

**M.Ed. COURSE STRUCTURE
(SEMESTER-WISE)
MASTER OF EDUCATION (M.Ed.)**

M.Ed. Semester Wise Course

SEMESTER-I (20 Credits)

Sr. No.	Paper Title	Core/Spl Core Core/sec Core;Ele Spec/sec Spl	Credit(s)/ Total	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands On/Students Activity/Seminar/ Workshop/etc	Weightage for Internal Examination (Marks)	Total
1	CC-1 Research Methodology-I	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
	Research Proposal		1	1 (16 Hrs.)	25		25	
2	CC-2 Sociological, Historical, Political & Economic Prospective of Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	CC-3 Psychology of Learning and Development	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
	Psychology Practical		1	1 (16 Hrs.)	25		25	
4	CC-4 Educational Studies	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
5	Communication and Expository Writing	Total Subject	1	0	0	1 (32 Hrs.)	30	30
6	Self Development (Yoga etc.)	Total Subject	1	0	0	1 (32 Hrs.)	30	30
		Total	20	14		6		510

SEMESTER-II (21 Credits)

Sr. No.	Paper Title	Core/Spl Core Core/sec Core;Ele Spec/sec Spcl	Credit(s) / Ours	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands On/Students Activity/Seminar / Workshop/etc	Weightage for Internatl Examination (Marks)	Total
1	CC-5 Research Methodology-II	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
2	CC-6 Teacher Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	CC-7 Curriculum Studies	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
4	CC-8 Philosophical Perspectives of Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
5	Dissertation Related Work	Research Work	2	0	0	2 (64 Hrs.) Progress Report	30	30
6	Internship in Teacher Education Institutions	Teacher Education	2	0	0	2 Week (64 Hrs.)	30	30
7	Communication and Expository Writing	Total Subject	1	0	0	1 (32 Hrs.)	30	30
			21	12		09		490

SEMESTER-III (19 Credits)

Sr. No.	Paper Title	Core/Spl Core Core/sec Core;Ele Spec/sec Spcl	Credit(s)/ Total	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands On/Students Activity/Seminar/ Workshop/etc	Weightage for Internal Examination (Marks)	Total
1	CC-9 Methodology of Educational Research-III	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
2	SpC-1 Specialization Core Course in Elementary Education-I	Spl Core (A)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	SpC-2 Specialization Core Course in Elementary Education-II	Spl Core (A)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
OR								
2	SpC-1 Specialization Core Course in Secondary and Higher Secondary Education-I	Spl Core (B)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	SpC-2 Specialization Core Course in Secondary and Higher Secondary Education-II	Spl Core (B)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
4	Dissetation Related Work	Research	02	0	0	2 (64 Hrs.) Progress Report	30	30
5	Internship in Teacher Education Institutions		04			4(128 Hrs.) 4 Week	60	60
6	Research Paper Presentation		01			1 (32 Hrs.)	30	30
	Total		19	9	210	10		420

SEMESTER-IV (21 Credits)

Sr. No.	Paper Title	Core/Spl Core Core/sec Core;Ele Specl/sec Spcl	Credit/ours	Class Teaching	Weightage for External Examination (Marks)	Practicum/ Hands On/Students Activity/Seminar/ Workshop/etc	Research	Weightage for Internal Examination (Marks)	Total
1	CC-10 Teacher Education-II	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)		30	100
2	SpC-3 Curriculum and Assessment in secondary Education	Specialization	4	3	70	1		30	100
3	SpC-4 Guidance & Counseling	Specialization	4	3	70	1		30	100
4	SpCE-1 (Group-A) Psychology Testing	Specialization	4	3	70	1		30	100
Or									
4	SpCCCE-1 (Group-B) Statistical Methods for analysis of data	Specialization	4	3	70	1		30	100
5	Dissertation	Research (Relating to Specialization)	4		100External Ass.	4	4 (128 Hrs.)	Viva 50	150
6	Visit Education Institution		1					30	30
			21	12		8			580

Total Marks (100) = External (70)+Internal(30)

Internal Marks (30)=Academic Writing (10)+Communication Skill (10)+ Pre Exam (10)

(communication Skill -Presentation/ Group Discussion/Work shop/Play /Field Work)

Saurashtra University
Paper Style for M.Ed Full time

Time : 02:30 Hours

Note :

1. Write Your Answers Precisely.
2. Marks will be deducted for irrelevant writing.

Que.1. Answer following Six questions in brief. (06)

Que.2. Answer Any Four of the following Five questions in about 250 Words. (16)

Que.3. Answer Any Two of the following three questions in about 300 Words. (16)

Que.4. Answer Any Two of the following three questions in about 400 Words. (20)

Que.5. Answer Any One of the following two questions in about 500 Words (12)

Year-1 Semester-1	CC-1 Methodology of Educational Research-1	Credit 04
------------------------------	---	----------------------

Objectives: The students' will be able to

1. Understand the concept and place of research in education.
2. Gets acquainted with various resources for research.
3. Achieves skill in writing and interpreting research reports.
4. Are initiated into research by undertaking a piece of research and preparing a dissertation.

Course Content

1.0 Concept of Educational Research

- 1.1 Concept of educational research : meaning and characteristics
- 1.2 Types of research : Basic, Applied and Action research and basic concept of Qualitative and Quantitative research
- 1.3 Areas of educational research
- 1.4 Steps of the research process

2.0 Review of Related Literature

- 2.1 Purpose of literature review
- 2.2 Major steps in a literature review
- 2.3 Types of sources
- 2.4 Library skills : Reading skill and Note taking
- 2.5 Internet search

3.0 Selection of the Research Problem

- 3.1 Standards of selection : novelty, uniqueness, originality and research skill
- 3.2 Sources of the selection of the problem
- 3.3 Narrowing the scope of the problem
- 3.4 Drafting a research proposal
- 3.5 Defining the related terms of research problem

4.0 Variables and Hypotheses

- 4.1 Meaning and types of variables
- 4.2 Meaning and types of hypotheses
- 4.3 Hypothesis construction : bases, involving variables
- 4.4 Testing a hypothesis

REFERENCE BOOKS

- Best, John W. (1986). *Research in Education*. (5th Ed.). Englewood Cliff: N. J. Prentice Hall, Inc.
- Borg, W. R., Gall, M. D. & Gall, I. P. (1996). *Educational Research: An Introduction*. (3rd Ed.). New York: Longman, Inc.
- Burroughs, G. E. F. (1975) *Design and Analysis in Educational Research*. (2nd Ed.). Oxford: Alden & Mowbray, Ltd.
- Gephart, S. (1969). *Foundations of Educational Research*. (Selected Readings). Ohio: C. E. Merrill Publishing Co.
- Gilbert, S. (1979). *Foundations of Educational Research*. Englewood Cliff: N. J. Prentice Hall, Inc.
- દેસાઈ, એચ. જી. અને દેસાઈ, કે. જી. (૧૯૯૭). સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ, (છઠ્ઠી આ.), અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય. ૧૯૯૭
- શાહ, દીપિકા બી. (૨૦૦૪). શૈક્ષણિક સંશોધન. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- ઉચાટ, ડી. એ. (૨૦૦૪). માહિતી પર સંશોધન વ્યવહારો. રાજકોટ : લેખક

Year-1 Semester-1	CC-2 Historical, Sociological, Political and Economic Perspectives of Education.	Credit 04
------------------------------	---	----------------------

Objectives :

- To enable the student to develop knowledge and understanding of the history of education.
- To enable the students to understand the historical foundation of education as manifest in the historical documents such as the reports of different commons and committees.
- To enable the students to understand concept and process of social organization and institution.
- To acquaint the students with role of politics in education.
- To enable the students to understand relationship between politics and education.
- To acquaint the students with role of education in economic development.

Course Content

Unit-1 Historical Development of Indian Education

- 1.1 Education in Ancient India
 - Education system of Vedic time and post Vedic time.
 - Gurukul and Residential Education system.
- 1.2 Education in Medieval India
 - Education centers of Medieval India.
 1. Takshshila 2. Nalanda 3. Vikramsheela
 4. Vallabhi 5. Odantpuri 6. Mithila
- 1.3 National Educational Movement
 - Background of National Education
 - Meaning of National Education and reasons of its emergence.
 - The beginning of National Education.
 - Contribution of National Schools in National Education.
 - Proposal of Gopal Krishna Gokhle (1904)
- 1.4 Basic Education Movement
 - Background of Basic Education.
 - Why Basic Education ?
 - Recommendations of Vardha committee/Dr. Zakir Hussein Committee (1937)
- 1.5 Recommendations of Various primary and Secondary Standard committees with reference to only teachers/training.
 1. National Policy of Education (1968)
 2. New Policy of Education (1986)
 3. National Education Policy-Critical Committee Acharya Rammurti (1990-92)
 4. Pro. Yashpal Committee Report (1993)

Unit-2 Sociological perspective of Education

- 2.1 Concept and Nature of Sociology of Education
- 2.2 Social Stratification s: Concept and Impact on Education
- 2.3 Concept of social change and Factors affecting social change on education
- 2.4 Role of Education in the Social Change and Social activities

Unit-3 Political Perspectives of Education

- 3.1 Education Policy – According to different system of politics.
 - System of Socialism and Education.
 - Democracy and Education.
- 3.2 Democracy and Education : Objectives and Programmes.
- 3.3 Privatization of Education : Meaning, Need and merits and demerits.
- 3.4 Universal of Education : Meaning, Need and advantages.

Unit-4 Economic Perspectives of Education

- 4.1 Role of Education in Economic Development :Developed,developing and semi-developed countries.
- 4.2 Education as an Investment : Concept and Meaning.
- 4.3 Returns and Benefits from Educational Investment
- 4.4 Skill Development Education for Economic Development : with reference to Meaning, Phases and need.

Reference book

Dayal Brijkishor : Development of Educational System in India : Wisdom Press, New Delhi.

Sharam, Yogendra K. : Sociological, Philosophy of Education : Kanishka Publishers, New Delhi.

Jaganath Mohanty : Education in India : Deep & Deep Publication, Rajorigarden, New Delhi.

Brown, Francis J. (1961). Educational Sociology. New York : prentice-Hall Inc.

Morris, Invero (1978). The Sociology of Education. (2nd Ed.) London : Uniwin Education Books.

Nunn, Paroy (1957). Education : Its Data and First Principles. London : Arnold and Co.

Ottaway, A.K.C. (1953). Education and Sociology. London : Routledge and Kegan Fault.

Stanely, O. (1957). William Social Foundations of Education. New York : The Dryden Press Inc.

વ્યાસ, કે. સી. (૧૯૮૧). દિવ. આ. કેળવણીના સમાજિક પાયા. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

જોષી, હ. ઓ. (૨૦૦૬). કેળવણીના સામાજિક પાયા. રાજકોટ : લેખક

શાહ, બુદ્ધિચંદ્ર અને શાહ કૌશલ્યા (૧૯૮૭). કેળવણીના સામાજિક પાયા. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

પટેલ મોતીભાઈ : ભારતીય શિક્ષણનો ઇતિહાસ : એક ઝલક :બી.એસ.શાહ પ્રકાશન-અમદાવાદ

રાવલ નટુભાઈ, વ્યાસ શરદ વગેરે : શિક્ષણની વિસ્તરતી ક્ષિતિજો :નિરવ પ્રકાશન -અમદાવાદ

પાઠક અરૂણભાઈ, શુક્લ ડી.એસ. વગેરે. ભારતમાં શૈક્ષણિક પ્રજાલીનો વિકાસ,વારિષેશ પ્રકાશન-અમદાવાદ

Year-1 Semester-1	CC-3 Psychology of Development and Learning	Credit 04
------------------------------	--	----------------------

Objectives:

1. Appreciate the contribution of psychologists in relation to the theories of learning developed by them
2. Develops a deeper understanding of the implications of learning theories in class- room teaching
3. Know the essential components of teaching-learning situations
4. Acquiring himself with the theory of instruction
5. Acquaints himself with concept and application of constructivism in teaching learning.

Course Content

1.0 Introduction to Instructional Psychology and Development

- 1.1 The nature of Instructional Psychology
- 1.2 The component of Instructional Psychology
- 1.3 The Principles of Instructional Psychology
- 1.4 Concept and Difference between Growth and Deveopment
- 1.5 Types of Development : Physical, Mental, Emotional & Social
(With reference of Adolescence)

2.0 Behaviorists and Cognitive View of Learning

- 2.1 Ausubel's meaningful learning
- 2.2 Bandura's identification with models and observational learning
- 2.3 Bruner's discovery learning
- 2.4 Jean Piaget' Theory of cognitive Development
- 2.5 Social Development Theory of Lev Vggotskay.
(Characteristics and limitations of learning principles of Asubel, Bandura, Bruner, Jean Piaget and Lev Vggotsky with reference to its adequacy, relevancy, comprehensiveness and utility in classroom teaching and learning)

3.0 Modern Information Processing Theories

- 3.1 Phases of information processing
- 3.2 Conditions for effective information processing at every stage
- 3.3 Meaning and importance of semantic encoding and structuring in infromation processing.
- 3.4 Neuropsychological based of information processing

- 3.5 Application of the principle of multi sensory approach in teaching
- 3.6 Application of information processing to facilitate remembering and reduce forgetting.

4.0 Gange's Hierarchical Learning

- 4.1 Learning of intelligent skills, learning of cognitive strategies, learning of verbal information, learning motor skills, learning of attitudes.
- 4.2 Classification of Classroom learning in different school subjects into different types of learning.
- 4.3 Merits and limitations of theories of learning of Gange with reference to its adequacy, relevancy, comprehensiveness and utility in classroom teaching and learning.

• Psychology practical

- (1) A Study of instruction subdual through the method of sequential increasing weight.
- (2) Measurement of optical illusion.
- (3) Mirror Tracing .
- (4) Measurement of Attention Fluctuation.
- (5) Measurement of Span of attention.
- (6) Maze learning
- (7) Learning : whole v/s part method.
- (8) Effect of purpose in the learning process.
- (9) Meaningfulness and learning.
- (10) Efficiency of distributed and mass practice.

REFERENCE BOOKS

- Bernard, H.W. (1954). *Psychology of learning and Teaching*. New York: Mc-Graw Hill.
- Hergenhann, B.R. (1976). *An Introduction to Theories of Learning*. N.Y.: Englewood cliffs, Prentice-hall.
- Klausmeier, H.J. (1961). *Learning and Human Abililties*. New York: Harpper & Row.
- Wilson, A.R. Roebeck, M.C. and Michael, W.B. (1979). *Psychological Foundations of Learning and Teaching*. New York: McGraw Hill Book Com.

Year-1 Semester-I	CC-4 Educational Studies	Credit 04
----------------------	--------------------------	--------------

Objectives: Students will be able to –

- **Understand and appreciate the theoretical development in education in their proper perspective.**
- **Analyze the concept and relevance of educational opportunity for the equality.**
- **Examine critically the role of education** sustainable development.
- **Critically examine the perspectives of quality achievement in the educational system.**
- **Understand the education as a interdisciplinary subject.**

Course Content

1.0 Equality in Educational Opportunity

- Meaning of Equality in Educational Opportunity
(Concept, meaning, Need, Barriers Factor, Article of Indian Constitution)
- Women Education
(Concept, Barriers Factors, History, Idea's of Equity Need)
- Socio-economical backward class
(Concept, History, Need, Barriers Factor, Remedial work in future)
- Education of children with disabilities such as hearing, visual, mental, physical.
(Concept Type, History, Need, Barriers Factors, Remedial work in future
And Institute of this Children)
- Right to education.
(Concept, Provision of RTE, Need)

2.0 Role of Education for Sustainable Development

- Lifelong learning: Meaning, Needs, Operational System and preconditions for successful lifelong learning.
- Development of teacher as a professional.
(Concept, Professional competency Areas, Professional Commitment In Service Programmes, Need ,Limitation of In-service programmes and performance areas of Teacher)
- Distance Education: Concept, Merits, Limitation.
(Concept, Historical background, working Area and Management ICNOU, BAOU, system of Education, Evaluation system, Need of open University, Delimitation of Distance Education, Benif, Important of Distance Education)

3.0 Achieving and Maintain Quality

- Excellence in Education: Academic aspects.
(TQM, Concept, TQM In Education, Management of TQM, Process of TQM In Education, Need of TQM)
- Classroom teacher, learning and Evaluation.

(Role of Teacher in TQM Education, Need, Performance-Competency Commitment of Teacher)

- Non academic aspects: Sports, Fin Arts, Drawing, Painting, Drama, Music, Dance.
(Concept,Types,Need In TQM Education Important in Skill Development,How to use in Student development,Role of Teacher to Develop Each)
- Role of parents / parent Education.
(In Student Development, Help of School, Help of Educational system,Responsibility for child How to parents come co-oprative in Education system ,Activities of Eduaction Which Help of Parents)

4.0 Education as a Interdisciplinary Subject

- Nature and relationships with (Psychology,Sociology,Management Economics,Literature)
- Peace education, (Meaning, need- various levels such as Personal, Domestic, Local, State, National and Global Barriers of Peace,Violence and Terrorism,Important of Education for Peace)
- Opportunities for peace education in teacher Training and Curriculum of various subjects.
(Role of Teacher in peace education,Teaching Point of Peace Eduaction,Concept of International understanding)
- Activities for peace education.
(Activities and Lesson planning of various subjects with Regard peace Education)

• List of Practium in Subject

- (1) Workshops (any skill Development)
- (2) Assignment .
- (3) Academic Writing Skill Development .
- (4) Presentation Skill Development (seminar Presentation)
- (5) Find Research in Subject Areas and Display.
- (6) Group Discussion.
- (7) Movie Making (Drama based on concept)
- (8) Watch Movie on Educational concept and Report writing.
- (9) Question-Answering Method play of unit.
- (10) Small level-seminar and conference on subject.
- (11) Professional Development guest Lecturs
- (12) Activities with social co-opretion.
- (13) Play games (in classroom with Educational skill)
- (14) Reading skill Development work.
- (15) Document – analysis
- (16) Book Review.
- (17) Life skill Teaching.
- (18) Case study (small project)
- (19) Challenges of Tomorrow in subject (Lecture,Discussion)
- (20) Positive view Development . (concept of life skill)
- (21) Quick Answering (one group on stage and answer the question of Related subject Ask by classmate)
- (22) Exhibition (प्रदर्शन)

- (23) Project.
- (24) Visit of Eduactional. (Person,Institute,Place)
- (25) Competition. (Vocable,story talling ,Essay writing)
- (26) Quiz (Related Topic)
- (27) Calture Programme.
- (28) Out door games.
- (29) Self concept Development about subject.
- (30) Book writing skill.

REFERENCES BOOK

- અધ્યેતા વિકાસ અને અધ્યયન અધ્યાપન પ્રક્રિયા, બી.એસ.શાહ પ્રકાશન
- શિક્ષણની વિસ્તરતી ક્ષીતિજો, બી.એસ.શાહ પ્રકાશન
- જીવનલક્ષી પ્રવૃત્તિઓ, નિરવ પ્રકાશન
- કેળવણીની તાત્વીક અને સમાજશાસ્ત્રીય આધારશીલા, અનડા પ્રકાશન
- શિક્ષણની વિસ્તરતી ક્ષીતિજો-વારીખેણ પ્રકાશન
- ભારતીય સમાજમાં શિક્ષણ પ્રણાલીનો વિકાસ, અનડા પ્રકાશન
- શાળા વ્યવસ્થાપન અને સંચાલન , બી.એસ.શાહ પ્રકાશન
- કેળવણીના સામાજિક પાયા, ડો. એચ.ઓ. જોષી રચિત , રાજકોટ
- P.Adinarayan Reddy and D.Uma Devi, (2006),Current-Trends in Adult Education, New Delhi-110002
- L.S.Saraswathi, V.Natarajan, (1989) Medium of Instruction and the Examination Reform at Different-Levels (studies in Educational Reform in india), pune
- A. Biswas , The new Educational Pattern in India vikas Publishing house PVT.LTD,Delhi-110006
- B.N. Dash (2009) Development of Educational system in Inadia, Delhi-110002

Year-1 Semester-II	CC-5 Methodology of Educational Research-II	Credit 04
-------------------------------	--	----------------------

Objectives: The students' will be able to

1. Understand the concept and place of research in education.
2. Gets acquainted with various resources for research.
3. Becomes familiar with various methods of research.
4. Gets conversant with the problems of research design, tools of collecting data, methods and techniques of analysis.

Course Content

1.0 Tools of Research

- 1.1 Psychological Test : (a) types and its uses (b) general information about construction procedure
- 1.2 Questionnaire : (a) types, format and basic guidelines for constructing questions and questionnaire, (b) advantages and disadvantages of questionnaire.
- 1.3. Interview : (a) types of interview such as individual & group and structured & unstructured, (b) conduction of interview / interview schedule
- 1.4 Rating Scales : types, format and basic guidelines for constructing scale
- 1.5 Measurement of Attitude : Thurston and Likert technique
- 1.6 Concept of some other tools : format and use of (a) Checklist, (b) Opinionnaire (c) observation schedule
- 1.7 Standardization of research tool : Reliability, Validity, and Norms

2.0 Sampling Technique

- 2.1 Meaning of population and sample
- 2.2 Importance of sampling
- 2.3 Characteristics of a good sample
- 2.4 Sampling technique : (a) Probability sampling : simple random sampling, stratified random sampling, systematic sampling, cluster sampling. (b) Non-probability sampling : incidental sampling, purposive sampling, quota sampling.

3.0 Methods of Research-1

- 3.1 Historical Method : (a) purpose and steps in doing historical studies, (b) primary and secondary sources including external and internal criticism of source materials, and (c) interpretations in historical research.
- 3.2 Survey : Problems and method of school surveys, job analysis, documentary analysis, public opinion surveys, community surveys.
- 3.3 Inter Relationship Studies : problems and method of case study, causal comparative study, correlation study
- 3.4 Developmental Studies : Nature of longitudinal cross sectional studies.
- 3.5 Content analysis method.

4.0 Methods of Research-2

- 4.1 Experimental Studies : (a) meaning and characteristics of experimental research, (b) method of control, (c) criteria for selecting (evaluating) an experimental design-appropriateness, adequacy of control, internal validity and external validity, and (d) various types of experimental designs : pre, true and quasi-experimental design.
- 4.2 Concept of qualitative research, comparison of qualitative and quantitative research, Brief understanding of methods of qualitative research.

REFERENCE BOOKS

- Best, John W. (1986). *Research in Education*. (5th Ed.). Englewood Cliff: N. J. Prentice Hall, Inc.
- Borg, W. R., Gall, M. D. & Gall, I. P. (1996). *Educational Research: An Introduction*. (3rd Ed.). New York: Longman, Inc.
- Burroughs, G. E. F. (1975) *Design and Analysis in Educational Research*. (2nd Ed.). Oxford: Alden & Mowbray, Ltd.
- Gephart, S. (1969). *Foundations of Educational Research*. (Selected Readings). Ohio: C. E. Merrill Publishing Co.
- Gilbert, S. (1979). *Foundations of Educational Research*. Englewood Cliff: N. J. Prentice Hall, Inc.
- દેસાઈ, એચ. જી. અને દેસાઈ, કે. જી. (૧૯૯૭). સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ, (છઠ્ઠી આ.), અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય. ૧૯૯૭
- શાહ, દીપિકા બી. (૨૦૦૪). શૈક્ષણિક સંશોધન. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- ઉચાટ, ડી. એ. (૨૦૦૪). માહિતી પર સંશોધન વ્યવહારો. રાજકોટ : લેખક

Year-1 Semester-II	CC-6 Teacher Education	Credit 04
-------------------------------	-------------------------------	----------------------

Unit 1: Structure, Curriculum and Modes of Pre-service Teacher Education

- 1.1 Pre-service teacher education – concept, nature, objectives and scope.
- 1.2 The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- 1.3 Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- 1.4 Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Unit 2: Organisation of Different Components of Teacher Education Curriculum

- 2.1 The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- 2.2 Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- 2.3 Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation
- 2.4 Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment
- 2.5 Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in preinternship, internship and post-internship

Unit 3: In-service Teacher Education in India – Concept, Structure and Modes

- 3.1 Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- 3.2 The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- 3.3 Modes and Models of in-service teacher education:
- 3.4 Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
- 3.5 induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

Unit 4: Planning, Organizing and Evaluating an In-service Teacher Education

- 4.1 .Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget

- 4.2 Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
- 4.3 Organizing an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- 4.4 Qualities and characteristics of an effective in-service teacher educator

References Books

- Kauts, A. (2013). *Quality Concerns in Teacher Education*. Patiala: 21st Century Publications
- Bose, K., and Srivastava, R.C. (1973). *Theory and Practice. Teacher Education in India*. Allahabad: Chug Publication.
- Byrne, H.R. (1961). *Primary Teacher Training*. London : Oxford University Press.
- Chaurasia, G. (1967). *New Era in Teacher Education*. New Delhi : Sterling Publishers.
- Chaurasia, G. (1977). *Challenges and innovations in Education*. New Delhi: Sterling Publications (Pvt.) Ltd.
- Hillard, F.H. (1971). *Teaching the Teachers. Trends in Teacher Education*. London: George Allen and unwin Ltd.
- Kothari, R. G. and Patel, J, B (2011). *In-service Teacher Education: Training programme for Primary Teachers*. Germany:VDM Verlag Publisher.
- Mukerji, S.N. (1968). *Education of Teachers in India (vol. 1 and 11)*. New Delhi: Sultan Chandand Co.
- National Council For Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. New Delhi: Member Secretary, National Council for Teacher Education.
- National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
- National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
- National Curriculum Framework for Teacher Education (2006) NCTE
- NCERT (1991) *Secondary Teacher Education Curriculum : Guidelines and Syllabus*. New Delhi, NCERT.
- NCERT (1991a). *Elementary Teacher Education Curriculum – Guidelines and Syllabus*. New Delhi, NCERT.
- NCERT. (1979). *Teacher Education curriculum – A Framework*. New Delhi.
- NCTE (1988). *National Curriculum for Teacher Education – A Framework*. New Delhi :
- NCTE. (1978). *Teacher Education Curriculum. A Framework*. New Delhi, NCERT.
- Panigrahi, S. C., and Biswal, A. (2012). *Teacher Education*. New Delhi: APA Publishing Corporation.
- Pires, E.A. (1959). *Better Teacher Education*. New Delhi: University Press.
- Sharma, S. P. (2003). *Teacher Education*. New Delhi: Kanishka Publishers (Pvt.) Ltd.

Year-1 Semester-II	CC-7 Curriculum Studies	Credit 04
-------------------------------	--------------------------------	----------------------

Objectives : The students will be able to

1. Understand the meaning and concept of curriculum.
2. Become familiar with the foundation of curriculum development.
3. Understand the need for curriculum change.
4. Understand the process of curriculum planning.
5. Develop skill for selection of content and evaluation of curriculum.

Course Content

1.0 Concept and Foundations of Curriculum

- 1.1 Concept of curriculum, old and new concepts of curriculum.
- 1.2 Philosophical foundation, social foundation, Psychological foundation and subject-matter foundation of curriculum.
- 1.3 Curriculum Related terms (Curriculum, Syllabus, correlation, integration, units, experiences, Educational objective, Subject.)

2.0 Process of Curriculum Planning

- 2.1 Formation of general objectives for each school stage.
- 2.2 Suggesting appropriate content of fulfill the objectives.
- 2.3 Organization for the selected content within appropriate subject boundaries.
- 2.4 Determining learning experiences and learning activities.
- 2.5 Role of teachers, parents, subject-matter specialists and community leaders for the planning of curriculum.

3.0 Selection of Content and Evaluation of Curriculum

- 3.1 Problems in establishing criteria and validity and significance of content.
- 3.2 Factors governing the selection of content
 - (a) Nature and composition of the present
 - (b) Nature student population
 - (c) consistency with needs of society
 - (d) Knowledge explosion
 - (e) Nature and Structure of disciplines
 - (f) Values
 - (g) Influenced by the mode of measurement and evaluation
- 3.3 Balance of breadth and depth.
- 3.4 Learn ability and adaptability to experiences of students.
- 3.5 Establishing sequence, classification of content (stage, grade, unit and placement)
- 3.6 Evaluation of curriculum (with structure)

4.0 Strategy for Curriculum Change

- 4.1 Need for change (changes in population, occupational structure, social system, role of home expanding frontiers of knowledge)
- 4.2 procedure for curriculum change
- 4.3 Various agencies for curriculum change.

4.4 Implication of research for curriculum development

(Problems of Human relationship, analysis and understanding of teaching, learning process, solving problems of classroom and school, organization, development and effective use of resources, sharpening of evaluation skills, action research for curriculum).

References Books

- Beauchamp, G. A. (1961). Curriculum Theory. Illinois : L Keg Press Wilmette.
- Caswell, A. L. Association (1951). Curriculum Improvement in Public School systems. New York : Bureau of Publications, Teachers College, Columbia Uni.
- Govt. of India Ministry of Education (1959). The Improvement of Curriculum in Indian school.
- Kurq, E. A. (1960). Curriculum Planning. New York : Harper and Row.
- Tada, H. (1960). Curriculum Development Theory and Practice.
- Rawat, V. (2011). Curriculum Technology, New Delhi.
- Kshirsagar, O. M. (2012). Curriculum Development. Aadi Publications, Jaipur.
- Malla Reddy and S. Ravishankar (1986). Curriculum Development and Educational Technology, New Delhi.

Year-1 Semester-II	CC-8 शिक्षासुं तात्विक यथादर्शन (Philosophical perspectives of Education)	Credit 04
-------------------------------	--	----------------------

Objectives : The students : will / may

1. Be introduced to Indian Philosophy.
2. Know & Compare Indian and Western Philosophy
3. Perceive and summarise from Indian philosophical resources.
4. Lead their lives physically, mentally, intellectually and spiritually sound and healthy.
5. Absorb and accept the ideologies of Indian philosophers in their lives.
6. Experience philosophical thoughts and ideology through activities.
7. Grow & develop physically and mentally through Yoga and sports.

Course Content

Unit-1 Philosophical Foundation of Indian Education

- 1.1 Parmatama - Param tatva - chiti Chaitanya - Atma, Ekatam Tatva and Karma, Theory.
- 1.2 Knowledge generation process in the context of 'Chaitanya'
 - Panchkoshiya Education System
 - Individual and Universal Balance Development
 - Indian Akhnd Mandlakar Development
- 1.3 Three Branches of Philosophy, Metaphysics, Epistemology & Axiology.

Unit-2 Western Philosophical Foundations of Education

- 2.1 Idealism
- 2.2 Naturalism
- 2.3 Realism
- 2.4 Pragmatism

(In the context of concept, objectives teaching methods)

Unit-3 Study of Indian Philosophical Resources

- 3.1 Upnishads
- 3.2 Bhagvad geeta
- 3.3 Jain Darshan (philosophy)
- 3.4 Ashtang yoga vidya of Maharshi Patanjali.
(Central Idea, Belife of Education and Usefullness to Teacher)

Unit-4 Contribution of Indian Philosophy of Education

- 4.1 Shri Aurbindo
- 4.2 Swami Vivekanand
- 4.3 Mahatma Gandhi

(In the context of concept of Education, Objectives, Methods and Value Education)

References Books

- Broudy, Harry (1967). Building a Philosophy of Education. Englewood Cliffs : Prentice-Hall. Inc.
- Brubacher, J. S. (1962). Modern Philosophies of Education. (International Students Edition) Tokyo : McGraw-Hill.
- Kilpatrick, William, H. (1931). Source Book in The Philosophy of Education. New York : The Macmillan Co.
- Chuabe, S. P. and Chaube, A. (1981). Philosophical and Sociological Foundations of Education. Agra : Vindo Pustak Mandir.
- Power, E. J. (1962). Main Currents in the History of Education. New York : McGraw-Hill.
- Price Kingsley (1963). Education and Philosophical Thought. Boston : Alln and Bacon.
- Ross, J. S. (1957). Ground Work of Educational Theory. London : George Allen and Unwin Ltd.
- Rudolph, S. H. , Rudolph, L. I. (1972). Education and Politics in Indian. Bombay : Oxford University Press.
- Rusk, Robert R. (1957). The Philosophical Bases Education. Boston : The Dryden Press Inc.
- Thomson, Godfrey. (1957). A Modern Philosophy of Education. London : George C. Harper & Co. Ltd.
- Wynne, John P. (1947). Philosophy of Education. New York : Prentice-Hall Inc.
- જોષી, હ. ઓ. (૨૦૦૦). શૈક્ષણિક તત્વજ્ઞાન. રાજકોટ : લેખક
- જોષી, હ. ઓ. (૧૯૯૮). મૂલ્ય શિક્ષણ. રાજકોટ : લેખક
- શાસ્ત્રી, જયેન્દ્ર દવે (૧૯૮૬). ભારતીય ચિંતકોનું શિક્ષણ ચિંતન, અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- શાસ્ત્રી, જયેન્દ્ર દવે (૧૯૯૧). કેળવણીના તાત્વિક આધારો. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- ભટ્ટ, એમ. કે. (૧૯૮૫). શ્રી અરવિંદનું તત્વજ્ઞાન. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- ભાણદેવ (૧૯૯૮). ઉપનિષદ વિદ્યા. રાજકોટ : પ્રવીણ પ્રકાશન.

Year-2 Semester-3	CC-9 Methodology of Educational Research-III	Credit-4
------------------------------	---	-----------------

Objective :

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

1. To understand Concept of Treatment of data.
2. To Know about various Statistical techniques.
3. To understand about qualitative Research.
4. To Develop Skill of Research Report Writing.

Unit-1 Treatment of data

- 1.1 Concept of treatment of data
- 1.2 Measurement levels of data
- 1.3 Statistical Concepts: Continuous and Discrete information , Related and non correlated information, Population ,sample, Parameter, Statistics, Descriptive and Inferential Statistic, Sampling Error, Null Hypothesis, Level of Singificance, Type-1 and Type-2 Errors, One Tailed and Two Tailed Test, Parametric and Non Parametric test
- 1.4 Treatment of data : editing, coding ,classification, tabulation, visualization

Unit-2 Statistical techniques

- 2.1 Selection of techniques for analysis of data : Descriptive statistics and inferential statistics
- 2.2 Introduction of some statistical techniques (t-test, ANOVA, χ^2 test, manwhiteney u-test, Pearson, Spearman Rank difference, partial and multiple correlation, Factor analysis)
- 2.3 Interpretations, Conclusions and Educational Implications.

Unit-3 Qualitative Research and Various Research Writings

- 3.1 Concept of Qualitative Research
- 3.2 Comparison of Qualitative and Quantitative research
- 3.3 Methods of Qualitative Research: Ethnography, Narration
- 3.3 Various Research Writings(Research Paper, Research Article)

Unit-4 Writing Research Report

- 4.1 Divisions of a report : (a) Preliminary part,(b) Content part: problem identification Review of related literature, methodology, analysis and interpretation of data and result section (c) Supplementary part : appendices, references, abstract, glossary of terms.
- 4.2 Format,style,typing,quotations,footnotes,bibliography,pagination,tables,figures,and graphics in the report
- 4.3 Criteria for evaluating research report

Year -2 Semester-3	SpC-1 SECONDARY AND HIGHER SECONDARY EDUCATION-I	Credit-4
-------------------------------	---	-----------------

Objectives:

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

1. Know the evolution of secondary and higher secondary education in India
2. Understand the concept of secondary and higher secondary education
3. Know and analyze the different Structures of Secondary and Higher Secondary Education
4. Have an understanding of Global Perspectives of Secondary and Higher Secondary Education

UNIT- 1 Evolution of Secondary and Higher Secondary Education in India

- 1.1 Development of Secondary and higher secondary Education in India: During different periods- Ancient times, during Mughal period, during British Period, during Post Independence Period.
- 1.2 Commissions and Committees on Secondary and higher secondary Education.
- 1.3 Present structure and status of Secondary and higher secondary Education in different states.

UNIT-2 Objective, Characteristic and provision of Secondary and Higher Secondary Education

- 2.1 General Aims and Objectives of Secondary Education and higher secondary.
- 2.2 Nature and Characteristics of Secondary Education and higher secondary.
- 2.3 Constitutional provisions for Secondary and Higher Secondary Education.
- 2.4 Provisions for Secondary and Higher Secondary Education in different states.
- 2.5 Higher Secondary Education with different streams-its significance.
- 2.6 Vocational Education Equivalent to Secondary and Higher secondary Education

UNIT-3 Structure of Secondary and Higher Secondary Education

- 3.1 Structure and Status of Secondary and Higher Secondary Education with different Boards: State Boards, CBSC, ICSE, IGCSE and International Boards- Purpose and Functions
- 3.2 Secondary and Higher Secondary Education in different types of Schools: Government / aided / Unaided, Public, Kendriavidyalaya, NavodayaVidyalaya, International Schools and schools for weaker sections.
- 3.3 Structure of Secondary and Higher Secondary Education at different levels-National and State level, NCERT, SCERT, KV, NVS etc.
- 3.4 Secondary and Higher Secondary Education in Open schooling: National and State Open schools- Objectives and Functioning

UNIT-4 Global Perspectives of Secondary and Higher Secondary Education

- 4.1 Secondary and Higher Secondary Education in Developing Countries with reference to Aims, nature, Purpose and innovations
- 4.2 Secondary and Higher Secondary Education in England, France, Switzerland, USA, Australia, Japan, Russia, China, Newzealand.

References:

- Agrawal. S. P., &Agrawal, J. C. (1994). *Third Historical Survey of Educational Development in India*. New Delhi: Concept Publications.
- Aitekar A.S. : "Education in Ancient India"

- Brangled, T. (1968). *Japan Culture, Education and change in two communities*. New York: Holt Rinchart and Winston Publications.
- Kuppuswami B., "Social change in India" Vikas Publications, New Delhi.
- Mudeliar A.L. : "Education in India, Mukerjee R.K. : "Ancient Education in India"
- Mukerjee S.N. : "Education in India - Today and tomorrow"
- Mukerjee S.N. : "Education in India in Twentieth century"
- Mukerjee S.N. : "Education in Modern India" Nurulla&Naik ": "History of Education in India" Nurulla&Naik : "History of Education in India during British rule"
- Mookerji, R. K. (1969). *Ancient Indian Education*. New Delhi: Motilal Banarsidas
- Sayed Mahmud : "History of English Education in India"
- Report of the University Education Commission : (Radhakrishana Commission, Vol-I, 1949)
- Report of the Indian University commission, (1902)
- Hughes, J. M. (1962). *Education in America*. New York: Harper and Row Publishers.
- Kumar, S. (2005). *Ancient Educational Philosophy*. New Delhi: Anmonl Publications.
- Nigam, B. K. (1993). *History and Problems of Indian Education*. New Delhi: Kanishka
- Pruthi, R. K. (2005). *Education in ancient India*. New Delhi: Sonali Publications.
- Sharma, R. S. (2006). *Comprehensive history of Modern Education*. New Delhi: Cybertech Publications.
- Singh, V. (2005). *Development of Education in India*. New Delhi: Akansha Publication House.
- Ulich, R. (1971). *Three thousand years educational wisdom*. United States of America: Harvard University.
- Vaidya, (2005) *Educational Reforms*. New Delhi: Deep and Deep Publications.

Year-2 Semester-3	SpC-2 SECONDARY AND HIGHER SECONDARY EDUCATION-II	Credit-4
------------------------------	--	-----------------

Objectives:

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

- 1 understand the Organization of Curriculum in Secondary and Higher Secondary Education
- 2 To enable students to gain an understanding of Evaluation at Secondary and Higher Secondary Education
- 3 To enable students to know the New Trends and Innovation in Secondary and Higher Secondary Education
- 4 To enable students to know the status and role of teachers in Secondary and Higher Secondary Education

UNIT-1 Organization of Curriculum in Secondary and Higher Secondary Education

- 1.1 Main features and components of secondary and higher secondary school curriculum.
- 1.2 Curriculum development at Secondary and higher secondary Education.
- 1.3 Problems and Issues in Curriculum Development at secondary and higher secondary education.
- 1.4 Co-curricular activities and extracurricular activities in Secondary and Higher Secondary Education.

UNIT-2 Evaluation at Secondary and Higher Secondary Education

- 2.1 Purposes of Evaluation at Secondary and Higher Secondary Education
- 2.2 Nature of Evaluation at Secondary and Higher Secondary Education
- 2.3 Types of Evaluation at Secondary and Higher Secondary Education
- 2.4 Issues and Problems in the Evaluation at Secondary and Higher Secondary Education

UNIT-3 New Trends and Innovation in Secondary and Higher Secondary Education

- 3.1 Universalization of Secondary and Higher Secondary Education: Need, Challenges and Actions.
- 3.2 Rashtriya Madhamik Shiksha Abhiyan (RMSA)- Objectives and Functioning
- 3.3 Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning
- 3.4 Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination, No Examination
- 3.5 Research in Secondary and higher secondary Education

UNIT-4 Teachers in Secondary and Higher Secondary Education

- 4.1 Status of Teachers in Secondary and Higher Secondary Education: Recruitment, Qualifications and present position.
- 4.2 Teacher motivation and accountability of teacher.
- 4.3 Teacher role conflict.
- 4.4 Education of Teachers: Pre-service Education and in-service education of teachers.

References:

- Andrey & Howard Nicholls. Developing Curriculum- A Practical Guide. George Allen and Unwin, London, 1978.
- Craner, I.F. & Brown.G.S. ;Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.
- Denis Lawten. School Curriculum Planning Hodder and Stoughton.London, 1986.
- Dunkin, J. Michcal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- Edward, A. Krug. The Secondary School Curriculum, Harper and Row Publishers, New York, 1960.
- Husen, Torsten&Postlethwaite (Eds.) (1994), The International Encylopedia of Education Pergamon Press, New York, Vol. 1-12.
- Mangla, Sheela (2000), Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
- Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
- NCERT (1987) In service Training Package for Secondary Teachers MHRD, New Delhi.

Year-2 Semester-4	CC-10 Teacher Education-2	Credit: 4
------------------------------	--------------------------------------	------------------

Unit:1 Perspectives and Policy on Teacher Education

- 1.1 Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
- 1.2 Teacher Expertise – Berliner’s stages of development of a teacher.
- 1.3 Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- 1.4 In-service teacher education under DPEP, SSA and RMSA
- 1.5 Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices

Unit:2 Structure and Management of Teacher Education

- 2.1 Structure of teacher education system in India – its merits and limitations
- 2.2 Universalisation of Secondary Education and its implications for teacher education at the secondary level
- 2.3 Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
- 2.4 Vertical mobility of a school teacher – avenues
- 2.5 Professional development of teachers and teacher educators – present practices and avenues
- 2.6 Systemic factors influencing the quality of pre and in-service education of secondary school teachers

Unit:3 Research in Teacher Education

- 3.1 Paradigms for research on teaching – Gage, Doyle and Shulman.
- 3.2 Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
- 3.3 Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications

Unit:4 Problems and Issues in Teacher Education

- 4.1 Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- 4.2 Sufficiency of subject matter knowledge for teaching at the senior secondary level,
- 4.3 Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
- 4.4 Issues related to enhancing teacher competence, commitment and teacher performance
- 4.5 Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
- 4.6 Select any one current practice in teacher education and trace the background of its formulation as a policy.
- 4.7 A review of researches in any one area of research in teacher education and write the policy implications
- 4.8 A review of a research article in teacher education and write implications for Practitioner

Year-2 Semester-4	SpC-3 Curriculum and Assessment in Secondary Education	Credit-4
------------------------------	---	-----------------

Objectives

On Completion of this Course the Students will be able to....

1. Understand concept of Instructional design.
2. Develop knowledge about various models for instructional design.
3. Understand Psychological Principles of developing story board.
4. Develop skills for developing story board.
5. Clarify the concept and need of question banking.
6. Understand various types of questions.

Paper I Curriculum Transaction

Unit: 1 Instructional Designs

- 1.1 Concept of Instructional Design
- 1.2 Instructional design Models
- 1.3 Skills of Instructional Designer.

Unit: 2 Story Board

- 2.1 Concept of Story Board.
- 2.2 Psychological Principles of Developing Story Board.
- 2.3 Steps of Developing Story Board.
- 2.4 Advantages & Limitation of Story Board.

Unit: 3 Development of Instructional Material.

- 3.1 Concept and need of self study material.
- 3.2 Programmed Learning Material: Concepts, Principles, Types, Development, Advantages & Limitation.
- 3.3 Steps of Developing Instructional Material.
- 3.4 Concept Characteristic and development procedure of CAI

Unit: 4 Question Banking and Grading

- 4.1 Types of Questions.
- 4.2 Concepts and Importance of Question Bank.
- 4.3 Steps for developing Question Bank.
- 4.4 Concepts, Types, advantages and limitations of grading.

Year-2 Semester-4	SpC-4 Guidance and Counseling	Credit-4
------------------------------	--	-----------------

Objectives :

On Completion of this course the students will be able to....

1. To know and nature and principal of Guidance.
2. To know nature of Counseling.
3. To Understand elements of Counseling and role of counselor
4. To understand meaning and nature of group Guidance.

Unit-1 Nature of Guidance

- 1.1 Concepts and Definition of Guidance
- 1.2 Need of Guidance
- 1.3 Principles of Guidance
- 1.4 Types of guidance :Educational, Vocational and social
- 1.5 Concept and Definition of Counseling.
- 1.6 Principles of Counseling.

Unit-2 Guidance and Counseling at Secondary Education

- 2.1 Objectives, set-up and activities of guidance at secondary level.
- 2.2 Role of Home Teacher Pricipal and school as a guidance Services.
- 2.3 Counseling services for Exceptional child physically handicapped ,mentally retired, Gifted, isolated child, personality deviates and problematic child.
- 2.4 Collection of information about exceptional child by observation, sociometry , case study self reports, autobiography,Anecdotal record.

Unit-3 Introduction of Counseling

- 3.1 Basic elements of counseling
- 3.2 Difference between counseling and Education, advice and psychotherapy.
- 3.3 Role and function of counselor.
- 3.4 Group Counseling. :Meaning and Process

Unit-4 Group Guidance

- 4.1 Meaning of group guidance.
- 4.2 Techniques of group guidance ; class talks, group discussions ,sociodrama and career conferences.
- 4.3 Guidance services through mass media, News Papers , Periodicals, television.
- 4.4 Adverse Effects of lack of guidance.
- 4.5 Recent trends and research in guidance and counseling

Reference book

- Bennett, M.E. (1955) Guidance and Counseling in Groups. New York: McGraw Hill Book Company.
- Crow, L.D. & Crow (1962) An Introduction to Guidance. New Delhi : Eurasia Pub. House (p)Ltd.
- Dinkmeyer D.C & Casdwell, C.E. (1970) Developmental Counseling & Guidance. New York: McGraw Hill Book Company.
- Jayaswal S.R.(1968) Guidance and Counseling _Lucknow :Prakashan Kendra Building Aminabad.
- Jones ,A.J. (1963) Principles of guidance _New York : McGraw Hill Book Company Inc.
- Kohhar S.K. (1978) Educational and Vocational Guidance, Schools New Delhi: Sterling Publisher Enclave
- Super, D.E. & Crites J.D. (1962) Appraising Vocational Fitness _New York: Haeper & Row ,John Weather Hill.
- Traxler , A.E. (1957) Techniques of Guidance _New York: Harper & Row, John Wether Hill.
- Warters J. (1964) Techniques of Counseling _New York: McGraw Hill Book Company.
- દોગા એન. એસ. (૨૦૦૦) ભારત અને અમેરિકામાં માર્ગદર્શન અને સલાહદર્શન વ્યવસ્થા. રાજકોટ : નિજજન સાયકો સેન્ટર અંબાસણા એ.ડી. (૨૦૦૭) સલાહદર્શન રાજકોટ
- દેસાઈ કે.જી. (૧૯૮૧) શૈક્ષણિક અને વ્યવસાયિક માર્ગદર્શનની પ્રવિધિઓ અમદાવાદ:યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત ૨૦૧૫

Year-2 Semester-4	SpCE-1 (Group-A) Special Elective : Assessment in Secondary Education Psychological Testing	Credit-4
------------------------------	--	-----------------

Objectives :

On Completion of this Course the Students will be able to:

1. Understand Concepts of Measurement
2. Differentiate between evaluation and measurement.
3. Know and evaluate characteristics of evaluation
4. Clarify the Concepts of instructional objectives.
5. Understand need and importance standardized tests.
6. Develop Knowledge of test Construction Procedure.
7. Understand need of Measurement of interest, personality, Intelligence, Attitude and will be familiar with some of this tests.

Unit :1 Essentials of Evaluation

- 1.1 Concepts of Measurement
- 1.2 Concepts of Evaluation.
- 1.3 Difference between Evaluation and Measurement.
- 1.4 Types of Evaluation:(i) Maximum performance v/s Minimum performance, (ii) Formative, Summative and Diagnostic Evaluation (iii) Criterion v/s Norm referenced Evaluation
- 1.5 Role of Evaluation: Diagnosis, Prognosis, Survey, Guidance, Placement, Improvement of Teaching, Learning and Testing.
- 1.6 Characteristics of Evaluation.
- 1.7 Step in the process of Evaluation

Unit: 2 Instructional Objectives

- 2.1 Concepts of instructional Objective..
- 2.2 Need for defining instructional objectives
- 2.3 Method for stating instructional objective.
- 2.4 Taxonomy of Instructional objectives: meaning and classification of Objectives: Cognitive, Affective and Psycho-motor Domain: (Nature, specific objectives and expected behavioral changes)

Unit :3 Test Construction Procedure.

- 3.1 Construction of a good test.
- 3.2 Standardized Achievement Test.
- 3.3 Construction of Attitude Scale: Likert Scale and Thurstone Scale
- 3.4 Construction of Diagnostic Test.

Unit:4 Introduction to Trait Measurement Devices.

- 4.1 Interest: Meaning of Interest, Introduction to Kuder Preference Records, Strong Complete Interest Inventory
- 4.2 Personality: Meaning of personality, Introduction to Rorschach Ink blot test, TAT, MMPI.
- 4.3 Intelligence: Meaning of intelligence Introduction to WAIS, Raven's Progressive Matrices, Lorr-Thornedik Intelligence Test.
- 4.4 Aptitude: Meaning of Aptitude introduction to DAT, GATB, FACT (Introduction of any two tests)
- 4.5 Tests developed in Gujarati : Art Judgement Test (A.D.Ambasan), Musical Aptitude Test (Shukla), Interest Inventory (Jyoti Dave) , Desai Verbal/Non Verbal Intelligence Test (K.G.Desai).

**Special Elective : Assessment in Elementary Education
Practicum**

1. Select any standard and any one subject. Write instructional objective of any five chapters of that subject.
2. Write any five instructional objectives pertaining to psychomotor domain.
3.Affective domain.
4. Prepare a diagnostic test of any one unit of any one subject of any one standard. Apply this test and prepare a report of collected data and analysis.
5. Write a introduction role of any two test.

Year-2 Semester-4	SpCE-1 (Group-B) Statistical Methods for analysis of data	Credit-4
------------------------------	--	-----------------

Objective :

1. To Understand fundamental of statistics.
2. To understand the concepts of normal probability curve.
3. To understand meaning of correlation
4. To understand parametric and non-parametric test.

Unit : 1 Fundamental probability Curve :

- 1.1 Role of statistic in educational research.
- 1.2 Levels of measurement: (a) Nominal (b) Ordinal (c) Interval and (d) Ratio
- 1.3 Levels of measurement and statistical techniques.
- 1.4 Descriptive and inferential statistics .
- 1.5 Continues and discrete variables.
- 1.6 Correlated and uncorrelated data

Unit : 2 Normal Probability Curve

- 2.1 Frequency distribution and normal probability curve
- 2.2 Characteristic of normal curve
- 2.3 The equation for normal curve
- 2.4 Testing the normality of distribution:(a) Skew-ness (b) Kurtosis
- 2.5 The area under the normal curve
- 2.6 Applications of the normal curve
- 2.7 Causes for non-normal distribution.

Unit:3 Correlation

- 4.1 Meaning of Correlation
- 4.2 Types of Correlation and Assumption Underlying.(Pearson,Spearman Rank difference, Bi- Serial(r_{bis}),point bi serial (r_{pbis}),partial and multiple correlation)
- 4.3 Concepts of regression.

Unit:4 Parametric and non-parametric test

- 4.1 Concepts of parametric and non parametric test
- 4.2 Level of significance
- 4.3 One tailed test and two tailed test.
- 4.4 Two types of errors.
- 4.5 Significance of mean differences :
 - (1) t-test (independent- group and correlated/dependent groups)
 - (2) F-test (one way ANOVA)
- 4.6 Non parametric one sample χ^2 test and manwhiteney test.

Practium

1. Do data entry in Excel SPSS
2. To Calculate pearson-r, rank difference spearman-r
3. To Perform T-test of (1) Independent t-test and (2)dependent t-test
4. To perform T-test (One way ANOVA)

5. To perform χ^2 test.
6. To perform manwhiteney U-test
7. To generate various group.

References:

- Bogdan, R., & Taylor, S.L. (1975). Introduction to qualitative Research Methods. New Delhi: John Wiley and sons.
- Fox David J (1969): Techniques for the Analysis of Quantitative Data, Holt Rinehart, Winson Inc.
- Garrett H.E.(1976) Statistics in Education and Psydhology(Yakills Fitter & Simsons Pvt. Ltd.)
- George Aegyrous, Statistics for research II edition Sage Publication, 2006.
- Ajai S.Gaur, Sanjaya S. Gaur, 2009, Statistical Methods for Practice and Research, Sage Publication, Delhi.
- Alan Graham, 2006, Developing Thinking in Statistics, Paul Chapman Publication, Londown.
- Albert Kurtz Semual Mayo – Statistical Methods in education and Psychological springer International student edition.
- B. Frucher– Introd 1. 1 action to factor analysis – D Van Hostrand & co. N.Y G. Thompson – Fractor analysis of human Ability, University of London Press.
- Henry E.Garrett, 1981, Statistics In Psychology and Education, Vikils Feffer & Simons Ltd. Bombay.
- Neil Burdess, 2010, Starting Statistics, Sage Publication, Delhi.
- Rebecca M.Warner, 2008, Applied Statistics, Sage Publication, Delhi
- Ritu Sharma, 2007, Educational Research and Statistics, alfa Publication, Delhi.
- S.K.Mangal, 2010, Statistics in Psychology and Education, PHI Learning Pvt.Ltd.
- Wendy j.Steinberg, 2008, Statistics Alivel. Sage Publication, Delhi.