

### **Reference Books:**

1. Best, John W. (2005): Research in Education (10<sup>th</sup> ed.) Englewood Cliffs N.J.: Prentice Hall, Inc.
2. Borg, W.R. & Gall M.D. (2006): Educational Research – An Introduction (8<sup>th</sup> ed.) New York; Longman Inc.
3. Burroughs, G.E.R. (1975): Design and Analysis in Educational Research (2<sup>nd</sup> ed.) Oxford: Alden & Mow bray Ltc.
4. Bruce W. (2012) : Conducting Educational; Research New York : McGraw Hill Book Co.
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. Hyman H.H.(1955) : Survey : Design and Analysis Principles, Cases, Procedures New York : The Free Press
8. Mistry Milan T., (2014) Educational Research Paradise Publication, Jaipur,
9. Kerlinger F.N. (1999) : Foundations of Behavioral Research (4<sup>th</sup> ed.) Educational & Winston Inc.
10. Koul Lokesh (2009) : Methodology of Educational Research (4<sup>th</sup> ed): New Delhi: Vani Educational Book.
11. Levin, J. (2009): Elementary statistics in Social Research (11<sup>th</sup> ed.): London, Pearson.
12. Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.

13. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2<sup>nd</sup> ed.)
14. Sharma R.A. (1984): Fundamentals of Educational Research, Meerut: Loyal Bool Depot.
15. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5<sup>th</sup> ed.) Agra: Vinod Pustak Mandir.
16. Travers, R.M.V. (1978): An Introduction to Educational Research (4<sup>th</sup> ed.) London: The Macmillan Co.
17. Tuckman B.W. (2012): Conduction Educational Research (6<sup>th</sup> ed.) New York: Harcourt Brace Jovenovich Inc.
18. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.
19. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
20. Patel R.S. (2015) Research Methodology (3<sup>rd</sup> ed. Gujarati Version), Ahmedabad, Jay Publication.
21. Patel R.S. (2015) Research Methodology (1<sup>st</sup> ed. English Version), Ahmedabad, Jay Publication.
22. Patel, R.S.: February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany .
23. Patel, R.S. :November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany .
24. Desai H.G. (1979) : Style Manual For Dissertation / Theses Rajkot, Saurashtra University.

**Semester – 1**  
**MED1C102**  
**PSYCHOLOGY OF LEARNING & DEVELOPMENT**

**Objectives:**

1. Students understand the nature of human growth and development.
2. Students understand learning as a process and factors affecting it.
3. Students understand the concept and process of learning acceleration.
4. Students develop their abilities to apply different learning theories according to the demand of situation.
5. Students develop the sense of developing some mental abilities of the learners.
6. Students develop proper perception regarding Indian and some other theories of personality.

**Unit-1 School of Psychology and Major Theories of Human Development**

1. **School of Psychology** : Structuralism, Functionalism, Behaviourism, The Gestaltists
2. **Growth and development:** (i) Meaning, Difference (ii) Principles of Development, (iii) Factors affecting Development
3. **Stages of Development:** (i) Period of Each Stage (ii) Characteristics and Educational Implications of Infancy / Early Childhood, Late Childhood and Adolescence Period, (iii) Problems of Adolescence Period
4. **Cognitive Development Theory of Piaget:** (i) Concept of Schema, Cognitive Structure, Reflex Action, Adaptation, Organisation, Equilibrium (ii) Stages of Cognitive Development  
(iii) Educational Implications of Cognitive Development

**Unit-2 Learning**

1. **Learning:** (i) Meaning & Factors Affecting Learning (ii) Hierarchy of Learning Types, (iii) Meaning and Types of Learning Curve
2. **Conditional Learning Theories:** (i) Classical Conditioning: Concept, Experiments; Process, Important Findings (ii) Operant Conditioning: Concept, Experiments, Important Findings, Schedule of Reinforcement (iii) Educational Implications of both Theories
3. **Trial and Error Theory of Learning** : (i) Concept and Puzzle Box Experiment (ii) Laws of learning (iii) Supplementary Principles of Learning & Insight Learning
4. **Hull's Theory of Learning:** (i) Meaning of Need, Drive, Excitatory Potential (ii) Concept of Drive Reduction Theory of Learning, (iii) Educational Implications of Hull's Learning Theory

**Unit-3 Personality Theory and Adjustment**

1. Personality traits and Theories of Cattell's and Cattell's 16 Personality factors - Gordon Allport's theory of personality traits, Education Implication
2. **Freud's Theory of Personality:** (i) Factors of Personality (ii) Factors affecting Personality (iii) Stages of Personality Development  
**Erikson's Theory of Learning:** (i) Factors Affecting Personality (ii) Stages of Personality Development (iii) Comparison between Personality theories of Freud and Erikson.
3. **Characteristics of Well-adjusted person**  
Area of Aspects of adjustments  
(i) Personal adjustment (ii) Social Adjustment (iii) Vocational Adjustment

#### 4. Meaning of Mal-adjustment

- Causes of Mal-adjustment

- Detection of Mal-adjustment

#### Unit-4 Attention, Mental Hygiene and mental Health ,Intelligences and Model of Teaching

##### 1. Attention: Meaning And Nature, Type Of Attention, and Factors affecting attention: (i)

External factors (ii) Internal factors

##### 2. Mental Hygiene and mental Health

- Meaning of Mental Hygiene, - Aims and Purposes of Mental hygiene

- Characteristics reflecting the concept of mental health

##### 3.(A) Intelligences : Concept, Theory : Two Factor, Group, Guilford's and factors affecting Intelligences

(B) Multiple Intelligences: - Eight Intelligences, - Intelligences and Learning styles , - Multiple Intelligences: Classroom Application

##### 4. Model of Teaching: Meaning, Characteristics, Importance

- Different Type of Model: (1) Self Control Model (2) Self Concept Model

(3) Advance Organization Model

#### Suggested Practical Work:

1. To organize seminar on Current topic of educational psychology.
2. Visit of Psychological lab and get acquainted with psychological equipment.
3. Preparation any one tool on creativity or attitude and it's administration on five Students.
4. Conducting case study on one student who has difficulties in learning in primary years.
5. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.

#### References:

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- Coon, Rennis and Mittere J. O. (2007) **Introduction to Psychology**. UK: Thomas press.
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- Mangal, S. K. (2008) **Advanced Educational Psychology**. New Delhi: PHI Learning Private Ltd.
- Mathur, S. S. (2012) **Education Psychology**. Agra: Agrawal Publications.
- Shrivastav, S. S. (ed.) (2007) **Bhartiya Shiksha Manovignyan (In Hindi)**. Lakhnow: Bhartiya Shiksha Shodh Sansthan
- Shukla, S. S., (2014). **Educational Psychology (Gujarati)** (2<sup>nd</sup> Edition). Agra: Agrawal Publications.
- Shukla, S. S., (2013). **Learner: Nature and Development (Gujarati)**. Agra: Agrawal Publications.



**Semester – 1**  
**MED1C103**  
**EDUCATIONAL STUDIES**

**Course Objectives:-**

To enable student to understand

1. The traditional disciplines and education studies.
2. The nature and purpose of research.
3. Research methodologies and educational research.
4. A modern history of schooling.
5. Understand the role of curriculum and politics and policy in education.
6. Education and psychological research.
7. Social factors, gender, ethnicity and achievement.
8. Acquaint himself with the sociological and Psychological perspectives on the purpose and process of education.

**Unit – 1 EDUCATION STUDIES- AN INTRODUCTION TO THE FIELD OF STUDY**

- I. What is education studies?
  - a. The traditional disciplines and education studies
- II. The nature of education.
  - b. The meaning of education
  - c. Sociological perspectives on the purpose of education
  - d. Sociological perspectives on the process of education
  - e. Educational ideologies

**Unit –2 RESEARCHING EDUCATION**

- I. The nature and purposes of research.
- II. Research methodologies and educational research.
- III. A modern history of schooling
  - a. The nature of curriculum and the structure of knowledge.
  - b. Curriculum frameworks
  - c. The national curriculum

**Unit – 3 POLITICS AND POLICY IN EDUCATION**

- I. Analyzing education policy
- II. The beginning of the education market
  - a. Conservative
  - b. Labor
  - c. Coalition administrations
- III. New Labor policy

**Unit – 4 EDUCATIONAL AND PSYCHOLOGICAL RESEARCHES**

- I. Constructivism
- II. Different views of intelligence
- III. Metacognition
- IV. Social factors, gender, ethnicity and achievement

### **Suggested Practical Work:**

1. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy (any one). And presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
2. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of Gujarat State, vision of school education in India.

### **REFERENCE BOOKS**

1. Tom Burns (2008) Essential Skills, Sage Publication, USA
2. Valsa Koshy (2009) Action Research for Improving Educational Practice, Sage Publication, USA
3. Graig A. Martier (2008) Action Research Teaches as Researchers in the Classroom
4. Micheal Papa and Wendey H. Papa (2005) Sage Publication, USA
5. Rohan Samarjan & Ayesha (2007) ICT Infrastructure in Engaging India, SagePublication, USA
6. Pritam Sing & Subir Kerva (2010) Organizing and Managing in the era of Globalization, Sage Publication, USA
7. Rastogi, P.N., (2009) Management & Technology and innovation, Sage Publication, USA
8. Sunil Unny Guptan (2007) Meandering A Practiceners Guide, Sage Publication, USA
9. Power, K.B. (2000)(Editor) Higher Education for Human Development(AIU-New Delhi)
10. Nagraj, Manav Vyavahar Darshan (Hindi) Divya Path Sansthan, Amarkantak.
11. Nagraj, Vyavaharvadi Samajshastra (Hindi) Divya Path Sansthan, Amarkantak.
12. A Nagraj, 1998, *Jeevan Vidya ek Parichay* Divya Path Sansthan, Amarkantak.
13. Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
14. Dalal, A.S. (2001). Our Many Selves. Pondicherry India: Sri Aurobindo Ashram.
15. Harmpal: Collected Writings Vol. III, The Beautiful Tree (Indigenous Indian Education in the Eighteenth Century), Other India Press, Mapusa Goa. (Gujarati/Hindi Translation is available with the title: RALIYAMNU VRUKSHA Punarutthan Trust,9/B, Anannd Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad- 28)
16. Frankl, V. (1946). Man's Search for Meaning New York: Pocket Books.
17. Joshi, K. (ed) (2005). The Aim of Life. Auroville India: Saiier.
18. Krishnamurti, J. (1953). Education and the Significance of Life Ojai, California, USA: Krishnamurti Foundation Trust.
19. NCERT, (2006). Education for Peace Position Paper. New Delhi: NCERT.
20. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Value Education.
21. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.

## Semester – 1

### MED1E105

#### HISTORICAL, POLITICAL AND ECONOMICAL CONCERNS OF EDUCATION

**Objectives:** To enable students understand

1. Growth and development of Education in various period of time.
2. Concept, ideas, aims, objectives methods, status of women education, reports of various commissions and the relevance.
3. Concept of economics of Education.
4. Importance and relation between Education and Economic Development and cost benefit analysis.

#### **Unit: 1 EDUCATION IN BRAHMANIC, BUDDHIST PERIOD AND MEDIEVAL PERIOD**

1. Aims and objectives of Education
2. Teacher student relationship and their duties.
3. Curriculum, methods of teaching- Maktab and Madrasa
4. Relevance to the present day education.

#### **Unit: 2 EDUCATION - A HISTORICAL VIEW**

1. Growth and development of Education under East India Company: Major aspect
2. Roots of Indian higher education: zone historical
3. Higher Education after independence major approach of UGC act 1956
4. Sadler Commission 1917-19, Sargent Report 1943-44

#### **Unit: 3 ECONOMICS OF EDUCATION: INTRODUCTORY CONCEPT**

1. Economic Thoughts of Education: Classical, Neo-Classical and Modern
2. Concept, Need and Scope of Economics of Education
3. Relationship between Education and Economics, Education as Industry: A critical analysis
4. Education as an Economic Good, Education as Consumption and Investment

#### **Unit: 4 EDUCATIONS, ECONOMIC DEVELOPMENT AND COST-BENEFIT ANALYSIS**

1. Concept and Importance of Human Capital, Education and Human Capital Formation
2. Contribution of Education to Economic growth: Critical and Empirical Analysis, Social and Private Cost, Opportunity Cost and Unit Cost
3. Direct (Social & Private) and Indirect benefits of Education (spill-over and externalities)
4. Cost Benefit Analysis of Education and Criteria for Financing Education

#### **Suggested Practical Work:**

1. Prepare an exhibition on history of education.
2. Conduct an action research / comparative research to find out unit cost in Education.

#### **Reference Books:**

1. Agrawal, J.C: *Land Marks in the History of Modern Indian Education* New Delhi
2. Brubacher, John.S: *A History of the Problems of Education Education and National Development: Report of the Kothari Commission on Education* New Delhi, 1966.

3. Dharmpal: *Collected Writings Vol. III, The Beautiful Tree (Indigenous Indian Education in the Eighteenth Century)*, Other India Press, Mapusa Goa. (Gujarati/ Hindi Translation is available with the title: RALIYAMNU VRUKSHA Punarutthan Trust, 9/B, Anand Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad- 28)
4. Keay, F.E: *Indian Education in Ancient and later Times*
5. Mookerji, R.S: *Ancient Indian Education*,
6. Mukerji, S.N: *History of Education in India- Modern period* Aacharya Book Depot; Baroda
7. Nurulla & Naik: *A students History of Education in India*
8. Pandey, R.S: *Development of Indian system of Education*
9. Rawat, P.L: *History of Indian Education*, Agra

**(For Economics of Education)**

1. Ansari, M.M., (1987) *Education and Economic Development* New Delhi, AIU Publication.
2. Blaug Mark (1987) *Economics of Education & the Education of an Economist* New York, University Press.
3. Blaug Mark, (1980) *An Introduction to Economics of Education* England, Penguin Books Ltd.
4. Garg, V.P. (1985) *The Cost Analysis in Higher Education* New Delhi, Metropolitan Book Co.,.
5. Harbison & Myers (1968) *Education, Manpower and Economic Growth* New Delhi, Oxford & IBH. (Indian Edition).
6. Kneller, G.F. (1968) *Education & Economic Growth* New York, John Wiley.
7. Nagpal C.S. & Mittal A.C. (eds)
8. Pandit, H. N (1969) *Measurement of cost Productivity & Efficiency of Education* New Delhi,
9. Prakash Sri. & Choudhury, S. (1994) *Expenditure on Education: Theory, Models and Growth* New Delhi, NIEPA.
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11. Schultz, T.W (1963) *The Economic Value of Education* Columbia, Columbia University Press.
12. Sethi, Vinita (1997) *Educational Development and Resource Mobilization* New Delhi, Kanishka Publication.
13. Sodhi, T. S. (1978) *Education and Economics Development* Ludhiana, Mukand Publications.
14. Tilak, J.B.G. (1987) *Economics of Inequality in Education* New Delhi, Sage Publications.
15. Vaizey John (1962) *Economics of Education* London, Faber & Faber.
12. Pscharo Pulos, G. & Woodhall, M (1985) *Education for Development- An Analysis of Investment choices* London, World Bank Publisher.
13. Schultz, T.W. (1963) *The Economic Value of Education* Columbia, Columbia University Press.
14. Sethi, Vinita, (1997) *Educational Development and Resource Mobilization* New Delhi, Kanishka Publication.
15. Sodhi, T. S. (1978) *Education and Economics Development* Ludhiana, Mukand Publications.,.
16. Tilak, J.B.G. (1987) *Economics of Inequality in Education* New Delhi, Sage Publications.

## Semester – 1

### MED1E106

#### APPLICATION OF DESCRIPTIVE STATISTICS IN RESEARCH

**Objectives:**To enable students understand

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

#### Unit – 1 Introduction and Descriptive Measures of Statistics

- a. Measures, Scales, Nominal, Ordinal, Interval, Ratio :Scales of Measurement
- b. Graphical representation, Histogram, Frequency polygon, Smoothed frequency,
- c. Measures of central tendency : Mean, Median, Mode, Combined Mean, Merits and demerits with calculation
- d. Measures of variability
  - 1) Range, Quartile deviation, Mean deviation, Standard deviation, Combined standard deviation
  - 2) Shepherd's correction
  - 3) Co- efficient of variation
  - 4) Merits and demerits and uses

#### Unit – 2: Norms and Probability

##### a) Norms

Percentile, Percentile rank, Cumulative percentage curve or ogive, Use of percentile and percentile rank in establishing norms, Limitations of percentile and percentile rank, Standard scores meaning, Types, Calculation and its uses

##### b) Normal probability curve

Probability, Equation of normal probability curve, their characteristics and uses Skewness and kurtosis of N.P.C., Uses of N.P.C. (with computation)

#### Unit – 3: Correlation & Regression

Meaning, Methods to calculate correlation, Interpretation of co-efficient of co-relation method of correlation- Karl Pearson's method : with computation

Meaning of regression, Regression line, Regression equation, Prediction, Standards error, Co-efficient of alienation

#### Unit – 4: Statistical inference

- 1) Significance of mean, Standard error, Confidence interval, Degrees of freedom, Sampling distribution, Significance of median, Standard Deviation, Percentage and correlation of sampling testing of hypothesis
- 2)  $\alpha$  error and  $\beta$  error, Significance of mean difference, C.R., One tailed and two tailed tests, Significance difference of median, Significance difference of Co-efficient of co-relation and percentage

### **Suggested Practical Work**

1. Prepare a critical assessment of statistical techniques used in a research report. Preparation of graphic designs of data obtained in a research study.
2. Collect the result of two classes and apply mean and SD on this data and prepare a comparative report.
3. Prepare the percentile rank and T-Score of above collected data and compare them.

### **Reference Books:**

1. Blommers, Paul and Lindquist (1965): Elements Statistical Methods University of London press Ltd.
2. Dowine N.M., R.W. Heath (1970): Basic Statistical Methods New York(3<sup>rd</sup>ed.) Harper & Row.
3. Edwards, A.L. (1963): Statistical Methods of Behavioral Science New York: Hall, Rinherth and Winston.
4. Ferguson, G.A.(1989): Statistical Analysis in Psychology and Education (6<sup>th</sup>ed.) New York: McGraw Hill & Co. Inc.
5. Garrett, H.E. (2005): Statistics in Psychology and Education Bombay: Allied Pacific Pvt. Ltd.
6. Guilford J.P. (1965): Fundamental Statistics in Psychology and Education New York: McGraw Hill Co. Inch.
7. Lindquest, E.F. (1968): Statistical Analysis in Educational Research Oxford and IBH Publication Co.
8. Mistry Milan T.,(2015) Advance Educational Research and Statistics Paradise Publication, Jaipur,
9. Patel, R. S. (2009): Statistical Methods for Educational Research Ahmedabad: Jay Publication
10. Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
11. Siegel Sidney and N.J. Castdlan (1988): Non Parametric Statistic, New York: McGraw Hill Book Company.

**Semester – 1**  
**MED1E107**  
**PSYCHOLOGICAL TESTING**

**Objectives:**

A student teacher will be able to;

- Understand the meaning and nature of Psychological testing underlying principles.
- Know the process of test construction and test standardization.
- Score tests and interpret results.
- Appreciate the need to have a wide range of test material in the school.
- To know the test standardization.
- To know the statistical concepts of different test measurement.

**Unit 1 Introduction to Psychological Tests and Constructions and Standardization Test**

1.1 The Meaning Nature and Definition of Psychological Testing

1.2 Types of Tests e. g. Individual vs. Group, Norm reference vs. Criterion referenced, Paper-Pencil test and performance test, etc.

1.3 Characteristics of a good test, Uses of Tests, Miss-use of Psychological Tests and Safeguards for avoiding misuses

1.4 Steps of Standardization :

- Preparing a list of behaviors-trait selection (content of universe) • Item construction • Different try out of the tests and its objectives: Pro-Piloting, Piloting • To decide time factor
- Item analysis • Finalization of Instruction • Internal consistency of items, etc. • Item analysis qualitative as well as quantitative • Item selection • Special factors to be considered in test-construction, format, time, administration, mode of answer, scoring, etc. • Sampling procedures – need and purpose, major types, sample for pilot studies, item analysis and final run. • Standardization of administration procedure for final run. • General procedure from the selection of traits to establishing reliability and validity.

**Unit 2 Norm, Reliability and Validity of Standardized test:**

2.1 Need and definition

2.2 Different types

2.3 Its estimation procedures

2.4 Pros and cons of each type

2.5 Relationship between Reliability & Validity

**Unit 3 Testing of Intelligence, Achievement and Aptitudes:**

3.1 Concept

3.2 Types of Intelligence, Achievement and Aptitudes:

- Intelligence Test: (i) Group Test (ii) Individual Test (Concept, Advantages & Limitation of different types of test) and (1) Stanford Binet Adaptation, (2) Weschsler Adaptation
- Achievement Test: Standardization and Constructed by teachers
- Aptitudes Test: Multifactor Test Batteries: DAT, GATB, other tests of special abilities and professional aptitudes.

3.3 Uses of Intelligence, Achievement and Aptitudes

3.4 Information about tests available in Gujarati.

**Unit 4 Measurement of Interest, Attitude and Personality:**

#### 4.1 Measurement of Interest:

- Nature of Interest, kinds of interest, different approaches for the assessment of interest
- Relation between interest and aptitude,
- Kuder's and Strong's interest inventories

#### 4.2 Measurement of Attitude:

- **Methods of constructing attitude scales:** Likert, Thurston and Guttman, Merit & Limitation of each method.

#### 4.3 Measurement of Personality:

- Different views about the concept of personality.
- Different approaches for its measurement, rating scale, inventories.
- Projective techniques – information about Rorschach and TAT, Situational tests.
- Work done in Gujarati in the field of Personality Assessment, ESPQ, HSPQ, CPQ and 16PFQ

#### Suggested Practical Work:

1. To collect different psychological test.
2. To construct some question of one psychological test.
3. To find out the reliability and validity of the constructed test.
4. To apply that test into classroom.
5. To interpret that psychological test.

#### Reference Books:

- Anastasia A: Psychological Testing, New York, Macmillan Publishing Co. (7<sup>th</sup> ed.)
- Buros, E.K.(ed):The Seventh Mental Measurement Year Book Highland Park, N.J. Gryphon Press, 1972
- Cronbach, L.J.: Essential of Psychological Testing New York, Harper, (3<sup>rd</sup> ed.) 1982.
- Freeman, F.S.: Theory and Practice of Psychological Testing New Delhi: Oxford and IBH Co. 1980.
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- Helmstaller, G.C.: Principals of Psychological Measurement London: Methuen Co., Ltd. 1966
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- Nunnally, L.C.: Psychometric Theory New York, Mc-Graw Hill Book op. Inc.,1967
- Nunnally,J.C.: Educational Measurement and Evaluation New York, Mc-Graw Hill 1972
- Patel, R. S. (2009) Statistical Methods for Educational Research Ahmedabad: JayPublication.
- Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
- Pareek, U and Sound, S.: Directory of Indian Behavioral Science Research, Delhi, Acharan Sahakar, 1971
- Super, D.E. and Crites, J.C.: Appraising Vocational Fitness by Means of Psychological Tests



**Semester – 1**  
**MED1E108**  
**EDUCATIONAL MEASUREMENT & EVALUATION**

**OBJECTIVES:**

A student teacher will be able to understand

1. The basic concepts and practices adopted in Educational Measurement and Evaluation.
2. To the relationship between measurement and evaluation in Education and the existing models of evaluation.
3. To orient with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make how various aspects of education are measured, evaluate, interpreted and results are recorded to help learners.

**Unit – 1 The Measurement and Evaluation Process**

1. Concept of Measurement and Evaluation
2. Inter-relationship between Measurement and Evaluation in Education
3. Scope and Need of Evaluation
4. Functions of Evaluation
5. Basic principles of Evaluation
6. Evaluation and Curriculum
7. Examination: Open book exam, Online exam (Concept, Need, Characteristics) Traditional Exam.

**Unit – 2 Taxonomies of Educational Objective**

1. Classification of Objective of Cognitive Domain: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation (Meaning, Specific objectives and expected behavioral changes).
2. Classification of objective of Affective Domain: Attending Responding, Valuing, Organization Characterization (Meaning specific objectives and expected behavioral changes).
3. Classification of objectives of Psychomotor Domain: Visualization, Concentration, Responses under guidance, learning of working, Mastery (Meaning specific objectives and expected behavioral changes).

**Unit – 3 Norm Reference and Criterion Reference testing**

1. Concept of norm reference and criterion reference test
2. Difference between criterion reference and norm reference test
3. Steps for construction of norm and Criterion Reference Test
  - ✓ Instructional intent specifying the domain
  - ✓ Item development
  - ✓ Item review
  - ✓ Test development
4. Use of criterion referenced test and NRT
5. Item analysis procedure for norm reference and criterion referenced mastery tests

## Unit – 4 Evaluating Results

1. Marks and marking system, need problems
2. Marking : Traditional V/S Grading
3. Grading : Concept and process of grading
4. Semester
5. Continuous internal assessment
6. Question bank : Meaning importance, Steps for construction
7. Formative and Summative Evaluation
8. Progress report : Nature and use
9. Use of Computers in Evaluation

### Suggested Practical Work

10. Choose any one of Psychological Test and find out the reliability and validity of the constructed test.
11. Apply Standardized test into classroom and interpret the result.
12. Prepare a note on measurement and Evaluation.

### Reference Books:

1. Blooms, et. Al., (1966): Taxonomy of Educational Objectives: Hand Book, (1) Cognitive Domain, New York: David McKay Co.
2. Bloom Hatings and Madaus (1971): Handbook on Formative & Summative Evaluation of Student Learning New York: McGraw Hill Book Co.
3. Eble Robert, L (1966): Measuring Educational Achievement New Delhi: Prentice Hall.
4. Furst, E.J. (1958): Constructing Evaluation Instrument New York: David McKay Co.
5. Groundland, N.E. (1958): Constructing Evaluation Instruments New York: David McKay Co.
6. Groundland, N.E. (1976): Measurement and Evaluation in Teaching (3<sup>rd</sup> ed.) New York: Macmillan Co.
7. Hills, J.R. (1976): Measurement and Evaluation in the classroom Columbus, Ohio: A Bell Howell Co.
8. Krathwoh, et.al. (1966): Taxonomy of Educational Objectives: Handbook: 2, Affective domain, New York: David McKay Co.
9. Lindquist Evert F. (1955) (Ed.): Educational Measurement Washington, America council on Education.
10. Mistry Milan T.,(2014) Educational Measurement & Evaluation,para dise Publication, Jaipur,
11. Meherens W.A. & Lehman J.J. (1973): Measurement and Evaluation in Education in Education and psychology New York: Holt, Rinehart & Winston, Inc.
12. Mager Robert F. (1962): Preparing Instructive Objectives Palo, Alto, California: Fearin Publishers.
13. Nunnaly, J.C. (1964): Educational Measurement and Evaluation New York: McGraw Hill Book Co.
14. Patel R.S. (2009) Statistical Methods for Educational Research Ahmedabad: Jay Publication.
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16. Popham W.J. (Ed.) (1971): Criterion Referenced Measurement Englewood Cliffs, N.J.: Education Technology pub.
17. Thondike Robert, L & Elizabeth P. Hagen (1961): Measurement and Evaluation in psychology and Education (2<sup>nd</sup> ed.) New York: Wiley.
18. Tuckman, B.W. (1975): Measuring Educational Outcomes New York: Harccurt Brace, Javanovich, Inc.
19. Wringghstone, J. Wayae (1956): Joseph Justman & Iewing Robbins: Evaluation in Modern Education New York: America Book Co.
20. Jha, A. S. (2009): Measurement and Evaluation Ahmedabad: Jay Publication

**Semester – 2**  
**MED1C201**

**METHODS OF EDUCATIONAL RESEARCH**

**Objectives:**

To enable student to understand

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

**Unit – 1: Historical Research Method**

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

**Unit – 2: Descriptive Research Method**

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

**Unit – 3: Qualitative Research Method**

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

**Unit – 4: Experimental Research Method**

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

**Suggested Practical Work:**

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

## Reference Books:

1. Best, John W. (2005): Research in Education (10<sup>th</sup> ed.) Englewood Cliffs N.J.: Prentice Hall, Inc.
2. Borg, W.R. & Gall M.D. (2006): Educational Research – An Introduction (8<sup>th</sup> ed.) New York; Longman Inc.
3. Barroughs G.E.R. (1975) : Design and Analysis in Educational Research (2<sup>nd</sup> ed.) Oxford : Alden & Mow bray Ltc.
4. Bogdan, R.C. & Biklen, S.K. (2007) Qualitative Research for Education: An Introduction to Theory and Methods (5<sup>th</sup> ed.) Pearson, Boston.
5. Bruce W. (1952): Conduction Educational Research (2<sup>nd</sup> ed.) New York: McGraw Hill Book Co.
6. Desai H.G. (1979): Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
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9. Hyman H.H.(1955) : Survey : Design and Analysis Principles Cases Procedures New York : The Free Press
10. Kerlinger F.N. (1999): Foundations of Behavioral Research (4<sup>th</sup> ed.): Educational & Winston Inc.
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**Semester – 2**

**MED1C202**

**PHILOSOPHY OF EDUCATION**

**Objectives:-**To enable student to

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

**Unit – 1 EDUCATIONAL PHILOSOPHY**

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

**Unit – 2 A COMPARATIVE STUDIES OF THE SCHOOLS OF PHILOSOPHY**

1. Idealism
2. Naturalism
3. Realism
4. Pragmatism
5. Existentialism

Keeping in view the following aspects

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

**Unit – 3 INDIAN SCHOOL OF PHILOSOPHY**

Keeping view the following points

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

#### **Unit-4 IMPACT OF EDUCATIONAL PHILOSOPHY OF SOME INDIAN PHILOSOPHER**

Keeping mind the following points.

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

#### **Suggested Practical Work**

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

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**Semester – 2**  
**MED1C203**  
**PERSPECTIVES IN TEACHER EDUCATION**

**Objectives:**

To enable the students to understand

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

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

(a) Role and function of National Level Agencies

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

(b) Role and function of State level Agencies:

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

**Unit-2: Professional Organization and status of Teacher Education**

(a) Professional Organization:

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

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

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

(c) Economic Status:

- Economics Status
- Salary system
- Service conditions

(d) Social Status:

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

**Unit-3: Major Issues and Challenges of Teacher Education**

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

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

(a) In-service Teacher Education programme:

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

(b) Continuing in-service Education and Professional Development

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

**Suggested Practical Work**

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



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

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**Semester – 2**  
**MED1E204**  
**CURRICULUM STUDIES AND EDUCATION**

**Objectives:**

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

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

**Unit 1- Nature, Principles and Determinants of Curriculum**

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

**Unit 2- Approaches and types to Curriculum Development**

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

**Unit 3- Models of Curriculum Development**

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

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

#### **Unit 4- Selection and Organization of learning experiences and Issues**

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

#### **Suggested Practical Work:**

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

#### **Reference Books:**

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11. Reddy, B. (2007): Principles of curriculum planning and development
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**Semester – 2**  
**MED1E205**  
**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

**UNIT 2:- 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:**

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**Semester – 2**  
**MED1E206**

**GUIDANCE AND COUNSELING**

**Objectives:**

To enable students to understand

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

**Unit-1 Counseling process & Group guidance:**

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

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

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

**Unit-3 Testing in Guidance service:**

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

**Unit-4 Human Adjustment and Mental Health:**

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

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

6. Mental health and development of integrated personality.

### **Suggested Practical Work:**

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

### **Reference Books:**

1. Adams, James F. (1986): Counseling and Guidance: A Summary view (6<sup>th</sup> printing) New York: McMillan.
2. Beride, R.F. et. Al. (1963): Testing in Guidance and Counseling New York: McGraw Hill.
3. Bengalee, M.D. (1984): Guidance and Counseling Bombay: Sheth Publishers.
4. Bernard, H.W. (1977): Principles of Guidance (2<sup>nd</sup> ed.) New York: Harper and Rwo.
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**Semester – 2**  
**MED1E207**  
**SPECIAL EDUCATION**

**Objectives:**

A student teacher will be able to;

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

**UNIT – 1 INTRODUCTION TO SPECIAL EDUCATION**

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

**UNIT - 2 INSTITUTIONS OF SPECIAL EDUCATION**

- 2.1 Special Schools
- 2.2 General Schools
- 2.3 Institutions of Integration and inclusion education
- 2.4 Roll of government and non-government organizations

(Definition, Criteria, Classification, Characteristics, Different approaches: Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials of each)

**UNIT – 3 SPECIAL EDUCATION FOR PHYSICALLY CHALLENGED**

- 3.1 Visually Challenged
- 3.2 Hearing Challenged
- 3.3 Orthopedically Challenged
- 3.4 Mentally Challenged

(Definition, Criteria, Classification, Characteristics, Diagnosis and remedial Education, Different approaches: Medical/ Clinical, Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials for each challenged)

**UNIT – 4 SPECIAL EDUCATION FOR EXCEPTIONAL STUDENTS**

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

**Suggested Practical Work:**

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

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- ✓ CIP - <http://cipranchi.nic.in/>  
[http://www.medindia.net/Indian\\_health\\_act/national-policy-for-](http://www.medindia.net/Indian_health_act/national-policy-for-)  
[http://www.disabilities about com/cs/education](http://www.disabilities.about.com/cs/education)  
<http://www.mohfw.nic.in/>

**Semester – 3**

**MED1C301**

**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: Encyclopaedias, 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
2. 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.

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**Semester – 3**  
**MED1C302**  
**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:**

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2. Brown Francis J. (1961): Educational Sociology New York: Prentice Hall Inc.
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**Semester – 3**  
**MED1E303**  
**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.

**Unit 1: 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 ,

**Unit 2: 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

**Unit 3: 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 Polices 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:

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2. Banta, T. (1966): Are these Really a Montessori Method? Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
3. Bloom, Benjamin, S. (1964):Stability and Change in Human Characteristics New York: John Wiley & Sons Inc.
4. 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.
5. Butts, R. Freeman. (1955). A Cultural History of Western Education. New York: Mc Graw-Hill Book, Co., Inc.
6. Child Development-Issues, Policies and Programmes Vol. I, II & III-Dolly Singh
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23. Sharma, P. (1995) Basics on Development andGrowth of a Child Reliance Publication, New Delhi.
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3. <http://ncpcr.gov.in>
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5. <http://wcd.gujarat.gov.in>

**Semester – 3**  
**MED1E304**  
**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. 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 Uchchatar Shiksha Abhiyan, NCTE, IGNOU- Distance Education Bureau, Rehabilitation Council of India, Association of Indian Universities, Department of Higher Education (Directorate- Commissioner HE) , Gujarat State. Shree Govind Guru University, Godhra.
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:

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23. Swamy: Higher Education Administration and Management DVS Publishers & Distributors, Guwanati, 2006.
24. Sharma, R.S.: Higher Education Administration and Management DVS Publishers & Distributors, Guwanati, 2004.
25. Sharma, S.: History and Development of Higher Education in India (set 5 Vols), DVS Publishers & Distributors, (set 5 Vols) Guwanati, 2002.
26. UGC: Development of Indian Higher Education in India New Delhi. 1982.
27. Venkataiah, S.: Higher Education New Delhi, Anmol Publications, 2001. Management and Quality Educationa, New Delhi, Anmol Publications, 2000.
28. Venkataiah, S.: Management of Higher Education in India (set of 2 vols) New Delhi, Anmol Publications, 1991.
29. Vohra, et al: Rural Higher Education (set of 2 Vols) New Delhi, Anmol Publications, 1998.

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[www.aiuweb.org](http://www.aiuweb.org) , [www.ncte-india.org](http://www.ncte-india.org)  
[www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in) [gujarat-education.gov.in](http://gujarat-education.gov.in)

**Semester – 3**  
**MED1E305**

**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**

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- 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.
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**Semester-3**  
**MED1E306**

**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. Bhagwadgita -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.

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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.
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9. NCERT (2000): National Curriculum Framework for School Education New Delhi
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11. Rajput, J.S. (2001): Symphony of Human Values in Education New Delhi
12. Saiyuddain, K. G.(1965) The Faith of an Educationist: A Plea for Human Values New Delhi : Asia Publishing House.
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14. Seshadri, C.; Khadcr, M.A. Adhya GL. (ed.) (1992): Education in value New Delhi: NCERT London, Allen and Unwin
15. UNESCO (1996): Learning: The Treasure Within Paris.
16. Singh, R.N.(ed.) (2003) Analytical Study of Sikh Philosophy Commonwealth Publishers New Delhi -02
17. Khan Masood Alia (ed.)(2006), Islamic Thoughts and its philosophy Commonwealth publishers New Delhi - 02
18. Khan, Intakhab Alam (2007): Peace, Philosophy and Islam, Academic Excellence Delhi - 31

**Semester – 3**  
**MED1E307**  
**INFERENCE STATISTICS**

**Objectives:**

To enable student to understand

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

**Unit – 1: ANOVA AND ANCOVA**

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

**Unit – 2: SPECIAL METHODS OF CORRELATION**

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

**Unit – 3: NON PARAMETRIC METHODS**

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

**Unit – 4: RELIABILITY, VALIDITY, SCALING AND FACTOR ANALYSIS**

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

**Suggested Practical Work:**

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

**Reference Books:**

1. Blommers, Paul and Lindquist (1965): Elements Statistical Methods University of London press ltd.
2. Dowine N.M., R.W. Heath (1965): Basic Statistical Methods New York: Harper & Row.
3. Edwards, A.L. (1963): Statistical Methods of BehavioralScience New York: Hall, Rinherth and Winston.
4. Ferguson, G.A.: Statistical Analysis in Psychology and Education New York: McGraw Hill & Co. Inc.
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7. Guilford J.P. (1965): Fundamental Statistics in Psychology and Education New York: McGraw Hill Co. Inch.
8. Lindquest, E.F. (1968): Statistical Analysis in Educational Research Oxford and IBH Publication Co.
9. Mistry Milan T.,(2015) Advance Educational Research and Statistics Paradise Publication, Jaipur,
10. Patel, R. S. (2010): Statistical Methods for Educational Research Ahmedabad: Jay Publication
11. Patel, R.S.:(2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.
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13. Patel, R. S. (2010): Introduction to Educational Research (Handbook), Ahmedabad: Jay Publication

**Semester – 3**  
**MED1E308**

**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 from 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. Daniels, H. & Goodland, J. (1979) Curriculum Enquiry the Study of Curriculum Practices McGraw Hill, New York.
5. Daniel, H. & Porter, J. (2011) Educational Theories, Cultures and Learning: A Critical Perspective Routledge, London.
6. Ornstein, A.C., Pojak, E.F. & Ornstein, S.B. (2006) Contemporary Issues in Curriculum Allyn& Bacon, Boston.
7. S.N.Mukerji (1970): Administration of Planning and Finance Acharya Book Dept., Baroda.
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**Semester – 3**  
**MED1E309**

**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. Anderson & Vernon: Principles and Procedure of Curriculum Improvement Ronald Press Company, New York, 1956.
2. Chagla, M.C.: The Role of Education in the World of Today Asia Publishing House, Bombay, 1962.
3. Chary, Ryland, W.: Humanizing the School Curriculum Development and Theory Random House, New York, 1969.
4. Denis Lawton and et. Al.: Theory and Practice of Curriculum Studies Routledge and Kegan Paul, London, 1978.
5. Dewey, John: The Child and the Curriculum The University of Chicago Press, 1959.
6. Doll Ronald C. (1986): Curriculum Improvement: Decision Making Process London, Allyon and Bacon Inc.
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**Semester – 3**  
**MED1E310**

**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

#### ***References***

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- Batra G. (2002). *Development of Entrepreneurship*, Deep & Deep Publications Pvt Ltd, New Delhi, India
- Jones T., (2003). *Innovating at the Edge—How organisations evolve and embed innovation capability*, Butterworth Heinemann, Oxford.
- Mitra J., (2012). *Entrepreneurship, Innovation and Regional Development— an introduction*, Routhedge, London
- Mulliick N H., (2012). *Entrepreneurship Development*, ENKAY Publishing, New Delhi, India.
- Sweeney G., (1987). *Innovation, Entrepreneurs and Regional Development*, Frances Pinter (publishers), London
- Robert Ringer, (2013), *Winning through Intimidation*, Skyhorse Publishing, Inc., New York.
- David Ogilvy, (1976), *My Life in Advertizing & Scientific Advertizing*, McGrow Hill Publication, 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.

**Semester – 4**  
**MED1C401**

**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,  $\alpha$  error,  $\beta$  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 (8<sup>th</sup> ed.) New York; Longman Inc.
3. Burroughs G.E.R. (1975): Design and Analysis in Educational Research (2<sup>nd</sup> ed.) Oxford : Alden & Mow bray Ltc.
4. Bruce W. (1952): Conduction Educational; Research (2<sup>nd</sup> ed.) New York: McGraw Hill Book Co.
5. Desai H.G. (1979): Style Manual for Dissertation / Theses Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
7. Gilbert, S. (1979): Foundations of Educational Research Englewood, Cliffs, New Jersey : Prentice Hall Inc.
8. Hyman H.H.(1955) : Survey: Design and Analysis Principles Cases Procedures New York : The Free Press
9. Kerlinger F.N. (1999): Foundations of Behavioral Research (4<sup>th</sup> ed.): Educational & Winston Inc.
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14. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
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21. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5<sup>th</sup> ed.) Agra: Vinod Pustak Mandir.
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**Semester – 4**  
**MED1E402**

**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.

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**Semester – 4**  
**MED1E403**

## **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.



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**Semester – 4**  
**MED1E404**

**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 SikshaAbhiyan (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 intent 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 administrator 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

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**Semester – 4**  
**MED1E405**

**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 the same in the school and class room 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. Resources 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, Bi o-diversity concept of sustainable development
3. Environmental Education: Integration of environmental concerns in school curriculum
4. Strategiesforsensitizinglearnerstowardsprotectionofenvironmentanditsconservation and Relation between population growth and Environmental Pollution

#### **Suggested Practical Work:**

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

1. Observation and reporting on fulfilment of RTE provisions in any school.
2. Identification of Iniquitous treatment observed in classroom and school situations and pre parathion 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. Preparationofareportoncommunityactionandpracticesinpromotinglife-skillamongtheyoungmass.
6. Observation and reporting on violation of child rights in any locality.

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**Semester – 4**  
**MED1E406**

**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 curricula
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 any one of the in-service teacher training programme organized by any one 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:

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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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19. UNICEF(2008)*Thirdparty assessmentofGOI-UNICEFqualitypackage forprimaryeducation(2003-2007): Final report*New Delhi: UNICEF,India Country Office.

**Semester – 4**  
**MED1E407**

**EDUCATIONAL MANAGEMENT AND ORGANIZATION 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.

**Unit1:1. 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.

**Unit 2: Resource Management 1.**

1. Infrastructural Resources: physicals pace-  
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 behavioural 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:**

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2. Glasser, William (1993). *The Quality School Teacher* New York, NY: HarperCollins Publishers, Inc. Glasser, William (1990). *The Quality School* New York, NY: HarperCollins Publishers, Inc.
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5. MHRD (2008). *Frame work for implementation of Rashtriya Madhyamik Shiksha Abhiyan: As cheme for Universalization of accessto and improvement of quality at the secondary stage* New Delhi: Department of School Education and Literacy.
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**SHREE GOVIND GURU UNIVERSITY, GODHRA**

**M.Ed.**

**Dissertation Evaluation Report**

**Code Number of Dissertation:** .....

**Title of the Dissertation:**

.....  
.....  
.....  
.....

**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**

**SHREE GOVIND GURU UNIVERSITY  
GODHRA-389001**

**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					
<b>Total</b>		<b>120</b>					

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

**SHREE GOVIND GURU UNIVERSITY  
GODHRA-389001**

**M. Ed. Dissertation VIVA Evaluation Marksheets**

Name of the Examiner: .....

Sr. No.	Particular	M A R K S	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												
<b>Total Marks</b>		<b>30</b>												

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](http://www.ncte-india.org)
- National Curriculum Framework (NCF-2009) For Teacher Education, Towards Preparing Professional and Humane Teachers, NCTE, New Delhi.

We are Thankful to the following committee members, Contributors and Faculty Members and Reviewers of Education Discipline.

### ❖ COMMITTEE MEMBERS:-

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Dr. G. B. GODBOLE

Dr. NIDAT BAROT

Dr. AMRUT BHARWAD

*Any suggestions regarding this M.Ed. Syllabus for enhancing quality of teacher education are welcome. The University shall consider them after reviewing them as per norms.*