

Hemchandracharya
North Gujarat University
Patan



Syllabus
for
Master of Arts in Education
(Two Year M.A.(ED.) Programme)
(CBCS Pattern)

Enforced from June-2015

Advisory Committee

No.	Name	Designation	Institute
1.	Prof. Jitendrakumar H. Pancholi	Former P.V.C., Head & Dean	H.N.G.U., Patan
2.	Dr. Dipoooba Devda	P.V.C.	H.N.G.U., Patan
3.	Dr. Shakuntalaben G. Patel	Head & Dean	Department of Education, H.N.G.U., Patan
4.	Dr. Sukeshprabha P. Sharma	Principal	L.N.K. College of Education (C.T.E.), Patan

Core Committee

No.	Name	Designation	Institute
1.	Dr. Shakuntalaben G. Patel	Head & Dean	Department of Education, H.N.G.U., Patan
2.	Dr. Sudhir H. Tandel	Assistant Professor	Department of Education, H.N.G.U., Patan
3.	Dr. Jayna K. Joshi	Assistant Professor	Department of Education, H.N.G.U., Patan

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY
SYLLABUS FOR MASTER OF ARTS IN EDUCATION (M.A.(Ed.) Two year)
(CBCS Pattern)
(Enforced from June - 2015)

OBJECTIVES:

The main objective of the programme will be

1. To enable the students to be innovative teachers.
2. To enable the students to undertake or to take interest in research work in education
3. To prepare the students for responsible positions in:
 - a. Secondary/Higher Secondary School
 - b. P.T.C. College and DIET
 - c. Department of Education
 - d. College of Education
 - e. Institutions engaged in Educational Research, Education Planning, Educational Technology and Educational Administration.
4. To prepare leaders who will contribute to the growth of education as a discipline through research study.
5. To train able and enlightened administrators and supervisors who will be able to occupy positions of responsibility in educational Institutions, Government offices and in supervisory services.
6. To train persons for various psychological services such as personal, educational and vocational guidance, statisticians, with an educational orientation.
7. To train persons for curriculum development and preparation of instructional material.
8. To train persons for participation in programmes of examination reform.
9. To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.
10. To appreciate the national education policies and provisions made in the plan to spread quality elementary and secondary education in the country, and the ways and means to equip would be elementary and secondary teachers for the same.
11. To understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual emotional and performance skills among elementary and secondary pupils, the “Global citizens of tomorrow”.

12. To imbibe in them attitudes and skills required of 'life-long learners' on the 'ICT influenced world' of today and tomorrow.

M.A.(Ed.) R. 1 Qualification for admission

Candidates who have obtained at least 50% marks or equivalent grade in the following programmes can seek admission to the M.A.(Ed.) Programme (according to NCTE regulation-2014).

- a. B.Ed.
- b. B.A.B.Ed./B.Sc.B.Ed.
- c. B.El.Ed.
- d. D.El.Ed./P.T.C. with an undergraduate degree (with 50% marks in each)

Qualification of the M.A.(Ed.) admission shall be applied as per Government/UGC/NCTE/University norms from time to time.

M.A.(Ed.) R. 2 Duration and Nature of the course

A candidate desiring to appear for the M.A.(Ed.) Examination shall be part-time student, undergo a part course of study in Department of Education.

M.A.(Ed.) R. 3 Course Design

The M.A.(Ed.) Programme is a part time course and consisted of four semesters as shown in table -1 to 6.

1. Guidance for dissertation will be given in each Semester. The students will submit the dissertation at the end of Fourth Semester.
To pass M.A.(Ed.) Examination, a student will be required to pass separately in each core & elective course, elective specialization, dissertation, practical, project & assignment works.
2. Students who appeared in examination at the end of first/second/third Semester and failed in one or more subjects will be allowed to keep terms in subsequent Semester, such a student will appear in all courses and dissertation examination along with second/third/fourth Semester courses.
3. Elective Specialization course group opted in Semester-II will have to be continued till Semester-IV.
4. Student has to select either elementary core specialization or secondary core specialization.

M.A.(Ed.) R. 4 Dissertation Proposal

The dissertation shall be on an educational topic approved by the university before the end of semester -II. For this the student must submit and present their research proposal in front of committee of the relevant institute. Committee will discuss the research proposal and then approve the proposal. The relevant institute will organize a seminar for this purpose and shall submit their students approved research topic to the university.

M.A.(Ed.) R. 5 Dissertation Guide

The University teacher, the recognized post-graduate teacher or an assistant Post graduate teacher working in the teacher education colleges/department affiliated to the Hem. N. G. University, Patan shall guide the student(s) for the M.A.(Ed.) dissertation. Research guidance period shall be considered equivalent to teaching period.

M.A.(Ed.) R. 6 Dissertation submission

The student appearing at M.A.(Ed.) Examination should submit dissertation on or before 10th March of his/her fourth semester. A student can not appear in written fourth Semester examination without submission of dissertation.

M.A.(Ed.) R. 7 Requirements for dissertation submission

Two copies of the dissertation shall be submitted in type written printed form with binding along with a CD (soft copy with pdf version) with the type of font used.

M.A.(Ed.) R. 8

The following shall be the detailed syllabus of the four Semester as shown in table:

1 to 6:

Table-1
M.A.(Ed.) Semester-I

No.	Course	Credits			No. of Hours			Marks		
		Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total
	Perspective Core Courses									
M.A.(Ed.) CC101	Fundamentals of Educational Research	3	1	4	48	32	80	70	30	100
M.A.(Ed.) CC102	Psychology of Learning and Development	3	1	4	48	32	80	70	30	100
M.A.(Ed.) CC103	Education Studies	3	1	4	48	32	80	70	30	100
Core Specialization Course (A student will select any one of the following course)										
M.A.(Ed.) CS104	Systems, Structures and Issues at Elementary School Level	3	1	4	48	32	80	70	30	100
M.A.(Ed.) CS105	Systems, Structures and Issues at Secondary School Level									
Practical, Project and Other Assignment Works										
M.A.(Ed.)TC121	Selection of the Problem & Online Review	0	2	2	0	64	64	00	50	50
Total		12	06	18	192	192	384	280	170	450

Table-2
M.A.(Ed.) Semester-II

No.	Course	Credits			No. of Hours			Marks		
		Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total
Perspective Core Courses										
M.A.(Ed.) CC201	Sampling and Research Methods	3	1	4	48	32	80	70	30	100
M.A.(Ed.) CC202	Philosophy of Education	3	1	4	48	32	80	70	30	100
Core Specialization Course (A student will select any one of the following course)										
M.A.(Ed.) CS204	Educational Policy & Practices and Curriculum, Pedagogy & Assessment at Elementary School Level	3	1	4	48	32	80	70	30	100
M.A.(Ed.) CS205	Educational Policy & Practices and Curriculum, Pedagogy & Assessment at Secondary School Level									
Elective Specialization Course (A student will select any one of the following group course)										
M.A.(Ed.) ES211A	Educational Management	3	1	4	48	32	80	70	30	100
M.A.(Ed.) ES212B	Inclusion of Children With Diverse Needs									
M.A.(Ed.) ES213C	ICT in Education									
M.A.(Ed.) ES214D	Introduction to Guidance and Counseling									
M.A.(Ed.) ES215E	Descriptive Statistics									
Practical, Project and Other Assignment Works										
M.A.(Ed.) TC221	Research Proposal & Tool Construction	0	2	2	0	64	64	00	50	50
Total		12	06	18	192	192	384	280	170	450

Table-3
M.A.(Ed.) Semester-III

No.	Course	Credits			No. of Hours			Marks		
		Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total
Perspective Core Courses										
M.A.(Ed.) CC301	Treatment of Data and Statistics	3	1	4	48	32	80	70	30	100
M.A.(Ed.) CC302	Sociology of Education	3	1	4	48	32	80	70	30	100
M.A.(Ed.) CC303	Pre-Service and In-Service Teacher Education	3	1	4	48	32	80	70	30	100
Elective Specialization Course (A student will select any one of the following group course)										
M.A.(Ed.) ES311A	Educational Administrations	3	1	4	48	32	80	70	30	100
M.A.(Ed.) ES312B	Inclusive strategies for Children With Diverse Needs									
M.A.(Ed.) ES313C	E-Learning in Education									
M.A.(Ed.) ES314D	Career Development and Guidance									
M.A.(Ed.) ES315E	Inferential Statistics									
Practical, Project and Other Assignment Works										
M.A.(Ed.) TC321	Data Collection & Critical Analysis of One Dissertation	0	2	2	0	64	64	00	50	50
Total		12	06	18	192	192	384	280	170	450

Table-4
M.A.(Ed.) Semester-IV

No.	Course	Credits			No. of Hours			Marks		
		Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total
Perspective Core Courses										
M.A.(Ed.) CC401	Curriculum Studies	3	1	4	48	32	80	70	30	100
M.A.(Ed.) CC402	History-Political Economy of Education	3	1	4	48	32	80	70	30	100
M.A.(Ed.) CC403	Perspectives, Research and Issues in Teacher Education	3	1	4	48	32	80	70	30	100
Elective Specialization Course (A student will select any one of the following group course)										
M.A.(Ed.)ES411A	Educational Leadership	3	1	4	48	32	80	70	30	100
M.A.(Ed.)ES412B	School Education of the Disadvantaged Groups and Girls									
M.A.(Ed.)ES413C	Computer Technology in Education									
M.A.(Ed.)ES414D	Assessment and Appraisal in Guidance and Counseling									
M.A.(Ed.)ES415E	Educational Measurement									
Practical, Project and Other Assignment Works										
M.A.(Ed.) TC421	Dissertation (Report Writing) & Viva-voce	0	4	4	0	128	128	100	00	100
Total		12	08	20	192	256	448	380	120	500

Table – 5
Summary of M.A.(Ed.) CBCS Programme (Two Year)

Semester	Credits			No. of Hours			Marks		
	Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total
Semester I	12	06	18	192	192	384	280	170	450
Semester II	12	06	18	192	192	384	280	170	450
Semester III	12	06	18	192	192	384	280	170	450
Semester IV	12	08	20	192	256	448	380	120	500
Total	48	26	74	768	832	1600	1220	630	1850

Table-6

Description of Internal Marks for each semester

Internal Marks for each theory course	Internal	Marks
	Seminar/Workshop/Quiz/Group Discussion	05
	Term Paper (Library Work)	05
	Field Immersion	07
	Test	10
	Attendance (<80%=0, 80-85%=1, 85-90%=2, >90%=3)	03
Total	30	

M.A.(Ed.) R. 9 Standard of Passing and Grade Distribution

- To pass the M.A.(Ed.) each Semester examination a candidate must obtain at least 40 percent of the marks in each course and has to secure 50 percent in aggregate of the four theory courses. Candidate has to obtain 50 percent in practical & project work (Internal).
- Candidate has to obtain 50 percentages in Dissertation & viva voce. Dissertation Viva-voce is Compulsory.
- Criteria for getting class for the student passing the examination successfully are as under.

Grading Pattern:

Table- 7

Grade Points	Description	% of Marks	Division/Grade
10	Outstanding	90%→ 99%	First with Dist./O
9	Excellence	80%→ 89%	First with Dist./A
8	Very Good	70%→ 79%	First with Dist./B
7	Good	60%→ 69%	First/C
6	Fair	50%→ 59%	Second/D
5	Average	40%→ 49%	Pass/E
4	Dropped	Below 40%	F

Note: The percentage of marks will be converted into whole number. When the percentage is in fraction, is greater than or equal to 0.50 is considered as 1 (one). For example if percentage is 69.49 then it will be considered 69, if the percentage is 69.50 to 69.99, will be considered 70.

Semester Grade Point Average (SGPA) indicates the performance of a student in a given Semester. SGPA is based on the total credit points earned by the student in all the courses and the total number of credits assigned to each course in a Semester.

$$\text{Credit point for the Course} = \text{No. of Credits assigned to the course} \times \text{Grade point secured for the course}$$

$$\text{SGPA} = \text{Total credit points earned by a student in a Semester} / \text{Total credits for that Semester}$$

For Example

Table-8

Course	Credit	% Obtained by Students	Grade Letter	Grade point	Credit Assigned \times Grade Point
M.A.(Ed.) CC 101	4	65	C	7	$4 \times 7 = 28$
M.A.(Ed.) CC 102	4	70	B	8	$4 \times 8 = 32$
M.A.(Ed.) CC 103	4	55	D	6	$4 \times 6 = 24$
M.A.(Ed.) ES 104	4	75	B	8	$4 \times 8 = 32$
M.A.(Ed.) TC 121	2	80	A	9	$2 \times 9 = 18$
Total	18				134

$$\text{SGPA} = 134/18 = 7.44$$

$$\text{Percentage for Semester-I is } 7.44 \times 10 = 74.40$$

Cumulative Grade Point Average (CGPA) is obtained by dividing the total numbers of Credit Points earned in four Semester by the total number of credits in four Semester.

For Example:

Table-9

	Total Credit	Credit Assigned \times Grade Point
Semester-I	18	134
Semester-II	18	136
Semester-III	18	132
Semester-IV	20	150
	74	552

CGPA=552/74=7.46 Grade B. First with Distinction

The class/Division shall be awarded on the basis of CGPA (Cumulative Grade Point Average).

Table-10

No.	Division	Grade Letter	Grade Point
1	First with Distinction	O - CGPA	9.00 to 10.00
2	First with Distinction	A - CGPA	8.00 to 8.99
3	First with Distinction	B - CGPA	7.00 to 7.99
4	First	C – CGPA	6.00 to 6.99
5	Second	D – CGPA	5.00 to 5.99
6	Pass	E – CGPA	4.00 to 4.99
7	Dropped	F	Below 4.00

The percentage equivalent may be obtained by multiplying **CGPA by 10**.

Percentage for entire course is $7.46 \times 10 = 74.60\%$

M.A.(Ed.) R. 10 Standard of Passing and Grade Distribution

1. If a candidate fails in aggregate of courses, he may be exempted from appearing in course or courses wherein he/she has secured minimum 50 percent marks.
2. If a candidate passes in the aggregate of courses and fails in the dissertation only, he shall be at liberty to revise and re-submit the dissertation or to submit fresh dissertation and has to secure 50 percent marks in viva voce and dissertation separately.
3. Candidates whose marks are carried over under this regulation shall be declared to have passed the examination but shall not be eligible for any university awards.
4. Candidate will be eligible for university awards, rank and Gold Medal provided he/she clears the semesters in regular course and at first attempt.

M.A.(Ed.) R. 11

1. Candidate not able to clear first/second/third semester examination will be eligible to join the second/third/fourth semester and will have to clear the first/second/third semesters along with the second/third/fourth semester.
2. University rank and gold medal will be awarded to a candidate on external marks only, excluding dissertation and practical & project work.

M.A.(Ed.) R. 12 Attendance

It is mandatory for every student to keep 80% of attendance in the department /Centre and 90% in Field attachment (Internship). Head/ Principal may condone the attendance of any student not more than 10 % of total attendance to be kept by the student for a genuine and

valid reason. In case of serious illness or under extraordinary circumstances, on recommendation of the Head/Principal, the Executive council shall decide to condone the required attendance of any student. Further provided that, any student participating in sports/cultural activities to represent the university at state or national level the Head/Principal shall condone these days as attendance for want of completion of the required attendance by of the department/Institute.

M.A.(Ed.) R. 13 Rules for Granting Term

A student is entitled to appear in final examination if he/she has kept 80% of attendance; obtained minimum marks in the Continuous Internal Evaluation (CIE) in the Semester can secure admission to the subsequent Semester.

M.A.(Ed.) R. 14 Continuous Evaluation

As a part of CBCS, Continuous Internal Evaluation (CIE) should be done by the department/colleges as mentioned in description of internal marks (table 1 to 6). The internal marks of each test, term-paper, fieldwork and attendance should be declared on notice board within a week of completion of those activities.

Department/college has to conduct each practical activities mentioned in the syllabus and maintain the records of the activities and assessment.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY

DEPARTMENT OF EDUCATION

STRUCTURE OF EXAMINATION

M.A.(Ed.) SEMESTER-I & III

The examination of the first and third semester will be objective type – multiple choice selection type. The answers of the questions should be given in OMR Sheet. The structure of the examination will be as follows **if Possible**.

Structure of Examination

M.A.(Ed.) SEMESTER-I to III

Time: 2 Hrs.]

[Marks 70

Instructions:

- 1. Total Number of Questions will be 70.**
- 2. All the questions are compulsory.**
- 3. Each question is of one mark.**
- 4. Mark the correct option in the OMR sheet with Black Ball Point pen only.**

Question 1:

Options :(A) (B)
(C) (D)

Question 2:

Options :(A) (B)
(C) (D)

Question 3:

Options :(A) (B)
(C) (D)

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY**DEPARTMENT OF EDUCATION****STRUCTURE OF EXAMINATION****M.A.(Ed.) SEMESTER-II & IV****Time: 3 Hrs.]****[Marks 70****Instructions:**

1. All questions are compulsory. Options are internal.
2. Answer to the each section should be written in **separate** answer book.
3. Marks will be deducted for irrelevant matter.

Section-I

- Que.-1 Answer any two of the following questions (Out of three) (in 500 words) (20)
- Que.-2 Answer any two of the following questions (Out of three) (in 250 words) (10)
- Que.-3 Answer the following questions in short (Five out of five) (05)

Section-II

- Que.-1 Answer any two of the following questions (Out of three) (in 500 words) (20)
- Que.-2 Answer any two of the following questions (Out of three) (in 250 words) (10)
- Que.-3 Answer the following questions in short (Five out of five) (05)

SEMESTER-I
PERSPECTIVE CORE COURSE

M.A.(ED.) CC101 FUNDAMENTALS OF EDUCATIONAL RESEARCH

Objectives

The Student:

1. Understands the place of research in education.
2. Gets acquainted with various resources of educational research.
3. Becomes familiar with various methods of research.
4. Achieves skill in writing and comprehending research reports.
5. Gets conversant with the problems of research design, tools of collecting data (and methods) and techniques of analysis.
6. Is initiated into research by undertaking a research problem of research and preparing a dissertation.

UNIT-I Educational Research and Research Process

1. Meaning of research and educational research
2. Need and importance of educational research
3. Characteristics of educational research
4. Factors hindering educational research
5. Types of research (Basic, Applied and action research)
6. Areas of educational research
7. Teachers and research
8. Ethical considerations in research

UNIT-II Research Problem, Variables and Hypotheses

1. Research problem
 - a. Sources of a research problem
 - b. Selection and nature of a research problem
 - c. Characteristics of a research problem
 - d. Techniques involve in defining and formulating a research problem
2. Variables
 - a. Nature and Meaning of variables
 - b. Types of variables
 - c. Selection of variables in educational research
3. Hypotheses

- a. Meaning of hypothesis
 - b. Criteria for evaluating hypothesis
 - c. Objections to hypothesis construction
 - d. Types of hypothesis
 - e. Testing a hypothesis
4. Research proposal
 - a. Importance
 - b. Format
 5. Steps in the research process

UNIT-III Research Resources

1. Reference books: Encyclopedia, Dictionaries, Almanacs and Yearbooks, Directories, Biographical sources, Bibliographical sources.
2. Books and monographs; Card; Catalog, Book-lists and Reviews
3. Periodical and Pamphlets: News papers, Periodicals, Micro films and other aids.
4. Dissertations, theses and research journals.
5. Review of Related literature: Through internet, Inplib.net Through CD-Magazines
6. Institutions conducting research and nature of studies undertaken

UNIT-IV Research Tools

1. Questionnaire:
 - a. Advantages and disadvantages of questionnaires
 - b. Forms of questionnaires
 - c. Basic guidelines for constructing items
 - d. Questionnaire format
 - e. Preliminary tryout
 - f. Techniques for usable returns
 - g. Reliability and validity of questionnaires
2. Interview:
 - a. Advantages and disadvantages of interview
 - b. Reliability, objectivity, and validity of interview
 - c. Biasing factors in the interview
 - d. Types of interview: individual and group, structured and unstructured
 - e. Conduct of interview
3. Observation:
 - a. Simple observation: controlled, participant and non-participant

- b. Aid in simple observation
- c. Systematic observation: Control over the observer and the subject.
- 4. Rating Scales:
 - a. Numerical scales
 - b. Graphic scales
 - c. Descriptive graphic scales
 - d. Rules for constructing scales
- 5. Psychological Test:
 - a. Meaning and concept
 - b. Classification of test
 - c. Characteristics of a good Standardized test
 - d. Factors to be considered in test selection
 - e. Steps of Standardized test
 - f. Using tests in research
 - g. Tests available in Gujarati version
- 6. Attitude Scale:
 - a. Construction of attitude scale by Likert and Thurston method
- 7. Other tools:
 - a. Checklist, Scorecard, Sociometry, Q-sort technique, Semantic differential technique

Field Engagement

1. Prepare any one action research on classroom problem
2. Prepare the research proposal for your research problem and present in Seminar
3. Prepare a tool for Data collection
4. Review of research tools related to past studies

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SEMESTER – I

PERSPECTIVE CORE COURSE

M.A.(ED.) CC102 PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Objectives:

1. To enable the students to be familiar with the contributions of schools of Psychology to education.
2. To develop insight into the concept of learning, its theories, transfer of learning and their implications in teaching-learning.
3. To enable the students to develop understanding of memory, memory processing, creativity, intelligence and their implications in classroom.
4. To develop insight into the concept and use various models of teaching in classroom.

UNIT-I Schools of Psychology

1. Structuralism
2. Behaviourism
3. Cognitivism
4. Constructivism
5. Transactional Analysis

Field Engagement

1. Organize seminar on the schools of psychology.
2. Group discussion on the contributions of the schools of psychology to education.
3. Library Work: Prepare a report on the introduction to the various psychologists and their contributions.

UNIT-II Learning, Its Theories and Transfer of Learning

1. Meaning and Concept
2. Theories of Learning : (Hull, Bandura and Ansel))
3. Transfer of Learning/Training

- a. Meaning
- b. Types of transfer
- c. Theories of Transfer (theory of mental discipline, apperception theory, theory of identical elements theory of generalization, transposition theory, theory of ideals)
- d. Educational Implications of the transfer of learning
- e. Conditions Facilitating Transfer

Field Engagement

1. Prepare an advanced organizer for the content of your syllabus.
2. Group discussion in the implications of the theories of learning.
3. Conduct a case study of five students and prepare a report on ‘factors influencing their learning according to Hull’
4. Visit a Psychological lab and prepare a detailed report of its equipments and their use.

UNIT-III Information Processing System and Models of Teaching

1. Information Processing System
 - a. Memory: its meaning, Types of memory
 - b. Information processing model: concept and its Educational Implications
 - c. Tools and Techniques of Information Processing and Retrieval
2. Models of Teaching
 - a. Concept, Characteristics, classifications and Use of Models of Teaching
 - b. Introduction to the Following Models of Teaching with reference to concept, steps and their educational implications
 - Cognitive Growth Model-Jean Piaget
 - Jurisprudential Inquiry Model: Donald Oliver and James Shaver
 - Self-Control Model: B .F. Skinner
 - Self-Concept Model: A. Maslow

Field Engagement

1. Prepare the lesson planning based on any one model of teaching and apply it.
2. Prepare PPT on the Information Processing model
3. Organize the seminar on the memory improvement techniques.
4. Conduct a quiz competition based on the unit - III

UNIT-IV Intelligence and Creativity

1. Intelligence:
 - a. Meaning, Concept, role of heredity and environment

- b. Concepts of I.Q.
 - c. Theories of Intelligence
 - d. Theory of Multiple Intelligence
2. Creativity
 - a. Concept, Nature and characteristics of creativity
 - b. Theories of Creativity
 - c. Educational Implications

Field Engagement

1. Prepare a profile of the students based on their various abilities and intelligence
2. Administer any one standardized test and interpret the data.
3. Prepare a project Multiple Intelligences and its implications.
4. Prepare presentation on I.Q.

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SEMESTER-I

PERSPECTIVE CORE COURSE

M.A.(ED.) CC 103 EDUCATION STUDIES

Objectives

Students will...

1. Understand education as a phenomenon and as a field of study with a body of knowledge.
2. Understand education as social phenomena, practice and field of study.
3. Understand the nature of education studies and map the field.
4. Familiarizes with seminal educational texts that represent the foundational perspectives
5. Understand and apply knowledge with institutions, systems and structures of education and flagging the contemporary concerns of education policy and practice.
6. Identify analyses and reflect on the multidimensional nature of roles of the teacher.

7. Develop and refine communication skills through discussion, presentation and different forms of writing.
8. Recognize one's own strengths and weaknesses.
9. Develop social sensitivity and the capacity to listen and empathize.

UNIT-I Education Study

1. Meaning, concept of Education studies
2. Modern history of Educational Study
3. Traditional disciplines and educational studies
4. Present scenario of education study
5. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.

Field Engagement

1. Exhibition of pictures and contributions of Educators (Exhibition)
2. Visit the Historical Educational institution and prepare a report on it. (Field Visit)
3. Organize a seminar/Group Discussion on Present scenario of education. [Seminar / Group Discussion]
4. Assignment/ Peer tutoring on Modern and Traditional disciplines and educational studies
5. Prepare a study report on bibliography of any Educationalist
6. Organize a study tour of a community Historical Educational institution center and submit your study report mentioning major activities, educational and social importance. [Social Engagement / Community Engagement]

UNIT-II Theoretical perspectives of education

1. Educational ideologies for Education study
2. Meaning, characteristics and importance of
 - a. Schooling
 - b. teaching-learning
 - c. Sustainable education
 - d. morality
 - e. Values
 - f. Knowledge construction
 - g. Inclusive Education
 - h. Pedagogy & Andragogy
3. Education as a socially contrived system influenced by Social, cultural, political, economic and technological factors.

4. Prioritizing the aims of Indian education in context of a democratic, secular, egalitarian and a human society.
5. Procedure of linking :
 - a. Content knowledge with Pedagogy knowledge
 - b. School knowledge with life outside the school
 - c. School knowledge with community knowledge
 - d. Experiential knowledge with empirical knowledge
 - e. Knowledge on action and reflection on outcome of action
 - f. Theoretical knowledge and practical knowledge
 - g. Universal knowledge and contextual knowledge.

Field Engagement

1. Interview with Eminent Educationalist or Experienced Educationalist teacher. (Interview)
2. Talk to the students and find out their opinion about various ideologies in curriculum transaction. Prepare a reflective report [Research]
3. Preparation of Power-point presentation with reference to Sociological/ Cultural/ Technological perspectives on purpose of Education study. (Presentation)
4. Conduct a case study on Problems related to Educational study (Case study)
5. Group Discussion/ debate on the topic of Sociological/ Cultural/ Technological perspectives [Research/Library]

UNIT-III Vision of School Education

1. Development of relationship between child and the environment: school practices with life outside the school: ICT and Teaching-Learning.
2. Role Perception: Teacher as role model, as a facilitator and as a co-learner.
3. Values, Skills and attitude for attainment of Goal of education for peace.
4. Quality and excellence in education and its relation to quality.
5. Contemporary challenges to school education.

Field engagement

- 1 Assignment based on self study on the themes like new education policy: status of education of social-economically disadvantage children of your state; process of socialization of a child; new emerging problems in school education; critically analysis of the ways in which schooling and teaching-learning contribute to social in quality and presentation in a seminar. (any one)

2. Observation of role of teacher in context to involvement in various activities in real class room and discussion with peers and teachers. (any one teacher)

UNIT-IV Developing the self and aspiration as a teacher

1. Development of human personality in all its dimensions – intellectual, physical, emotional, social, moral and spiritual.
2. Influence of feeling of fear and trust in personal and social attitude.
3. Attitude towards competition and co-operation and their impact in personal and social life.
4. Professional competent teacher and his sensitivity towards the issues of equity, democracy and social justice.

Field engagement

1. Collect views on issues of social conflicts through workshop in drama, Arts, Music and Craft. (any one)
2. Seminar/Quiz on Politics and Policy of Education
3. Critical report on Rights, Equality and Justice in Education with help of students and community resources(Community Engagement)
4. Organization of workshop on activities related to Global Issues in Education
5. Record an Interview with Role of teacher to use Education study in present education system

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SEMESTER-I
CORE SPECIALIZATION COURSE
M.A.(ED.) CS 104 SYSTEMS, STRUCTURES AND ISSUES AT
ELEMENTARY SCHOOL LEVEL

Objectives

1. To enable the students to understand the concepts pertaining to elementary education.
2. To enable the students to become familiar with the diverse aspects of organization and administration of elementary schools in our country.
3. To acquaint the students with elementary education institutions and programmes.
4. To enable the students to understand the problems and concerns related to elementary education.

UNIT-I Elementary Education

1. Aims and Objectives of Elementary education
2. Educational Structure of Elementary education in Gujarat
3. School Management (Meaning, Concept, Need, Importance and Process)
4. Appointment process of Principals and Teachers at Elementary School Level in Gujarat
5. Professional Ethics of Elementary Teachers

Field Engagement

1. Visit an Elementary School and prepare a Report on Primary School Teacher's Educational Experience at Elementary School level.
2. Organize a seminar on professional Ethics of Elementary Teachers.
3. Draw and explain a structure of Elementary School Education in Gujarat.

UNIT-II Types of Elementary Schools

1. Types of Schools (According to School Management)
2. Navoday Vidyalaya
3. Ashram Shala
4. Eklavya Model School
5. Kendriya Vidyalaya
6. Public Schools
7. Kasturba Gandhi Balika Vidyalaya

(With reference to objectives, functions and facilities)

Field Engagement

1. Visit and prepare a report on any one type of elementary school.
2. Organize a workshop on objectives and functions of Ashram Shala.
3. Write down a difference between Navodaya Vidyalaya and Kendriya Vidyalaya.

UNIT-III Present Scenario of Elementary Education: Issues and concerns

1. Girls Education at Elementary School Level
2. Marginalization at Elementary School Level
3. ICT related issues at Elementary School Level
4. Problems of 'Vidya Sahayak' in Gujarat
5. Wastage and Stagnation at Elementary School Level
6. Problems related to Infrastructure facilities, Educational Aids and Classrooms at Elementary School Level
7. Research work on problems related to Elementary Education in Gujarat

Field Engagement

1. Organize a Seminar on Problems of Girl's Education at Elementary School Level in Gujarat.
2. Take an interview of 'Vidya Sahayak' to know their problems at Elementary School Level.
3. Write down a short note on problems related to ICT at Elementary School Level.

UNIT-IV Institutions and Programmes at Elementary School Level

1. NCERT (Role at Elementary School Level)
2. GCERT (Role at Elementary School Level)
3. DPEP (Role and functions at Elementary School Level)
4. DIET (Role and functions at Elementary School Level)
5. Programmes at Elementary School Level in Gujarat
 - a. Sarva Shiksha Abhiyan
 - b. 'Shala Praveshotsav and namakan', 'Shala Gunotsav', 'Pragna Programme', 'Vidyalakshmi Yojna', 'Vidyadeep Yojna', 'Mid-day Meal Programme', 'Eco-Club', 'Science Fair'
 - c. **BISEG**
 - d. Children With Special Need
 - e. Inclusive Education for Disabled
 - f. Inspired Award Scheme
 - g. 'Advancement of Educational Performance Through Teacher Support' Programme

(With reference to its objectives and impact on Elementary Education)

Field Engagement

1. Prepare a Report on 'Advancement of Educational Performance Through Teacher Support' Programme at Elementary schools.
2. Visit any DIET institute and prepare a report on its functions at Elementary School Level.
3. Organize a seminar on programmes at Elementary School Level in Gujarat.

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SEMESTER-I
CORE SPECIALIZATION COURSE
M.A.(ED.) CS 105 SYSTEMS, STRUCTURES AND ISSUES AT
SECONDARY SCHOOL LEVEL

Objectives

1. To enable the students to understand the concepts pertaining to secondary education.
2. To enable the students to become familiar with the diverse aspects of organization and administration of secondary schools in our country.
3. To acquaint the students with secondary education institutions and programmes.
4. To enable the students to understand the problems and concerns related to secondary education.

UNIT-I Secondary Education

1. Aims and Objectives of secondary education
2. Educational Structure of secondary education in Gujarat
3. School Management (Meaning, Concept, Need, Importance and Process)
4. Appointment process of Principals and Teachers at Secondary School Level in Gujarat
5. Professional Ethics of secondary Teachers

Field Engagement

1. Visit Secondary School and prepare a Report on Secondary School Teacher's Educational Experience at Secondary School level.
2. Organize a seminar on professional Ethics of Secondary Teachers.
3. Assignment work- Draw and explain a structure of Secondary School Education in Gujarat.

UNIT-II Types of Secondary Schools

1. Types of Schools (According to School Management)
2. NavodayVidyalay
3. Adarsh Nivasi Shala
4. Eklavya Model School
5. KendriyaVidyalaya
6. Public Schools

(With reference to Objectives, functions and facilities)

Field Engagement

1. Visit and prepare a report on any one type of secondary school.

2. Organize a workshop on objectives and functions of public schools.
3. Write down a difference between Adarsh Nivasi Shala and Eklavya Model School.

UNIT-III Present Scenario of Secondary Education: Issues and concerns

1. Girls Education at Secondary School Level
2. Marginalization at Secondary School Level
3. ICT related issues at Secondary School Level
4. Problems of 'Shikshan Sahayak' in Gujarat
5. Problems related to Infrastructure facilities, Educational Aids and Classrooms at Secondary School Level
6. Problem related to Students leaving schools at Secondary School Level
7. Research work on problems related to Secondary Education

Field Engagement

1. Organize a Seminar on Problems of Girl's Education at Secondary School Level in Gujarat.
2. Take an interview of 'Shikshan Sahayak' to know their problems at Secondary School Level.
3. Write down a short note on problems related to ICT at Secondary School Level.

UNIT-IV Institutions and Programmes at Secondary School Level

1. UGC
2. NCERT
3. NUEPA
4. NCTE
5. NAAC
6. CABE
7. IASE
8. GCERT

(With reference to its Structure and function at Secondary School Level)

9. Vidyadeep Yojna

(With reference to its objectives and impact on Secondary Education)

Field Engagement

1. Organize a Seminar on functions of GCERT at Secondary School level.
2. Visit any Secondary school in Gujarat and collect the information related to government programmes organizes in the school.
3. Write down the role of NCERT at Secondary School Level.

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Table-11
Guidelines for Tool Courses of Semester-I

Practical, Project and Other Assignment Works			
Code	Particular	Description of the work to be done	Mode of Assessment
M.A.(Ed.) TC121	Dissertation (Selection of the Problem + Online Review)	<ul style="list-style-type: none"> • tudent must review the past (minimum ten) researches of his selected research area. • rom review identify the research gap and from that finalize the research problem. 	<ul style="list-style-type: none"> • he student must present the reviews and title in front of college research committee and committee will discuss and finalize the research title of the student. • he assessment should be based on the presentation.

SEMESTER-II

PERSPECTIVE CORE COURSE

M.A.(ED.) CC201 SAMPLING AND RESEARCH METHODS

Objectives

The Student:

1. Understands the place of research in education.
2. Becomes familiar with various methods of research.
3. Is initiated into research by undertaking a research problem of research and preparing a dissertation.

UNIT-I Sampling Techniques

1. Population and sample
2. Defining the population
3. Meaning of Sample and Sampling
4. Characteristics of a good sample
5. Importance of sampling
6. When should the sample be large?
7. Sample size and Errors in Sampling
8. Techniques of Sampling
 - a. Probability samples: simple random sampling, stratified random sampling, systematic sampling and cluster sampling
 - b. Judgment samples: Incidental sampling, purposive sampling, quota sampling
 - c. Other sampling techniques: Paired sampling, double sampling, sequential sampling, snow- ball sampling, Multi-stage sampling
9. Mistakes often made in sampling
10. Sampling biases

UNIT-II Research methods

1. Historical research method
 - a. Concept
 - b. Importance in education
 - c. Objectives
 - d. Steps of Historical method

- e. Internal and External criticism
 - f. Types of historical research in Education
2. Descriptive research method
 3. Experimental research method

UNIT-III Descriptive Methods of Research

1. Quantitative Methods of Research
2. Survey method
3. Content Analysis
4. Case Study
5. Inter-relationship studies: Causal comparative studies, co-relational studies
6. Developmental studies: Longitudinal and cross sectional studies, trend studies

UNIT-IV Experimental research

1. Definition of an experiment
2. variables in experimental research
3. experimental designs
4. control of the experiment
5. Internal validity & external validity
6. Methods of equating experimental and control groups

Field Engagement

1. Term paper or seminar based on a different research method
2. Term paper or seminar based on a sampling techniques

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SEMESTER-II
PERSPECTIVE CORE COURSE
M.A.(ED.) CC 202 PHILOSOPHY OF EDUCATION

Objectives

Students will be able

1. To develop understanding of the interrelationship between Philosophy and Education.
2. To develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
3. To understand the basic Indian and Western concepts of education.
4. To develop a critical understanding of major modern educational philosophies.
5. To develop abilities to make comparisons between different philosophies and their educational implications.
6. To develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.
7. To develop appreciation of the basic tenets, principles and development of the major Western Schools of Philosophy and Educational thoughts of Western Philosophers.

UNIT-I Philosophical Foundation of Education

1. Meaning & scope of Philosophy & its Function – Speculative, Normative, and Analytical.
2. Modern Concept of Philosophy: Logical empiricism & positive relativism.
3. Fundamental philosophical Branches:
 - a. Meta physical: Nature of Reality with special reference to ontology, cosmology and theology
 - b. Epistemological: special reference to objectivity, Nature of knowledge, Methods of acquiring valid knowledge and Truth.
 - c. Axiological: Ethics and aesthetic branch- Its origin and scope.
4. Meaning & Various definitions of Education

5. Interrelationship between philosophy & Education
6. Meaning and Scope of Educational Philosophy

Field Engagement

1. Organize a seminar on the Branches of Philosophy
2. Group Discussion on meaning of Education
3. Library assignment on logical empiricism and positive relativism

UNIT-II Philosophical Views on Education

1. Indian and Western Perspectives on Education:
 - a. Indian perspectives of Education: Vidya, Gyan and Darshan.
 - b. Western perspectives of Education: Information, Knowledge and Wisdom.
2. Education for Science, Values and Citizenship
 - a. Education for Science (C.D. Hardie)
 - b. Education for Values (Moral, Spiritual- Gandhi & Vivekananda, Aesthetic-Tagore)
 - c. Education for Citizenship (Rousseau and Dewey)
3. Education for Self, Society and Humanities
 - a. Education for Self (J. Krishnamurthy)
 - b. Education for Society (Paulo Freire and Marx)
 - c. Education for Humanities (Martha Nussbaum)
 - d. Education for Reconstruction (Brahmeheld)

Field Engagement

1. Organize a seminar on the educational view of different philosophers
2. Compare the educational philosophy of any two philosophers from above.
3. Visit a institution run on the philosophy of Gandhi, Tagore, Vivekananda, Krishnamurthy and make a reflective report.
4. Review and reflect on the seminal paragraphs of the books of above philosophers.
5. Collect the quotes related to education from the books of philosophers.

UNIT-III Indian Schools of Philosophy

1. Orthodox Schools: Samkya; Vedanta & Yoga
2. Heterodox Schools: Buddhism & Jainism
3. Other Philosophical Traditions: Christianity; Islam
4. Hinduism with reference to Bhagavat Gita

-with special reference to the concept of Knowledge, Reality, Values and their Educational Implications

Field Engagement

1. Compare any two schools of philosophy from the above.
2. Visit any institution run on the schools of philosophy and make a reflective report.
3. Workshop on how to Review and reflect on the seminal paragraphs of the books of above schools of philosophy.

UNIT-IV Western Schools of Philosophy

1. Idealism
2. Naturalism
3. Existentialism
4. Humanism
5. Feminism

-with special reference to the concept of Knowledge, Reality, Values and their Educational Implications

Field Engagement

1. Compare any two schools of philosophy from the above.
2. Workshop on how to Review and reflect on the seminal paragraphs of the books of above schools of philosophy.
3. Interview the person believing in any schools of philosophy from above and compare his thought with the principles of the school of philosophy.

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SEMESTER-II
COURSE SPECIALIZATION COURSE
M.A.(ED.) CS 204 EDUCATIONAL POLICY AND PRACTICES AT
ELEMENTARY SCHOOL LEVEL

Objectives

1. To enable the students to develop idea about pedagogy used at Elementary School level.
2. To enable the students to develop and understand about important principles of curriculum construction in elementary education.
3. To enable the students to understand the evaluation types and process prevailing in the elementary education.
4. To acquaint the students with elementary education policies and practices related to elementary education.

UNIT-I Pedagogy used at Elementary School Level

1. Child centred pedagogy, 'Pragna Approach' at Elementary School level
2. Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving
3. Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration
4. Pedagogical analysis of the subject content
5. Critical Pedagogy
6. Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, Gijubhai, John Dewey, and Socrates (dialogue), and their applicability in school context

Field Engagement

1. Write down a difference found in pedagogy prescribed in educational thoughts of Tagore and Gandhi.
2. Organize a Seminar on child centered pedagogy.
3. Visit an Elementary school and prepare a report on 'Pragna Approach' adopted by Elementary Schools.

UNIT-II Curriculum

1. Meaning and Concept of Curriculum at Elementary School Level
2. Aims and Objectives of Curriculum at Elementary School Level
3. Principles of curriculum development and its implementation process at Elementary School Level
4. Approaches of curriculum at Elementary School Level
5. Role of Curriculum Support Materials at Elementary School Level
6. Types of Material and Aids at Elementary School Level
7. Research work related to curriculum development at Elementary School Level

Field Engagement

1. Elementary School level curriculum related research – review any 5 research studies and prepare a report on it.
2. Organize a workshop on curriculum development process at Elementary School Level.
3. Visit any Elementary school and collect the information about types of material and aids available in it.

UN IT-III Evaluation

1. Types of Evaluation at Elementary School Level
2. School based Continuous and Comprehensive Evaluation at Elementary School Level
3. Area of Internal Assessment at Elementary School Level
4. SWOT Analysis at Elementary School Level
5. Total Quality Management (TQM) at Elementary School Level

Field Engagement

1. Visit any Elementary school and prepare a Report on School based Continuous and Comprehensive Evaluation sheet used at Elementary School level.
2. Organize a seminar on Total Quality Management (TQM) at Elementary School Level.
3. Prepare a note on SWOT Analysis at Elementary School Level.

UNIT-IV Policies and Practices of Elementary Education

1. Bombay Primary Education Act 1947

2. NPE 1986
3. POA 1992
4. National Knowledge Commission
5. NCF 2005
6. RTE 2009
7. Teacher Eligibility Test, Head Master Teacher Aptitude Test in Gujarat
8. Other present programmes

(With reference to introduction and impact at Elementary School Level)

Field Engagement

1. Organize Seminar on RTE 2009.
2. Critically analyze the Teacher Eligibility Test papers of different subjects.
3. Visit Elementary school and get the opinions of Elementary Teachers regarding new policies implemented at Elementary level in Gujarat.

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SEMESTER-II
CORE SPECIALIZATION COURSE
M.A.(ED.) CS 205 EDUCATIONAL POLICY AND PRACTICES AT
SECONDARY SCHOOL LEVEL

Objectives

1. To enable the students to develop idea about pedagogy used at Secondary School level.
2. To enable the students to develop and understand about important principles of curriculum construction in secondary education.
3. To enable the students to understand the evaluation types and process prevailing in the secondary education.
4. To acquaint the students with secondary education policies and practices related to secondary education.

UNIT-I Pedagogy used at Secondary School Level

1. Child cantered pedagogy
2. Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving
3. Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration
4. Pedagogical analysis of the subject content
5. Critical Pedagogy
6. Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, John Dewey, and Socrates (dialogue), and their applicability in school context

Field Engagement

1. Write a report on pedagogy prescribed in the educational thoughts of John Dewey.
2. Organize a debate on educational thoughts of Sri Aurobindo and Gandhi.

3. Visit Secondary school and find out different forms of learner in the secondary schools.

UNIT-II Curriculum

1. Meaning and Concept of Curriculum at Secondary School Level
2. Aims and Objectives of Curriculum at Secondary School Level
3. Principles of curriculum development and its implementation process at Secondary School Level
4. Approaches of curriculum at Secondary School Level
5. Role of Curriculum Support Materials at Secondary School Level
6. Types of Material and Aids at Secondary School Level
7. Research work related to curriculum development at Secondary School Level

Field Engagement

1. Secondary School level curriculum related research – review any 5 research studies and prepare a report on it.
2. Organize a workshop on curriculum development process at Secondary school level.
3. Visit any Secondary school and collect the information about types of material and aids available in it.

UNIT-III Evaluation

1. Types of Evaluation at Secondary School Level
2. Continuous Comprehensive Evaluation at Secondary School Level
3. Area of Internal Assessment at Secondary School Level
4. SWOT Analysis at Secondary School Level
5. Total Quality Management (TQM) at Secondary School Level

Field Engagement

1. Visit any Secondary school and prepare a Report on Continuous and Comprehensive Evaluation of students at Secondary School level.
2. Organize a seminar on Total Quality Management (TQM) at Secondary School Level.
3. Prepare a note on SWOT Analysis at Secondary School Level.

UNIT-IV Policies and Practices of Secondary Education

1. NPE 1986
2. POA 1992
3. NCF 2005
4. National Knowledge Commission
5. Gujarat Secondary Education Act 1972 (Code of conduct)

6. RMSA (Rastriya Madhyamik Shiksha Abhiyan)
7. Teacher Aptitude Test, Head Master Teacher Aptitude Test
8. 'Karmayogi Talim'
9. Other present programmes

(With reference to introduction and impact at Secondary School Level)

Field Engagement

1. Organize Seminar on RMSA.
2. Critically analyze the Teacher Aptitude Test papers of different subjects.
3. Visit Secondary school and get the opinions of Secondary Teachers regarding new policies implemented at Secondary School level in Gujarat.

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SEMESTER-II
ELECTIVE SPECIALIZATION COURSE
M.A.(ED.) ES 211A EDUCATIONAL MANAGEMENT

Objectives

1. To develop an understanding of concept of and need for management of education.
2. To manage various resources of the organization for its development.
3. To make the student familiar with the new trends and techniques of education.
4. To make the student understand about the finance management of education.

UNIT-I Educational Management Concept and Process

1. Educational Management - Concept, Need of Management, Characteristics of good Management.
2. Educational Management at different levels – Elementary, Higher Secondary, Higher Education.
3. Role of Central Govt., State Govt., and Local bodies in Education Management at all levels.
4. Development of modern concept of educational management from 1900 to present day.
 - a. Taylorism
 - b. Management as process
 - c. Management as bureaucracy
 - d. Human relations to Management
5. Total Quality Management in Education: Concept and Function.

Filed Engagement

1. Study any institution with reference to T.Q.M.
2. Write an assignment on modern concept of educational management.

UNIT-II Management of Resources in Organizations

1. Educational Management of physical resources

2. Human Resource Management
The concept of human relation in educational organizations: Group Dynamic, Motivating people, Communication.
3. Organizational Development: Components of organizational development process, Diagnosis using Six-box organizational Model by Marvin Weisbord.
4. Educational Office Management (Overview of office functions, record management and material management, work simplification.)

Filed Engagement

1. Visit any Teachers' training institution and study the physical resources.
2. Prepare a note on educational office management of any teachers' training institution.

UNIT-III Trends in Educational Management

1. Decision Making – Nature, division of work, Centralization action and Decentralization of decision making, their merits and limitations.
2. Organizational Compliance.
3. Change Management: Meaning, Nature, Goals and focus of planned change, Need for planned change in the context of impact of Theories of chaos and complexity on education. Strategies for introducing planned change.
4. Recent trends in Educational Management, Research and Innovation.

Filed Engagement

1. Debate on recent trends in Educational Management.
2. Case study on principal of any prestigious school.
3. A case study about the effect of decision making on school's management.

UNIT-IV Finance Management in Education

1. Financial Planning: Objective and Need for Financial Planning.
2. Principles of Educational Finance
3. Methods of Financing Education.
4. Cost Management: Meaning and Types of Cost, Cost benefit analysis, Cost effective analysis.
5. Globalization and Privatization: Impact on Management of education

(Resource mobilization, Private and self – financing of educational institutions.)

Filed Engagement

1. Write a report of institutional Financial Planning with reference to a particular school.
2. Lecture of a head clerk on school finance.
3. Debate on the effect of Globalization and privatization of education.

Reference

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SEMESTER-II
ELECTIVE SPECIALISATION COURSE
M.A.(ED.) ES 212B INCLUSION OF CHILDREN WITH DIVERSE NEEDS

Objectives

The student-teachers will be able to

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and inclusive education practices,
6. Identify and utilize existing resources for promoting inclusive practice.

UNIT-I Introduction to Inclusive Education

1. Definition, concept and importance of inclusive education.
2. Historical perspectives on education of children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for education for all children.

Field Engagement

1. Group Discussion on the different concept of education for children with special needs.
2. Prepare power point presentation on historical perspectives on education of children with diverse needs.

UNIT-II Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity

1. International Initiatives
 - a. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 & 12).
 - b. The World Declaration on Education for all and its Framework for Action to meet Basic -Learning needs, 1990(Article 3 Clause 5).
 - c. The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
 - d. The Asian and Pacific decade of Disabled Persons, 1993-2002.
 - e. The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002).
 - f. The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.
 - g. International Year of the disabled persons (IYDP, 1981)
2. National Initiatives
 - a. The Indian Education Commission (1964-66).
 - b. Integrated Education for Disabled Children (IEDC, 1974).
 - c. National Policy on Education (NPE, 1986-92).
 - d. Establishment of National Institutes and their Regional Centers.
 - e. Project Integrated Education for disabled children (PIED, 1987).
 - f. District Primary Education Programme (DPEP).
 - g. The Persons with Disabilities Act (PWD Act, 1995).
 - h. Sarva Shiksha Abhiyan.
 - i. Initiatives for the gifted and talented children.
 - j. National Curriculum Framework, 2005 NCERT
3. Current Laws and Policy Perspectives supporting IE for children with diverse needs
 - a. The Mental Health Act 1987.
 - b. Rehabilitation Council of India Act, 1992
 - c. The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
 - d. The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Field Engagement

1. Analysis of policy document (national, international) related to diversity.

2. Critical review of policy and practice and panel discussion by a group of students.
3. Review the report of policy implementation related to differently able children.

UNIT-III Preparation for Inclusive Education

1. Concept and meaning of diverse needs.
2. Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
3. Brief account of existing special, integrated and inclusive education services in India.
4. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
5. Creating and sustaining inclusive practices.
6. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Field Engagement

1. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
2. Survey the locality for early identification of children with disabilities.
3. Visit to special, integrated and inclusive classrooms. Reflective journal writing.
4. Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

UNIT-IV Children with Diverse Needs

1. Definition and characteristics of children with sensory(hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
2. Importance of early detection, Functional assessment for development of compensatory skills.
3. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
4. Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
5. Role of technology for meeting diverse needs of learners
6. Concept and importance of human and material resources.

7. Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
8. Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
9. Managerial skills for mobilizing appropriate resources.
10. Identifying the required resources for children with varied special needs

Field Engagement

1. Preparation of status report on school education of children with diverse needs.
2. Evaluation of text books from the perspective of differently abled children.
3. Planning and conducting multi level teaching in the local school.
4. Review of literature related to education of children with diverse needs presentation of reports in a seminar.

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SEMESTER-II
ELECTIVE SPECIALIZATION COURSE
M.A.(ED.) ES 213C ICT IN EDUCATION

Objectives

The students will be able to:

1. Understand the scope of ICT and its applications in teaching learning.
2. Understand the means of ICT integration in teaching learning.
3. Understand the computer components and software and hardware approach in education.
4. Develop the skills for making use of the instructional applications of Internet and web resources.
5. Understand the process of using the application software for creating documents, database, presentation and other media applications.

UNIT-I Information and Communication Technologies – an Introduction

1. Nature and scope of a communication system—sender, receiver, message and the medium;
2. One-to-one, one-to-many, and many-to-many communication;
3. Broadcast and non-broadcast applications – technologies and prospects;
4. ICTs in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications;
5. Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

Field Engagement

1. Select any one topic of your interest and prepare the list of teaching learning context with required ICT devices and applications.
2. Preparation of Learning Object Repository (LOR).

UNIT-II Computer Fundamentals: Hardware & Software

1. Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop/Palmtop) and its parts and functions;
2. Standard computer accessories—their configurations, connections and functioning; common malfunctions of computer connections and accessories—their identification, troubleshooting and rectification.

3. Functional overview of an operating system: Windows/Linux/UNIX and its functions and applications; files and folders; the concept of a window and multi-tasking.
4. Open Office and Media applications: Functions and operation of open office and media applications.
5. Securing data: Threat from, sources of and protection from viruses and worms and maintaining backups of data.

Field Engagement

1. Check your institute's computers malfunctioning and rectify them in presence of your mentor.
2. Compare and contrast open office and standard office software.

UNIT-III Internet and the Networking

1. Internet and networking-applications and relevance to education, components of
2. Networking—E-mail, file transfer, web pages, and web sites for accessing information.
3. Using search engines and Web Utilities: Keywords and search strategies;
4. Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
5. Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content;
6. Protecting the computer from viruses, worms and other internet attacks; Safe internet content.

Field Engagement

1. Search websites useful in educational research and prepare a web list.
2. Find out an online forum of teacher educators and maintain a record of your chatting with the forum.

UNIT- IV ICT Applications in Education

1. Word Processors and Word Processing: Common features of word processors, their functions and use; using word processors in the classroom.
2. Spreadsheets: Common features of spreadsheets, their functions and use; Using spreadsheets in the classroom.
3. Databases: Common features of databases, their functions and use; Development, management and output of a database; Databases in educational contexts.
4. Presentations: Common features of presentations, their functions and use; Using presentations in the classroom.

5. Websites with educational content: Search, locate and maintain lists of educational web sites;
6. Academic and Research content on the web: Online journals and abstraction services;
7. Online Learning, online courses and learning management systems.
8. Communication through the web: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups.

Field Engagement

1. Preparation and presentation of a lesson plan for B.Ed. trainees for teaching any one relevant topic in word processor.
2. Preparation and presentation of slides for teaching any topic at the teacher education level.
3. Enroll any one online free course and make a report of your learning.
4. Search and maintain a list of online educational journals and abstract services.

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Web-addresses:

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SEMESTER - II
ELECTIVE SPECIALIZATION COURSE

M.A.(ED.) ES 214D INTRODUCTION TO GUIDANCE AND COUNSELLING

Objectives

To enable the students to ...

1. Understand the meaning, nature, principals and scope of guidance and counselling.
2. Understand the types of guidance.
3. Understand the various types of guidance services.
4. Appreciate the need for guidance,
5. Develop acquaintance with various techniques of group guidance ,
6. Understand the meaning, nature and scope of counselling,
7. Appreciate the need for and goals of counselling,
8. Recognize the different areas of counselling,
9. Understand the theories of counselling
10. Become acquainted with the skills, characteristics and the professional ethics of a counsellor
11. Students will be able to handle simple cases of guidance and counselling

UNIT-I Guidance

1. Meaning and Definition
2. Misconceptions about guidance
3. Aims of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
4. Need for guidance
5. Scope of guidance programme
6. Principles of guidance
7. Guidance; its relation to education
8. A brief history and problems of guidance in abroad and India

Field Engagement

1. Library work: Explain bases of guidance.
2. Field Immersion: Organize a seminar on problems of guidance in India.

UNIT-II Types of Guidance and Guidance Services

1. Types of Guidance:
 - a. Educational guidance
(Concept, Definitions, Need and How to impart it at different levels)

- b. Vocational/Career Guidance
(Concept, Definitions and Need)
 - c. Individual guidance
(Concept, Definitions, Need and How to impart it at different levels)
 - d. Group guidance
(Types of Group, advantages of group guidance, Group guidance techniques)
2. Different types of guidance services
 - a. Individual services
 - b. Educational services
 - c. Vocational services
 - d. Placement services
 - e. Follow-up services

Field Engagement

1. Seminar on 'how to give group guidance in the classroom'
2. Field Immersion: Organize a seminar on educational guidance in a school.
3. Library Work: Explain types of Guidance with illustration

Unit-III Counselling

1. Meaning and nature of counselling
2. Misconceptions about counselling
3. Scope of counselling
4. Goals of counselling: resolution of problems, modification of behaviour, promotion of mental health
5. Relationship between guidance and counselling: place of counselling in the total guidance programme

Field Engagement

1. Library work: clarify the difference between guidance and counseling
2. Field work: Organize a seminar on counseling on any one topic
3. Organize a quiz programme on counseling.

UNIT-IV Approaches of Counseling

1. Approaches to counseling.
 - a. Directive
 - b. Non-directive
 - c. Elective
2. Skills and qualities of an effective counsellor

3. Professional ethics in Counselling (suggested by National Vocational and Educational Guidance Association)

Field Engagement

1. Field work: Organize a seminar on Code of Ethics and Standard's of practice suggested by National Vocational and Educational Guidance Association.
2. Group Discussion on the various approaches of counseling.

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SEMESTER-II
ELECTIVE SPECIALIZATION COURSE
M.A.(ED.) ES 215E DESCRIPTIVE STATISTICS

Objectives

1. The student learns the various statistical method used in the analysis of data.
2. He understands the basic concepts of statistics.
3. He develops an ability to select proper statistics with various data.
4. He understands the basic assumptions, uses and misuses of various statistics.
5. He is able to understand statistical interpretations in educational research and to examine the scope of application of research.
6. He develops an ability to evaluate critically the result of analysis of data

UNIT-I Meaning of Statistics

1. Meaning of Statistics
2. Importance of Statistics in Education
3. Scale of measurement
4. Tabulation of data and different forms of graphic representation and their uses in educational research.

Field Engagement

1. Taking different data prepare the different types of graph using the SPSS and Excel.
2. Discussion on the meaning and importance of statistics in education.

UNIT-II Descriptive Statistics

1. The frequency distribution, measures of central tendency and Variability; Their calculation and use
2. The normal distribution-the normal Probability curve-its important properties and applications
3. Scaling of test items-scaling judgment

Field Engagement

1. Write assignment on the measures of central tendency and variability.
2. Conduct the above analysis using the SPSS and Excel.

UNIT-III Correlation and Regression

1. The coefficient of correlation-Linear, bi-serial, Point bi-serial, tetra choric, phi, contingency, Product-Moment.
2. Rank difference, Partial and Multiple Correlation

3. Regression and Prediction; Linear regression- the regression line in prediction; the regression equations and the accuracy of prediction

Field Engagement

1. Taking data prepare the regression equation.
2. Write assignment on the various method of finding correlation coefficient.
3. Conduct the above analysis using the SPSS and Excel.

UNIT-IV Reliability and Validity of Test

1. Item analysis
2. Reliability and validity of statistical evidence

Field Engagement

1. Conduct the item analysis of a piloting data of the tool.
2. Find the reliability and validity of any tool.
3. Conduct the above analysis using the SPSS and Excel.

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Table-12
Guidelines for Tool Courses of Semester-II

Practical, Project and Other Assignment Works			
Code	Particular	Description of the work to be done	Mode of Assessment
M.A.(Ed.) TC221	Dissertation (Research Proposal & Tool Construction)	<ul style="list-style-type: none"> • tudents have to prepare a proposal on the basis of the title selected in semester – I. • resent and discuss the proposal in front of research committee of the institute. • repare/select required tool/s for their subject and submit final tool. 	<ul style="list-style-type: none"> • Assessment would be on the bases of written/typed proposal according to the steps of proposal and presentation. • The tool selection/preparation would be assessed by its validity and reliability of the tool according to the need of the research topic.

SEMESTER-III
PERSPECTIVE CORE COURSE
M.A.(ED.) CC301 TREATMENT OF DATA AND STATISTICS

Objectives

The Student:

1. Understands the place of research in education.
2. Gets acquainted with various resources of educational research.
3. Becomes familiar with various methods of research.
4. Achieves skill in writing and comprehending research reports.
5. Gets conversant with the problems of research design, tools of collecting data (and methods) and techniques of analysis.
6. Is initiated into research by undertaking a research problem of research and preparing a dissertation.

UNIT-I Treatment and Classification of data

1. Quantification and description of data.
2. Data analysis, Classification and coding of data,
3. Conclusions and generalizations.

UNIT-II Statistical Techniques

1. Descriptive and inferential statistics
2. Normal Probability Curve
3. Type-1 Error and Type - 2 Error
4. One-tailed test and Two-tailed test
5. Parametric test: t test, F test
6. Non Parametric test: Chi square
7. Correlation

UNIT-III Use of ICT in Research

1. Software's for data analysis
2. MS WORD, EXCEL and SPSS
3. PPT
4. INTERNET

UNIT-IV Writing Research Report

1. Format, style, typing, quotations, footnotes, bibliography, pagination, tables, figures, graph, chapterization (divisions of a report)
2. Introduction section
3. Review of literature section
4. Methods section
5. Results section
6. Summary and discussion section
7. References
8. Abstract
9. Mistakes in preparing research reports

Field Engagement

1. Prepared the five reviews of previous dissertation work and present in your group.
2. Tool construction procedure: method, rationale behind the selection and problems faced by the researcher
3. Analytical review of past researches
4. Errors committed in a past research report and/or evaluation of past research
5. Preparation of synopsis of your Dissertation topic and present in your group seminar
6. Prepare a Statistical analysis of a result

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SEMESTER-III
PERSPECTIVE CORE COURSE
M.A.(ED.) CC 302 SOCIOLOGY OF EDUCATION

Objectives

1. To enable students to analyze education from different sociological perspectives and theoretical frameworks.
2. To enable students to analyze the relationship of education with culture, social stratification and social mobility.
3. To enable students to understand educational institution as an agency of socialization.
4. To enable students to understand the relationship between education and 21st century society.
5. To enable the students to understand the relation between education and social change.

UNIT-I Sociology of Education

1. The meaning and scope of sociology of education
2. The process of socialization
3. Concept of Institutionalization
4. Types of Social Institutions and their Functions
5. Dimensions of Education as a Social Institution: Structure, Function and Culture
6. Education as a Social Institution and Distributive Justice
7. Education and Social Change
8. Theories of Social Change of August Comte & Pitrim Sorokin

Field Engagement

1. Observe the children and adolescents regarding their socialization process.
2. Observe the one society and note the social changes in it.
3. Group discussion on the types of social institutions and their functions in the society.
4. Compare the theories of social change of August Comte and Pitrim Sorokin.

UNIT-II Social Stratification and Social Mobility

1. Concept and Types of Social Stratification and Social Mobility
2. Theories of Social Stratification-Functionalist and Conflict Theory

3. Stratification and Equality of Educational Opportunity among disadvantaged sections of Society –Girls, S.C. & S.T.
4. Equality and Equity in Education
5. Human Development index parameters with reference to year 2013
6. Human Rights Education; Concept and Provisions

Field Engagement

1. Make a report on the social stratification observed in the society.
2. Group Discussion on the parameters of Human Development Index.
3. Conduct survey on the awareness regarding the Human Rights.
4. Write a assignment on the constitutional provisions for equality of educational opportunities among disadvantage sections of the society.

UNIT-III Culture, Modernization and Education

1. Concepts of Culture, Sub-Culture and Multiculturalism, civilization, cultural growth, cultural lag, cultural conflict, cultural relativity, cultural Pluralism and cultural Poverty in relation to Education.
2. Dimensions of Multicultural Education (Content Integration, Knowledge Construction, Equity Pedagogy, Prejudice Reduction, School Culture)
3. Approaches to Multi Cultural Education (Culturally Different, Human Relation, Single Group Study, Multicultural Education, Social Reconstructionist)
4. Relationship between culture and education.
5. Modernism and Post Modernism, Characteristics of Post Modernism
6. Education in the post-modern age

Field Engagement

1. Group Discussion on the cultural changes in the society.
2. Study the impact of modernization on the adolescents.
3. Write an ethnographic description of interaction in an elementary classroom.
4. Conduct a case study of the schools where multicultural society's children are studying.
5. Visit a International school in one city and the Government Primary schools in the slum area of that city and make a report.

UNIT-IV Education, Law and Society

1. Constitutional Provisions on Education and its implications for education
2. Education and Democracy
3. Nationalism and education

4. Mass Media and Education
5. Privatization, Liberalization and Globalization and its impact on Education

Field Engagement

1. Observe the democratic environment of the institutions and prepare a report on it.
2. Study the impact of mass media on the youth.
3. Organize a seminar on the impact of LPG policy on Education.
4. Write a assignment on the constitutional provisions on education and its impact for education.

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SEMESTER-III
TEACHER EDUCATION CORE COURSE

M.A.(ED.) CC-303 PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

Objectives

Student-Teachers will be able to;

1. Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
2. Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
3. Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
4. Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organisational culture.
5. Develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes
6. Design in-service teacher professional development program/activities based on the needs of teachers
7. Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
8. Understand and appreciate the research perspective on various practices in teacher education.
9. Develop professional attitudes, values and interests needed to function as a teacher educator

UNIT-I Structure, Curriculum and Modes of Pre-service Teacher Education

1. A review of the understandings developed on teacher roles and functions
2. Pre-service teacher education – concept, nature, objectives and scope.
3. The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE

4. 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
5. Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Field Engagement

1. A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
2. Critical analysis of NCFTE-2009.
3. Review the any university curriculum of teacher education from the point of view of NCFTE-2009.

UNIT-II Organisation of Different Components of Teacher Education Curriculum

1. The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
2. Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
3. Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation
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
5. Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in pre-internship, internship and post-internship

Field Engagement

1. Case studies the practicum and internship activities of two B.Ed. colleges.
2. Observe the skill and competency development during the practice teaching in B.Ed. colleges.

UNIT-III In-service Teacher Education in India – Concept, Structure and Modes

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

2. The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
3. Modes and Models of in-service teacher education:
 - a. Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
 - b. induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

Field Engagement

1. Study the structure of in-service teacher education in Gujarat.
2. Compare the modes of in-service teacher education in face-to-face, distance, online and mixed mode.
3. Compare the different models of in-service teacher education.

UNIT-IV Planning, Organising and Evaluating an In-service Teacher Education

1. Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
2. Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
3. Organising 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. Qualities and characteristics of an effective in-service teacher educator

Field Engagement

1. Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum
2. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
3. Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

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SEMESTER-III
ELECTIVE SPECIALIZATION COURSE
M.A.(ED.) ES 311A EDUCATIONAL ADMINISTRATIONS

Objectives

1. To enable the students to learn the basic concept of educational administration.
2. To acquaint the students with the elements of the process of educational administration.
3. To develop an understanding and an appreciation of the role of different agencies in educational administrations.
4. To develop understanding of the problems of educational administration in India.
5. To enable the students to comprehend the significance of educational administration at different levels.

UNIT-I Meaning, Scope and Process of Educational Administration

1. Meaning of Educational Administration
2. Scope and Importance of Educational Administration
3. Conceptual Difference: (a) Educational Organization (b) Educational Administration (c) Educational management
4. Process of Educational Administration
5. Concept of Educational Administration in Democratic and Communist Countries
6. Components Comprising the Emerging New Concepts of Educational Administration

Filed Engagement :

1. Write an assignment on meaning, scope and process of educational administration.
2. Write a note on conceptual difference among educational administration, educational organization and educational management.
3. Symposium on new concepts of educational administration.

UNIT-II Institutional Administration

1. Principles of Personal Administration
2. Role of the Following Agencies in Effective Institutional Administration:
 - a. Management

- b. Teachers
- c. Guardians
- 3. Place of Inspections and Supervision in the Development of the Institution
- 4. Ways and Means to Tackle the Following Administrative Problems:
 - a. Indifference of the Management
 - b. Lack of Co-operation of Teachers
 - c. Local Politics
 - d. Lack of Financial and Other Resources
 - e. Students Indiscipline

Filed Engagement

1. Debate on school inspection by D.E.O / School supervisor.
2. Debate: Role of management, teachers and guardians in school Development.

UNIT-III Administrative System of Indian Education

1. Educational Directives and Other Provisions in Republic Constitution of India
2. Educational Authorities:
 - a. Central
 - b. State
 - c. Local bodies
3. Post Independence Role of Government of India in Education
4. Evaluation and Development of Central Ministry of Education:
 - a. Organization and Activities of Ministry of Education
 - b. The Attached Autonomous and Subordinate Bodies
 - c. Advisory and statutory bodies in education i.e.
 - i. Central Advisory Board
 - ii. University Grant Commission
 - iii. N.C.E.R.T.

Filed Engagement

1. Exhibition: Role of different advisory and statutory bodies.
2. Discussion: Role of state government and central government in education.

UNIT-IV Educational Administration at various levels

1. Administration of Primary Education : Some Administrative Problems of Primary Education
 - a. Universalisation
 - b. Lack of Physical Facilities

- c. Mid-Day Meal
 - d. Wastage and Stagnation
 - e. One Teacher School
2. Administration of Secondary Education : Some Administrative Problems of Secondary Education including the Pattern:
 - a. Recruitment
 - b. Vocationalisation
 - c. Nationalist on vs. Private Enterprise
 3. Administration of Higher Education : Some Administrative Problems in University Education in India:
 - a. Autonomy
 - b. Admission
 - c. Student's Unrest
 - d. Students Participation in Different Administrative Bodies of the University

Filed Engagement

1. Visit any two/three Primary schools.
2. Assignment: Educational structure of state and central government.

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SEMESTER-III
ELECTIVE SPECIALISATION COURSE
M.A.(ED.) ES 312B INCLUSIVE STRATEGIES FOR CHILDREN WITH
DIVERSE NEEDS

Objectives

The students will be able to

1. Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
2. Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
3. Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
4. Preparing a conducive teaching learning environment in varied school settings,
5. Develop the ability to conduct and supervise action research activities,
6. Identifying and utilizing existing support services for promoting inclusive practice,
7. Seeking parental and community support for utilizing available resources for education in inclusive settings.

UNIT-I Meeting the needs of diverse learners

1. Social and academic inclusion of learners with diverse needs in mainstream classrooms.
2. Facts and myths and of inclusive education with reference to Indian context.
3. Inclusive educational strategies and their implications for universalization of elementary and secondary education.
4. Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Field Engagement

1. Observation of inclusive teaching strategies and discussion.

2. Planning and conducting multi level teaching in the DMS (two classes).

UNIT-II Curriculum adaptations and evaluation for children with diverse needs

1. Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
2. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
3. Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
4. Techniques and methods used for adaptation of content, laboratory skills and play material

Field Engagement

1. Review the textbooks of any subject of humanities and social science from the point of view of Inclusive education.
2. Plan a activities for the inclusive classrooms.

UNIT-III Teacher preparation for Inclusive Education

1. Review existing educational programmes offered in secondary school (general, special education).
2. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
3. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
4. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
5. Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
6. Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Field Engagement

1. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme

2. Group Discussion on the role and professional ethics of an inclusive education teacher and teacher educators.
3. Review the existing educational programmes offered in secondary school.

UNIT-IV Planning and conducting research activities & Supportive Services for inclusion and research

1. Concept and importance of educational research.
2. Selecting appropriate areas of research.
3. Types of research needed for enhancement of learning.
4. Steps involved in planning and supervising research activities.
5. Recent trends in research - national and international level
6. Concept, importance and types of supportive services (medical rehabilitative and educational).
7. Early identification and available referral services for support.
8. Myths and facts of supportive services for inclusive learning.
9. Role of teacher and teacher educators in utilizing support services for inclusion.

Field Engagement

1. Identify suitable research areas in inclusive education.
2. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
3. Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

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SEMESTER-III
ELECTIVE SPECIALISATION COURSE
M.A.(ED.) ES 313C E-LEARNING

Objectives

The students will be able to:

1. Understand the concept of e-Learning, elements of e-Learning and e-Learning Standards.
2. Understand the patterns of e-content design and its validation.
3. Understand the technical aspects of e-content.
4. Understand the content management system in intranet and internet environments.
5. Understand the evaluation of on-line learning material and process of on-line testing.

UNIT-I Introduction to E-Learning

1. Concept and nature, definitions, meaning, modes, characteristics and benefits of e-learning.
2. E-Content and e-Books.
3. Virtual Classroom and Virtual University–Merits and Limitations.

Field Engagement

1. Search and prepare a list of 10 e-books relevant to education with their proper URL.
2. Surf virtual universities across the globe and prepare a list of courses being run by any one virtual university.

Unit II: E-Learning Content Design

1. Content–Design Patterns- Script Writing- Graphics-Animation-Audio-video;
2. Inserting and Interactivity; Possibilities and Design Procedure.

Field Engagement

1. Prepare e-learning content on a topic of your interest.

UNIT-III Technical Aspects of E-Content

1. Story-board and Instructional design.

2. Overview of Models of instructional design- ADDIE Model, Dick and Carey Model
Instructional Designs for competency based teaching.
3. Multimedia Authoring and authoring tools.

Field Engagement

1. Make a story-board for e-content development of any one topic.

UNIT-IV Course Management in E-Learning and Online Evaluation of e-Learning Material

1. Introduction to Learning Management Systems;
2. Introduction to LMS and LCMS; Course Management using LMS and LCMS.
3. Standards for e-Learning and future possibilities.
4. Use of Wikipedia, Wikieducator and other web based technologies for online learning and training.
5. Webinars-concept, uses
6. MOODLE- its application in classroom.
7. Online Testing – Different Methods;
8. Designing online evaluation in different subjects. Courseware evaluation. Designing of Evaluation Criteria for assessment of e-Content and other courseware.

Field Engagement

1. Visit to local institute where the e-Learning is in practice.
2. Create web resources by using Wikipedia and Wikieducator.
3. Participate in online learning programmes.
4. Participate in a webinar and prepare its merits and limitations.
5. Analyze e-Content developed by various organizations.
6. Use MOODLE for classroom and prepare a report on what merits and constrains you have observed.

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SEMESTER - III
ELECTIVE SPECIALIZATION COURSE
M.A.(ED.) ES 314D CAREER DEVELOPMENT AND GUIDANCE

Objectives:

To enable the students to...

1. Acquire knowledge and skills of collecting, compiling and disseminating career information,
2. Understand the concept of career pattern in relation to life stages,
3. Insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
4. Level of the ability to analyze development in the process of career development to identify a typical development pattern in a particular socio-cultural context,
5. Develop the ability to use or adopt career theories in understanding career behavior of students in career counselling situations,
6. Knowledge the sources of career information and variety of forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use.
7. Use theories of guidance and counselling by setting the guidance services at various school levels.

UNIT-I Understanding Career Development

1. Career Development
 - a. Concept of Work: physical, psychological and sociological
 - b. Work and human motives
 - c. Concept of career development
2. Prevalent concepts about occupational choice
3. Points to be considered at the time of choosing an occupation
 - a. Motivation
 - b. Success

- c. Satisfaction
- d. Maturity

Field Engagement

1. Organize a seminar on 'how one selects his/her occupation?'
2. Field Immersion: case study highlighting the different life stages and the factors affecting the career patterns.
3. Library Work: Prepare a report on the human motives of work.

UNIT-II Theories of Career Development

1. Theories of career development (some basic concepts, applicability and limitations of each theory)
 - a. Trait Factor Theory
 - b. Ginzeberg
 - c. Super's life span/life space approach to career development
 - d. Havighurst Theory of Developmental Task
 - e. Holland's career theory of personality type and work environment

Field Engagement

1. Library work: explain stages of vocational development of any one Psychologist.
2. Library Work: Compare different theories of career development
3. Prepare a PowerPoint presentation for any one theory of career development.

UNIT-III Understanding Career Information Collection, classification and dissemination)

1. Importance of career information
2. Primary and secondary sources of information; Filing of career information
3. Selection and classification of occupational information
4. Techniques of disseminating occupational information
 - a. Career talk
 - b. Career conference
 - c. Career visits
 - d. On-the-job experience
 - e. Information through school subjects
 - f. Publications

Field Engagement

1. Field Immersion: Visit any industry to collect information regarding occupation and prepare a report on it.

2. Organize a career conference.
3. Field Immersion: Design a questionnaire for conducting follow up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.
4. Library Work: Develop a scheme of career information suitable for class XIIth students.

UNIT-IV Setup of guidance services in schools and colleges

1. Setup of guidance services in schools
 - a. Need
 - b. Personnel involved
 - c. services to be provided
2. Setup of guidance services in colleges
 - a. Need
 - b. Personnel involved
 - c. Services to be provided

Field Engagement

1. Library Work: Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
2. Organize a seminar on the set up of Guidance Services at school/College Level.

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SEMESTER-III
ELECTIVE SPECIALIZATION COURSE
M.A.(ED.) ES 315E INFERENTIAL STATISTICS

Objectives

1. The student learns the various statistical method used in the analysis of data.
2. He understands the basic concepts of statistics.
3. He develops an ability to select proper statistics with various data.
4. He understands the basic assumptions, uses and misuses of various statistics.
5. He is able to understand statistical interpretations in educational research and to examine the scope of application of research.
6. He develops an ability to evaluate critically the result of analysis of data

UNIT-I Testing hypothesis

1. The hypothesis of chance-the null hypothesis
2. The meaning of statistical inference, the significance of the mean, the median; the significance of measures of variability, of percentage, of the correlation coefficient
3. The significance of the difference between means and other statistics
4. Principles of sampling and the use of standard error formulas

Field Engagement

1. Discussion on the various types of hypothesis and sampling methods.
2. Find the significance of difference between various statistics using t-test.
3. Conduct the above analysis using the SPSS and Excel.

UNIT-II Non Parametric Tests

1. Chi-Square Test
2. Sign Test
3. Median Test
4. Mann-Whitney U- Test
5. Kolmogorov- Smirnov Test
6. Kruskal-Walis Testing

Field Engagement

1. Compare the results of parametric and non parametric tests.
2. Find the significance of difference between scores using non parametric test.
3. Conduct the above analysis using the SPSS and Excel.

UNIT-III Analysis of Variance

1. Analysis of variance: Introduction, Concept, Assumptions, Computation One way & Two way, Factorial Design
2. Analysis of covariance (ANCOVA)

Field Engagement

1. Find the significance of difference between scores using ANOVA & ANCOVA.
2. Conduct the above analysis using the SPSS and Excel.

UNIT-IV: Multivariate Analysis

1. Characteristics and applications
2. Factor analysis
3. Discriminant analysis
4. Cluster analysis
5. Meta-analysis
6. Typology

Field Engagement

1. Conduct the above analysis using the SPSS and Excel.
2. Seminar on the multivariate analysis.

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Table-13
Guidelines for Tool Courses of Semester-III

Practical, Project and Other Assignment Works			
Code	Particular	Description of the work to be done	Mode of Assessment
M.A.(Ed.) TC321	Dissertation (Data Collection & Critical Analysis of One Dissertation)	<ul style="list-style-type: none"> • collect data by administering the tool and analyze the data. • submit chapter 1 to 3 at the end of semester-III. 	<ul style="list-style-type: none"> • ssesment on the basis of quality of submission.
		<ul style="list-style-type: none"> • elect any one dissertation of your choice and analyze the dissertation on the basis of criteria of evaluation of dissertation. 	<ul style="list-style-type: none"> • ssesment on the basis of report submitted by the students.

SEMESTER-IV
PERSPECTIVE CORE COURSE
M.A.(ED.) CC 401 CURRICULUM STUDIES

Objectives

1. To develop an understanding of meaning, need and objectives of curriculum development
2. To acquaint the students of various curricular approaches and to develop an ability to implicate the approaches in the teaching learning process.
3. To acquaint the students of the process of curriculum development.
4. To develop an understanding of curriculum evaluation and its various approaches.
5. To acquaint and sensitize the students of diverse issues in curriculum development.

UNIT-I Conceptual framework of Curriculum

1. Nature and Meaning of Curriculum
2. Characteristics and need of curriculum
3. National Curriculum Framework for Teacher Education -2005 & 2009 with reference to Curricular areas and curricular provisions

Filed Engagement

1. To organize a debate of National curriculum Framework for Teacher Education -2009
2. To write an assignment of NCF – 2005 & 2009 on present B.Ed / M.A.(Ed.) curriculum.

UNIT-II Different Approaches to Curriculum Theory & Bases for Curriculum

Development Different Approaches to Curriculum Theory

1. Harbertian Approach
2. Morrison Approach
3. Evaluation Approach
4. Management Approach
5. Integrated Approach

Bases for Curriculum Development

1. Philosophical Bases (with reference to curriculum given)
 - a. Idealism
 - b. Naturalism
 - c. Pragmatism
2. Psychological Bases
3. Sociological Bases

Filed Engagement

1. To write an assignment on comparison on Bases for curriculum Development.
2. To organize a debate on approaches to different curriculum theory.

UNIT-III Process of Curriculum Development

1. Formulation and Classification of Objectives
2. Selection of Curriculum Content and curricular material
3. Selection and organization of learning experiences
4. Patterns of Curriculum of Organization
5. Curriculum Transaction: Meaning, Requirements and role of teacher.
6. Diagnosis in Curriculum Development
7. Plan for Curriculum Development

Filed Engagement

1. To diagnoses the curriculum of different school subjects.
2. To do a research project on teachers' attitudes on prevalent curriculum.

UNIT-IV Curriculum Evaluation & Diverse Issues Curriculum Evaluation

1. Meaning and Nature
2. Approaches of Curriculum Evaluation
 - a. Formative Evaluation: Concept, Importance, validity and significance of content, collection of evidences.
 - b. Summative Evaluation: Concept, Importance (to be based on Test of former students, Views of teachers, Parents reaction and situation analysis and interview)
3. Models of Curriculum Evaluation
 - a. Model of Curriculum Evaluation- Hilda Taba
 - b. Model of Curriculum Evaluation – Ralph Tyler
 - c. Congruence Contingency Model of Curriculum Evaluation – Robert Stake
 - d. Model of Curriculum Evaluation – Mukhopadhyaya

- e. Context, Input, Process, Product Model of Curriculum Evaluation –Staff beam
- 4. Diverse Issues
 - a. Curriculum Load
 - b. Competence diversity in teachers and its problems
 - c. Curriculum Change – Meaning need and Strategies
 - d. Curriculum Planning and the future.
 - e. Research in Curriculum

Filed Engagement

1. To evaluate curriculum using Formative and Summative approaches of different B.Ed. / M.A.(Ed.) / Schools subjects.
2. To arrange a seminar on curriculum evaluation.
3. To do a research project on prevalent position, issues and suggestions on curriculum.
4. To do a research project on competence diversity in teachers and its problems regarding curriculum.

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SEMESTER-IV
PERSPECTIVE CORE COURSE
M.A.(ED.) CC 402 HISTORY-POLITICAL ECONOMY OF EDUCATION

Objectives

Student teachers will be able to:

1. Develop knowledge and understanding of the history of education
2. Understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees.
3. Get acquainted with the different aspects of growth of the national system of education
4. Get acquainted with the role of politics in education
5. Get acquainted with the role of education in economic development

UNIT-I History of Education in India

1. Need and importance of History of Education.
2. Education in Ancient India: Vedic, Buddhist, Jain, Islamic
3. Education in Medieval India: Macaulay's Minute, Woods Dispatch, Sargent commission
4. Discontentment against western system of education

Field Engagement

1. Write assignment on History of education in India.
2. Critically review the Educational policies of British India.
3. Write a review on the views of freedom fighter against the western system of education.

UNIT-II National Educational Movement

1. University Education Commission: 1948
2. Secondary Education Commission: 1952-53
3. Indian Education Commission: 1964-66
4. National Policy of Education 1986 and POA 1992

5. NCF 2005, NKC Report 2007
6. Yashpal committee report on Indian Higher education 2009
7. NCFTE 2009 and RTE Act 2009
8. Programmes for Universalization of Education – SSA, RMSA, RUSA

Field Engagement

1. Critically review the one Education Commissions of post independence era.
2. Write assignment on major recommendation of NCF-2005 and NCFTE-2009.
3. Compare the objectives of SSA, RMSA and RUSA.

UNIT-III Politics and Education

1. Relationship between education and political systems, education and state, education in Democracy & Communism
2. Multiple school contexts in terms of locale, management, medium of instruction and schools affiliated to different boards
3. Teacher autonomy and institutional autonomy
4. Changing Power Dynamics and its impacts on Educational legislations, Educational policy-making, Educational Reforms
5. Politicization of Education: Curriculum, transaction of curriculum, teachers union, Recruitment
6. Politics of Marginalization and Education

Field Engagement

1. Compare the educational system in democratic and communist political system.
2. Debate on the medium of instruction in school education and school management system.
3. Seminar on impact of educational policy & reforms on education.
4. Write a report on the observation in society how politics of marginalization affect the education.

UNIT-IV Education and Economics

1. Role of Education in Economic Development
2. Education in capitalist, socialist and mixed economies
3. Education as an Investment, Returns/Benefits from Educational Investment, Education and employment
4. Impact of Budgetary support on Education
5. Decentralization of education
6. Manpower approach for Educational planning, management and finance

Field Engagement

1. Compare the educational system in capitalist, socialist and mixed economics.
2. Compare the budgetary support on education from year 2011 to 2015.
3. Debate on education as an investment vs. spending.

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SEMESTER-IV
TEACHER EDUCATION CORE COURSE
M.A.(ED.) CC 403 PERSPECTIVES, RESEARCH AND ISSUES IN
TEACHER EDUCATION

Objectives

Student-Teachers will be able to;

1. Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
2. Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
3. Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
4. Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organisational culture.
5. Develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes
6. Design in-service teacher professional development program/activities based on the needs of teachers
7. Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
8. Understand and appreciate the research perspective on various practices in teacher education.
9. Develop professional attitudes, values and interests needed to function as a teacher educator

UNIT-I Perspectives and Policy on Teacher Education

1. Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
2. Teacher Expertise – Berliner's stages of development of a teacher.
3. Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
4. National and state policies on teacher education – a review
5. Different organisations and agencies involved in teacher education – their roles, functions and networking
6. In-service teacher education under DPEP, SSA and RMSA
7. Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices
8. Initiatives of the NGOs in designing and implementing in-service teacher education programmes

Field Engagement

1. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
2. Select any one current practice in teacher education and trace the background of its formulation as a policy.
3. Review the national policy on teacher education.
4. Case study the NGO working for the in-service teacher education.

UNIT-II Structure and Management of Teacher Education

1. Structure of teacher education system in India – its merits and limitations
2. Universalisation of Secondary Education and its implications for teacher education at the secondary level
3. Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
4. Vertical mobility of a school teacher – avenues
5. Professional development of teachers and teacher educators – present practices and avenues
6. Systemic factors influencing the quality of pre and in-service education of secondary school teachers

Field Engagement

1. Interview the teacher educator who was formerly the school teacher.

2. Review the researches on the factors affecting the quality of pre and in-service education of secondary teachers.
3. Seminar on the universalisation of secondary education and its implications for teacher education at secondary level.

UNIT-III Research in Teacher Education

1. Paradigms for research on teaching – Gage, Doyle and Shulman.
2. Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
3. Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation
4. Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications

Field Engagement

1. A review of researches in any one area of research in teacher education and write the policy implications.
2. A review of a research article in teacher education and write implications for practitioner.
3. Seminar on the paradigms for research on teaching research on effectiveness of teacher education programmes.

UNIT-IV Problems and Issues in Teacher Education

1. Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
2. Sufficiency of subject matter knowledge for teaching at the senior secondary level,
3. Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
4. Issues related to enhancing teacher competence, commitment and teacher performance
5. Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education.

Field Engagement

1. Seminar on the challenges in professional development of teachers.

2. Conduct a research on subject matter knowledge for teaching at the senior secondary level.
3. Group discussion on the issues related to enhancing teacher competence, commitment and teacher performance.

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SEMESTER-IV
ELECTIVE SPECIALIZATION COURSE
M.A.(ED.) ES 411A EDUCATIONAL LEADERSHIP

Objectives

1. To provide the students with the critical knowledge of leader's skill, task and the role.
2. To acquaint students with the role of the principal in maintaining human relationship.
3. To acquaint the students to understand the role of the leader in the professional growth of the personal.
4. To develop in students the knowledge the skill of evaluation and appraisal of educational institutional.

UNIT-I Educational Leadership

1. Concept of Leadership
2. Leadership Traits: Responsible, Self Disciplined, Innovative, Imaginative, Good at Organization, Correct in Judgment, Visionary etc.
3. Educational Administration Leadership Skills
 - a. Decision Making
 - b. Planning
 - c. Co-Ordinating
 - d. Communicating
 - e. Evaluating
 - f. Feed Back
4. Behavioural Pattern of Educational Leadership:
 - a. Aloofness
 - b. Production Emphasis
 - c. Thrust
 - d. Consideration
 - e. Human Relationship

5. Styles of Educational Leadership

- a. Automatic
- b. Laissez Faire
- c. Democratic

Filed Engagement

1. Assignment: (i) Leadership traits (ii) Educational Administration

2.

Case

study: Effect of human relationship on educational output.

UNIT-II Educational Leadership: Models, Theory and Role of an Educational Leader

1. Model : (i) Fiedler's contingency Model (ii) Tri – dimensional Model

2. Theory: (i) Leader –Member Exchange Theory (ii) Path Goal Theory

3. Role of an Educational Leader:

- a. As a Policy Formulator
- b. As a Planner
- c. As an Organizer
- d. As a Decision Maker
- e. As a Coordinator
- f. Maintainer of Human Relationship with Students, Teachers,
- g. Guardians and the Community
- h. As an Innovator

4. Role of Principal as a Change Agent and as a Democratic Leader of the School and Local Community

Filed Engagement

1. Case study: Award winner teacher and principal.

2. Debate: Does principal sail or sink the institution?

UNIT-III Blocks to Educational Leadership:

1. Basis of Education
2. Lack of National Policy
3. Resources and Priorities
4. Central of Non-Educationists
5. Political Pressures
6. Social Pressures
7. Personal Antagonism etc.

Filed Engagement

1. Discussion : Lack of National Educational policy
2. Effect of political pressures in educational system.
3. Debate: Ways to uplift the institution.

UNIT-IV Leadership and Human Relationship

1. Importance of Human Relations in Administration
2. Basic Values and Principles of Human Relations
3. Ways and Means of Establishing Human Relationship with Teachers, Parents, Students etc.
4. Ways and Means to Increase Staff Harmony

Filed Engagement

1. Visit: Visit of school in context of human relations.
2. Report writing: Write a Report on institutional human Relationship with teachers, parents, students etc.

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SEMESTER-IV
ELECTIVE SPECIALISATION COURSE
M.A.(ED.) ES 412B SCHOOL EDUCATION OF THE DISADVANTAGED
GROUPS AND GIRLS

Objectives

The students will be able to

1. Understand the policy perspectives related to education of socially disadvantaged section in India,
2. Analyse the status of education of the socially disadvantaged children in the country,
3. Develop knowledge and skill to address social group inequality in school and, society,
4. Understand the schemes and programmes of education of socially disadvantaged group,
5. Identify research priorities and conduct researches in the area of education of socially disadvantaged groups.
6. Understand the concept and importance of gender justice and equality,
7. Analyse the status of education: access, enrolment, achievement of goals in India,
8. Develop an insight into policy, perspectives, issues and concerns of girl's education,
9. Reflect on various schemes, programmes for girls' education,
10. Identify research gaps in the area of girls' education.

UNIT-I Conceptual framework

1. Meaning of socially disadvantaged children: socially disadvantaged section in India-the scheduled castes, scheduled Tribes, Educationally backward minorities and slum children.
2. Provisions in the constitution for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA, 1992, National Curriculum Framework, 2005.

3. International perspectives Dakar framework of action (2000), millennium development goals (2000).
4. Conceptual foundations (sex and gender, gender equality, gender justice and gender main streaming, gender parity index).
5. Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.
6. Constitutional commitment for gender equality in India, National Policy on Education (1986) and POA (1992) National Curriculum Framework (2005).
7. Conventions on the Rights of the child (1989), Global Monitoring Report (2005) UNESCO.

Field Engagement

1. Analysis of status report on girls' education-access, enrolment etc from selected educational statistics (MHRD), Report cards (NUEPA) and All India Survey Report (NCERT).
2. Visit to state Project office/DPO, discussion with members of girls' education cell and preparation of report.
3. Review the articles published in the news paper related to socially disadvantage section children and girls problems.

UNIT-II Status of school education of socially disadvantaged section in India

1. Status of enrolment at elementary and secondary stage with reference to social group equity, different access in habituations, class, caste, tribe and other disadvantages groups.
2. Achievement of socially disadvantages children.
3. Positions of India in Human development indicators (with focus on gender)
4. Status of girls'/women in Indian society,
5. Status of access enrolment, retention of girls' at preschool, elementary and secondary stages.
6. Status of access enrolment, retention and achievement of girl's coming from disadvantaged sections and first generation.

Field Engagement

1. Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state region.
2. Case study on problems of girls' education in a locality/block/district.
3. Review the research conducted on the socially disadvantage group and girls education.

UNIT-III Problems in education of disadvantaged section and addressing social group inequality

1. Problems/constraints in education of socially disadvantaged children, structural and systematic constraints.
2. Multicultural education, multigrade teaching in rural context.
3. Organisation and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum (teacher attitude, expectations).
4. Teaching learning process and support materials, addressing language issues, curriculum and curricular activities for meeting diverse needs of children- socio-cultural and linguistic.
5. Social construction of gender: socialization, family, and gender identity, media, gender roles; caste. Class, community and gender relations.
6. Gender inequality in schooling: organisation of schooling, gender bias in text books, curricular choices and the hidden curriculum (expectation of teacher, teacher student interaction).
7. Coeducation-its educational implications.

Field Engagement

1. Evaluation of text books from the social group equality perspective.
2. Field visit to residential/ ashram schools and minorities institutions and preparation of report.
3. Documentation/preparation of report on institutions/school practicing innovations.
4. Evaluation/Analysis of school textbooks from gender perspective.

UNIT-IV Schemes, programmes for education of socially disadvantaged section & Research priorities

1. Centrally sponsored schemes for education of SCs, STs, and Minorities.
2. Special focus group and their education under SSA.
3. Community participation and mobilization for education and empowerment of socially disadvantaged section.
4. Involvement of NGOs for education of disadvantaged section.
5. Mhila samakshya, Kasturba Gandhi Balika Vidyalaya.
6. NPEGL
7. Girl's education in SSA, DPEP.
8. Role of NGOs for gender equality in education.
9. Community participation for girl child education.

10. Evaluation of centrally sponsored schemes of education of SCs, STs, and Minorities.
11. Status study of education of SCs, STs, and Minorities and other marginalized groups.
12. Study of teaching learning practices and social inclusion.
13. Identification of priority areas of research on girls' education.
14. Evaluation of centrally sponsored schemes on girls' education.
15. Case studies on innovative institutional practices-NVS, KGVBs, Madrassas, Mahila samakshya, and their programmes (state).

Field Engagement

1. Critical analysis of NCF, 2005 (Focus group report).
2. Identification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.
3. Critically evaluate the centrally sponsored schemes on disadvantage section of the society and girls.
4. Critically review the textbooks of any standard on social science from the point of view of disadvantage section of the society and girls.
5. Case studies the innovative institutional practices of NVS, KGBVs etc.

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SEMESTER-IV
ELECTIVE SPECIALISATION COURSE
M.A.(ED.) ES 413C COMPUTER TECHNOLOGY IN EDUCATION

Objectives

The students will be able to:

1. Develop awareness about uses of computer technology in Educational Research,
2. Develop understanding about the various aspects of data analysis software,
3. Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups,
4. Understand the process of locating the research studies carried in the Internet and using of online journals and online books,
5. Make them understand the use of professional forums and professional associations.

UNIT-I ICT in report writing and documentation

1. Use of Word processors in preparing a report.
2. Various formats of a research report.
3. International standards for writing, citing and reporting in research.
4. Editing text–track change mode. Merging documents.

Field Engagement

1. Use word processor in preparing your research report and enlist the uses at different stages of report writing.
2. Visit APA website and prepare a list of standards for writing, citing and reporting in research.
3. Preparation and presentation of research report based on empirical data.

UNIT-II Data analysis by using database software

1. Creating a database file in Database software (Spread sheet and other equivalent in Open Office);
2. Editing of database file; Formatting, Data filtering, Input range and output range, data filtering, data analysis, using of logical commands for recoding, ranking etc., descriptive statistics and inferential statistics.

3. Creating graphs and charts. Creating a table by using wizard,
4. Introduction to SPSS, Creating a database files in SPSS;
5. Editing of data, insert variable, insert cases, merge a file with same variables and different variables,
6. Importing and exporting data file, working with output,
7. Creating graphs and interactive graphs,
8. Creating tables, Creating Cross tables,
9. Descriptive statistics and Inferential statistics;
10. Correlation and Regression,
11. Parametric tests like t-Test, ANOVA—one way and two way, ANCOVA;
12. Non-parametric tests like sign test, run test, chi-square test; Creating Graphs;
13. Working with graphs and tables.
14. Interpretation of test result and significance of hypotheses.

Field Engagement

1. Create a spread sheet file of research data and perform descriptive and inferential statistics.
2. Create a database file in SPSS and edit the data, insert variable, insert cases, merge a file with same variables and different variables.
3. Perform correlation and regression in SPSS and prepare a report.
4. Create database in SPSS and prepare graphs and tables.
5. Perform chi-square test in SPSS and prepare a report based on it.

UNIT-III Web Resources for research

1. Online books, journals, dissertations, thesis, research abstracts.
2. Online conferences related to research.
3. Web casting, online surveys of educational research.
4. MOOCs relevant to educational research.

Field Engagement

1. Surf online books, journals, dissertation, thesis, and international research abstracts and prepare a complete web list with its URLs.
2. Attend any one online conference or webinar related to education or research and submit a certificate with your mentor if any.
3. Enroll and complete any one course in MOOCs and prepare a detailed report on the course.

UNIT-IV Blog and Professional Forum

1. Concept of blog;
2. Discussion group;
3. Chatting forum;
4. Online forum—Use in learning and professional development of teachers, creating blog/forum.

Field Engagement

1. Create your own blog.
2. Join any one educational discussion group and record your contribution to that group.

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SEMESTER - IV
ELECTIVE SPECIALIZATION COURSE
M.A.(ED.) ES 414D ASSESSMENT AND APPRAISAL IN
GUIDANCE AND COUNSELING

Objectives

To Enable the students to ...

1. Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling
2. Develop knowledge and understanding of the major psychological concepts such as Intelligence, Aptitude, Achievement, Personality, Interest and their assessment for providing guidance and counseling
3. Develop skills for administering, scoring, interpreting and analyzing test results.

UNIT-I Psychological Test

1. Issues in psychological testing; distinction between testing and non-testing technique
2. Characteristics of a good psychological test
3. Procedure of construction, administration, scoring and interpretation of psychological tests

Field Engagement

1. Library work: Explain about Misuses of psychological tests and safeguards to avoid them.
2. Library Work: Prepare a list of psychological tests available in Gujarat and explain briefly.

UNIT-II Qualitative Techniques for Assessment

1. Need and importance of qualitative assessment
2. Tools for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, sociometry, C.R.C.
3. Procedure of development, administration, scoring and interpretation through qualitative assessment

Field Engagement

1. Library work: write a difference between standardize and non-standardize techniques.
2. Field Immersion: Apply any one standardize or non-standardize test on any five school students and analyze the data.
3. Presentation: Prepare ppt presentation for any one tool for qualitative assessment
4. Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in detail the group climate.

UNIT-III Assessing Individual Differences: Intelligence and Aptitude

1. Intelligence
 - a. Concept of Intelligence
 - b. Assessment of intelligence
2. Aptitude
 - a. Concept of Aptitude; importance of assessment of aptitude;
 - b. Test batteries-DAT, GATB, other tests of special abilities and professional aptitudes
 - c. Information about tests of aptitudes available in Gujarati

Field Engagement

1. Filed Immersion: Apply Teacher Aptitude test/intelligence test on any 10 B.Ed./ M.A.(Ed.) Students and make a report.
2. Library Work: Explain D.A.T/G.A.T.B.

UNIT-IV Assessing Individual Differences: Achievement, Personality and Interest

1. Achievement
 - a. Teacher-made and Standardized Achievement test
 - b. Measurement of scholastic achievement and its significance in various educational and career decisions
2. Personality
 - a. Concept of personality;
 - b. Different approaches for the Approaches of personality measurement - rating scales, inventories, projective techniques-information about Rorschach and TAT, Situation Reaction tests.
 - c. Work done in Gujarat in the field of personality assessment
3. Interest
 - a. Importance of assessing interest for educational and vocational guidance

Field Engagement

1. Library Work: Explain about personality test available in Gujarat.
2. Filed: Apply Personality test on any 10 B.Ed./ M.A.(Ed.) Students and make a report.

3. Filed Immersion: Apply Interest Inventory on any 10 Students and make a report.
4. Draw a plan for the assessment of ability, aptitude, interest or personality of students.
5. Explore two tests, one each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write ups.

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SEMESTER-IV

ELECTIVE SPECIALIZATION COURSE

M.A.(ED.) ES 415E EDUCATIONAL MEASUREMENT

Objectives

The student will be able to;

1. Prepare and use Psychological tests of different kinds.
2. Handle data and interpret results.
3. Participate in examination reform.
4. Carry to examination and evaluation work.

UNIT-I The Essentials of Evaluation

1. Concept of measurement & evaluation
2. Difference between measurement and evaluation
3. Characteristics of evaluation
4. Steps in the process of evaluation
5. Types of evaluation
 - a. Maximum performance V/s typical performance
 - b. Formative, summative and diagnostic evaluation
 - c. Criterion referenced V/s norm referenced evaluation
6. Role of evaluation: diagnosis, prognosis, survey, guidance, placement, improvement of teaching, learning and testing, Motivating learning, increasing retention and transfer of learning

Field Engagement

1. Seminar on the role of evaluation.
2. Assignment on the meaning, characteristics and steps of evaluation.

UNIT-II Standardized tests

1. Nature and use of standardized tests
2. General procedure of test standardization
3. Administration of standardized tests
4. Locating information about standardized tests

5. Choosing a standardized test
6. Scoring a standardized test
 - a. Evaluation through computer programme
 - b. Evaluation using OCR, OMR
7. Interpretation of standardized test scores and norms (Including types of norms)

Field Engagement

1. Review the research dissertation conducted on the standardization of any test.

UNIT-III Test Item Construction and Qualities Desired in any Measurement Procedure

1. Test Items: Essay, short-answer and objective form (With reference to kinds, construction, characteristics and what they measure)
2. Question bank: Nature, Preparation of question bank
3. Drawbacks-and measures for improvement of essay items
4. Test items for measuring complex out-comes: Essay question and interpretative exercises
5. Validity: Nature, types and problems of validity measures
6. Reliability: Nature, types and problems of reliability measures
7. Usability: Factors affecting the usability of measurement procedure

Field Engagement

1. Review the question paper of any subject and critically review the test items.
2. Find the innovative measuring tool used in the evaluation.

UNIT-IV Trait Measurement Devices

1. Measurement of attitudes: Thurstone method, Likert-method, Q-sort technique
2. Measurement of Interest: Strong Campbell interest inventory, Kuder preference records
3. Measurement of Behaviour: Sociometry, Rating Scale, Interview, Check-Lists, Observation, Anecdotal records, Case studies, situational tests, self reporting techniques
4. Measurement of Intelligence: Individual and group test, verbal and non-verbal test and performance-test:
5. Measurement of personality: self report techniques: Rating scales, problem Check-lists
6. Projective techniques: Rorschach and Thematic Apperception Test (TAT)

Field Engagement

1. Administer any psychological test on the students and find out the results of that test.
2. Visit any psychiatrist and find out which test he uses to know the ailment of the patients.

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