

Master of Education

Name of Program	<b>Master of Education</b>
Abbreviation	<b>M.Ed.</b>
Duration	<b>2 Years</b>
Eligibility Criteria	<p><b>Entry/Admission Qualifications for M. Ed.</b></p> <ol style="list-style-type: none"> <li>1. B. Ed.</li> <li>2. B. A. B.Ed., B.Sc., B.Ed.</li> <li>3. B.El.Ed.</li> <li>4. D.El.Ed. with an undergraduate degree (With 50% marks in each)</li> </ol> <p>Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of Gujarat State Government.</p>
Objective of Program	<p>The core objective of M.Ed. programme is to prepare students for productive career in teaching. The 2 year M.Ed. programme is designed to provide opportunities for students to know, understand and extend knowledge of perspective courses such as philosophy, sociology, history, political economy, psychology of education, education studies and curriculum studies. The students also extend as well as deepen their knowledge and understanding of tool courses such as basic and advanced level of research, academic writing, communication skills, ICT skills, self development in specialise in selected areas such as gender and society, inclusive education, yoga education, academic writing. The M.Ed. programme provides focussed exposure and experiences in teacher education through internship. The students also develop research capacities, leading to specialization in either elementary education or secondary education.</p>
Program Outcome	<p>The students will:</p> <p><b>PO1</b> : Know, understand and apply educational concepts</p> <p><b>PO2</b> : Know, understand and apply the perspective courses such as philosophy, sociology, history, political economy, psychology of education and education studies.</p> <p><b>PO3</b> : Understand and apply tool courses such as basic and advance level educational research, academic writing, communication skills, educational technology, ICT skills and self development focusing on gender and society, inclusive education and mental and physical well being through yoga.</p> <p><b>PO4</b> : Understand, explore and analyze pre-service and in-service teacher education programme through field based internship programme in school and teacher education institutions.</p> <p><b>PO5</b> : Understand, apply and synthesize knowledge of curriculum pedagogy and assessment, policy, economics, planning, educational management, educational administration, education for differently abled and educational technology at elementary or secondary level.</p> <p><b>PO6</b> : Train students to conduct research, develop research skills and write research thesis.</p>

	<b>PO7</b> : Prepare students for profession of teacher education							
Program Specific Outcomes	<p>The students will:</p> <p><b>PSO1</b> : Know the basic concepts, assumptions, theories and principles of various areas of education and disciplinary knowledge</p> <p><b>PSO2</b> : Express understanding and competencies of perspective courses, tool courses, teacher education, research and elementary or secondary education</p> <p><b>PSO3</b> :Apply learnt educational concepts of perspective courses, tool courses, teacher education, research and elementary or secondary education</p> <p><b>PSO4</b> : Explore and evaluate teacher education programme</p> <p><b>PSO5</b> :Develop research capacities and skills related to independent study of literature, research, academic writing, professional communication and team work</p> <p><b>PSO6</b> :Develop teaching competencies, skills and teaching aptitude essential for teaching profession in close mentorship of a faculty member</p> <p><b>PSO7</b> : Analyze, evaluate and develop self by reflection on mental and physical well being through various modalities such as yoga, gender, society, education, psycho-social dimension of exclusion, inclusive education etc.</p>							
Mapping between POs and PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	PO1							
	PO2							
	PO3							
	PO4							
	PO5							
	PO6							
	PO7							
Medium of Instruction	Gujarati							
Program Structure	Semester 1 to 4							

### M.Ed. Semester 1

Paper Code	Subjects /Curriculum component	Credit	T cr	P cr	Internal Assessment (marks)	External Assessment (marks)	Total Marks
<b>Semester – I</b>							
101 PCC	Philosophy of Education	4	3	1	30	70	100
102 PCC	Education Studies	4	3	1	30	70	100
103 TECC	Teacher Education – I: Pre-Service and In-Service Teacher Education	4	3	1	30	70	100
104 TCC	Introduction to Research Methods	4	3	1	30	70	100
105 TC P	Seminar on current issues in Education	1		1	25		25
106 TCP	ICT Skills	1		1	25		25
107 TC P	Yoga	1		1	25		25
<b>108 RPD</b>	Dissertation Guidance(Research Proposal Preparation, Draft of First Chapter)	1		1	25		25
	<b>Total</b>	<b>20</b>	<b>12</b>	<b>08</b>	<b>220</b>	<b>280</b>	<b>500</b>

### M.Ed. Semester-1

#### Course: 101: Philosophy of Education

Course Code	<b>101</b>
Course Title	<b>Philosophy of Education</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016

Purpose of Course	The purpose of the course is to make the student understand the nature and functions of philosophy and make use of philosophical methods for studying educational phenomenon and do logical analysis, interpretation and synthesis of concepts, propositions and philosophical assumptions.							
Course Objective	To make students acquainted with concepts, methods, postulates, assumptions of philosophy and its applications.							
Course Outcomes	<p>The students will:</p> <p><b>CO1</b> Explain the nature and functions of philosophy of education.</p> <p><b>CO2</b> Do Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.</p> <p><b>CO3</b> Explain and use of philosophical methods in studying educational data.</p> <p><b>CO4</b> Do Critical appraisal of contributions made to education by prominent educational thinkers– Indian and Western.</p> <p><b>CO5</b> Analyse and evaluate the fundamental postulates of the discipline of philosophy of Education and its relevance for Education.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
Pre-requisite	Basics of Education and thinking							
Course Content	<p><b>UNIT – I PHILOSOPHY OF EDUCATION : ITS NATURE</b></p> <p><b>1.</b> Philosophy A Liberal Discipline. It's Nature, Definition, Concept.</p> <p><b>2.</b> Methods, Content and Function – Speculative, Normative, Analytical</p> <p><b>3.</b> Relationship between Philosophy and Education Meaning, Definitions and Significance of Philosophy</p> <p><b>4.</b> Fundamental philosophical Issues:  <b>Meta physical Issues :</b> The issues with special reference to ontology, cosmology and theology  <b>Epistemological Issues:</b> The issues special reference to Reality &amp; objectivity, worth of knowledge and Truth.  <b>Axiological Issues:</b> Ethics and aesthetic branch. Its origin and scope.</p> <p><b>UNIT – II PHILOSOPHICAL VIEWS ON EDUCATION</b></p> <p><b>1.</b> Historical Overview and Key Concepts:  Indian perspectives of Education: Vidya, Gnyan and Darshan.  Western perspectives of Education: Information, Knowledge and Wisdom.</p> <p><b>2.</b> Education for Science, Values and Citizenship  Education for Science</p>							

	<p>Education for Values :Moral, Spiritual, Intellectual, Social</p> <p>Education for Citizenship</p> <p>3. Education for Self, Society and Humanities</p> <p>4. Contribution of Modern Thinkers: Mahatma Gandhi, Tagore, J. Krishnamurti, John Dewey</p> <p><b>UNIT – III       SCHOOLS OF PHILOSOPHY-I</b></p> <p>1. Sankhya, Vedanta, Upanishad, Bhagavadgita, Buddhism, Jainism, Islam and Christianity</p> <p><b>UNIT – IV       SCHOOLS OF PHILOSOPHY-II</b></p> <p>1. Idealism, Realism, Pragmatism, Existentialism, Naturalism, Humanism</p>
Reference Books	<ol style="list-style-type: none"> <li>1. Aggrawal, S. (2007). <i>Philosophical Foundations of Education</i>. Delhi, Authorprees.</li> <li>2. Aggrawal J. C.(2007). <i>Philosophical and Sociological perspectives of education</i>. Delhi : Shipra Publication.</li> <li>3. Aggrawal J. C. &amp; Gupta, S. (2007). <i>Philosophical Foundations of Education</i>. Delhi : Shipra Publication.</li> <li>4. Baggini, J. &amp; Stabgroom, J. ( 2007). <i>Great Thinkers A-Z</i>. Delhi Vivabooks Pvt. Ltd.</li> <li>5. Bharathy, V. D. (2004). <i>Educational Philosophies of Swami Vivekananda and John Dewey</i>. New Delhi : A. P. H. Publishing Corporation.</li> <li>6. Brubacher, John S. (1983). <i>Modern Philosophies of Education</i>. NewsDelhi:Tata Mc Graw Hill Publishing Co. Ltd.</li> <li>7. Chaube, S. P. (1993). <i>Educational Philosophies in India</i>. Mumbai:Vikas Publishing House Ltd.</li> <li>8. Moore, T. W. (1982). <i>Philosophy of Educaiyomn : An Introduction</i>.London: Routedge &amp; Kegan Paul.</li> <li>9. Pathak, R. P. (2007). <i>Philosophical Perspectives of Education</i>. NewDelhi Atlantic Publication.</li> <li>10. Rusk, R. R. (2007). <i>Philosophical Bases Bases of Education</i>. NewDelhi Surjeet Publication.</li> <li>11. Rusk, R. R. (2007).<i>The Doctrines of Great Educators</i> . New DelhiSurjeetPublication.</li> <li>12. Sharma, R. N. (2007). <i>Philosophy and Sociology of Education</i>. NewDelhi:Surjeet Publication</li> <li>13. Sodhi, Sandhu and Singh, (1988). <i>Philosophy of Education</i>. AmbalaCantThe Indian Publication.</li> </ol>
Teaching Methodology	Group discussion, Self Study, Seminar/ Presentation, Group and individual field-based assignments
Evaluation Methods	30% Internal assessment based on class attendance, participation, assignment, internal examination, etc. 70% External based on semester end University examination

**Course: 102 – Education studies**

Course Code	<b>102</b>							
Course Title	<b>Education studies</b>							
Credit	4							
Teaching per Week	5Hrs							
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)							
Effective From	June 2016							
Purpose of Course	The purpose of the course is to make student understand education as a phenomenon, its various dimensions and apply it and gain insight in challenges and opportunities in education.							
Course Objective	To make students acquainted with concept of education as phenomenon, its dimensions and its applications.							
Course Outcomes	<p>The students will:</p> <p><b>CO1</b> To understand education as a phenomenon and as a field of study with a body of knowledge.</p> <p><b>CO2</b> To examine education as interdisciplinary knowledge</p> <p><b>CO3</b> To analyze the philosophical, social and the cultural dimensions of education.</p> <p><b>CO4</b> To analyze the concept and the relevance of education by reflecting on various educational thoughts and visions</p> <p><b>CO5</b> To understand and apply knowledge with institutions, systems and structures of education and flagging the contemporary concerns of education policy and practice.</p> <p><b>CO6</b> To gain insight on various challenges and opportunities in education.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
	CO6							
Pre-requisite	Basics of Mathematics, Data Structures							
Course	<b>UNIT – I Education as a Discipline</b>							

Content	<ol style="list-style-type: none"> <li>1. Concept of Education studies</li> <li>2. Education as a discipline of study</li> <li>3. Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.</li> <li>4. Meaning and importance of: School, Curriculum, Syllabus, Textbook, Assessment, Pedagogy, Morality, Value, knowledge, construction of knowledge</li> <li>5. Pedagogical Content Knowledge (PCK)</li> <li>6. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, and economics.</li> </ol> <p><b>UNIT – II Philosophical and Sociological Understanding of Education</b></p> <ol style="list-style-type: none"> <li>1. Critical analysis of thoughts of following great thinkers with reference to curriculum, textbook, pedagogy, school, assessment, discipline: Shri Aurobindo, Gijubhai Badheka, Acharya Vinoba Bhave, Nanabhai Bhatt, Jawaharlal Nehru, Dr. Zakir Husain</li> <li>2. Role of school, parents, peer group and the community in socialization of a child.</li> <li>3. Social purpose of Education; Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society</li> <li>4. Concept of Inclusive education and learning disabilities</li> <li>5. Role of Education in addressing cultural diffusion, cultural acculturation, Cultural lag, and Cultural conflict.</li> </ol> <p><b>UNIT – III Education in Independent India</b></p> <ol style="list-style-type: none"> <li>1. Aims of education (National Focus Group 2006 by NCERT)</li> <li>2. Relevance of the aims of education in context of democratic and secular society.</li> <li>3. Constitutional provisions of education</li> <li>4. Present structure of education in India from pre-school to university.</li> <li>5. Functions of UGC, NCERT, NCTE, CBSE, SCERT &amp; DIET.</li> <li>6. Introduction of various schemes (Aims-Objectives-features): Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Gunotsav.</li> </ol> <p><b>UNIT – IV Challenges and Opportunities of Education</b></p> <ol style="list-style-type: none"> <li>1. Concept, merits and demerits of Globalization, Privatization (in context of education)</li> <li>2. Right to Education Act, 2009 and its implementation</li> <li>3. Education for sustainable development</li> <li>4. Education of socio-economically deprived groups</li> <li>5. ICT in Education</li> <li>6. Teacher's autonomy and academic freedom</li> <li>7. Human Rights and Education</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>1. Archambault, R.D.(1965).<i>Philosophical analysis and Education</i>.London: Routledge and KeganPaul.</li> <li>2. Banrs, J.A. (1996), <i>Cultural diversity and education: Foundations curriculum and teaching (4th ed.)</i> Boston: Alynand, Becon.</li> </ol>

3. Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
4. Bowen, J and Hobson, P.R. (1974). *Theories of Education*. London.: John Wiley and sons, Australia Pvt.Ltd.,
5. Broudy, H.S. (1977) *Types of knowledge and purpose of education*. In R.C. Anderson, R.J., Spiro and W.E. Montague (eds) *schooling and acquisition of knowledge* (PP. Hillside, NJ; Erlbaum)
6. Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harvard University Press.
7. Bruubacher, John S.; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
8. Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
9. Dearden, R.F (1984): *Primary Education*. Routledge Kegan & Paul
10. Dearden R. F. (1984). *Theory and practice in Education*. Rutledge Kegan & Paul
11. Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
12. Delors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century, UNESCO*.
13. Dewey, J. (1916/1977). *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
14. *International Encyclopedia of Education*. (1994) 2nd edition. Vol.10. Pergamon Press.
15. Matheson, David (2004). *An Introduction to the study of education* (2<sup>nd</sup> edition). David Fulton Publish.
16. Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.
17. Peters, R.S (ed), (1975): *The Philosophy of Education*, Oxford University Press, and London.
18. Peters, R.S. (ed), (1975). *Concept of Education*. Oxford University Press, London.
19. Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, 15(2), 4-14. Retrieved from <http://www.jstor.org/stable/1175860>
20. National Focus Group. (2006). *Aims of Education* (Rep.). New Delhi: NCERT. Retrieved from <http://www.ncert.nic.in>
21. અંધારિયા, આર. (૨૦૦૪) શિક્ષણશાસ્ત્રીય વિષયવસ્તુનું જ્ઞાન (PCK). શિક્ષણશાસ્ત્ર ભવન, & એલ.એલ. કાકડિયા બી.એડ.કોલેજ (સં.), ગુણવત્તાકેન્દ્રી શિક્ષક પ્રશિક્ષણ (પૃ. ૩૮ - ૪૬). ભાવનગર: શ્રી સરદાર પટેલ સેવા ટ્રસ્ટ.
22. જોશી, બી. નેવ્યાસ, જે. (સં.). (૨૦૦૬). *શિક્ષણાયન (ચંદ્રકાન્ત ભોગાયતાન*

	<p>લેખો).ભાવનગર: એજ્યુકેશનલ ટેકનોલોજી ફોરમ.</p> <p>23. દવે, જી. (૨૦૦૪).ભારતીય ચિન્તકોનું શિક્ષણ ચિન્તન (૨જી આ.). અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.</p> <p>24. પરમાર, જી. ને સિંહ, એ. (૨૦૧૨).શિક્ષણના સિક્રાંતો (૩જી આ.). સુરત: ન્યુ પોપ્યુલર પ્રકાશન.</p> <p>25. ભાલ, જી. ડી. (૧૯૯૭).ભારતની શિક્ષણ વ્યવસ્થા (૨જી આ.). અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.</p> <p>26. રાવલ, એન. વી. (૨૦૧૧).કેળવણીની તાત્વિક અને સમાજશાસ્ત્રીય આધારિતિલાઓ.અમદાવાદ: નીરવ પ્રકાશન.</p> <p>27. શાહ, બી. વી. ને શાહ, કે. (૧૯૯૯).શિક્ષણનું સમાજશાસ્ત્ર (૨જી આ.). અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.</p> <p>28. <a href="http://ssa.nic.in">http://ssa.nic.in</a></p> <p>29. <a href="http://mhrd.gov.in/rmsa">http://mhrd.gov.in/rmsa</a></p> <p>30. <a href="http://www.rmsaindia.org/en">http://www.rmsaindia.org/en</a></p> <p>31. <a href="http://mhrd.gov.in/rusa">http://mhrd.gov.in/rusa</a></p> <p>32. <a href="http://www.gunotsav.org">http://www.gunotsav.org</a></p> <p>33. <a href="http://mhrd.gov.in/rte_rules">http://mhrd.gov.in/rte_rules</a></p>
Teaching Methodology	Group discussion, Self Study, Seminar/ Presentation, Group and individual field-based assignments, Library readings on selected theme followed by group discussion
Evaluation Methods	30% Internal assessment based on class attendance, participation, assignment, internal examination, etc. 70% External based on semester end University examination

**Course: 103 - Teacher Education-1 Pre-service and In-service teacher education**

Course Code	<b>103</b>
Course Title	<b>Teacher Education-1 Pre-service and In-service teacher education</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective	June 2016

From								
Purpose of Course	The purpose of the course is to make the student understand the objective of teacher education programme, historical background of teacher education in India and role of agencies regulating teacher education. So that students gain insight in the process of teacher education programme.							
Course Objective	To make students acquainted with concepts of teacher education its history and current status of teacher education programme.							
Course Outcomes	<p>The students will:</p> <p><b>CO1</b> To gain insight on concept, objectives and status of pre-service and in-service teacher education and get aware of historical background of teacher education in India</p> <p><b>CO2</b> To understand the different modes of teacher education and examine the current pre-service and in-service teacher education programme in terms of various policy documents.</p> <p><b>CO3</b> To critically examine the role of various regulating agencies of teacher education</p> <p><b>CO4</b> To explain structure, administration, curriculum methodology and evaluation procedure of pre-service teacher training.</p> <p><b>CO5</b> Apply methods and techniques for transaction of teacher education curricula.</p> <p><b>CO6</b> Gain insight into the status of teachers in-service education in the country</p> <p><b>CO7</b> Develop understanding of the process of in-service teacher education</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
	CO6							
CO7								
Pre-requisite	Basics of teacher education							
Course Content	<p><b>UNIT – I      Concept, and Components of Pre-service Teacher Education</b></p> <p><b>1.</b>      Concept, Need and Importance of Pre-Service Teacher Education</p> <p><b>2.</b>      Objectives of Pre-Service Teacher Education for pre-primary, elementary, Secondary &amp; senior secondary stages.</p> <p><b>3.</b>      Pre-Service Teacher education in Pre and Post-independent India.</p> <p><b>4.</b>      Modes of Pre-Service Teacher Education (Concept, merits and demerits) : Face to Face and Distance</p>							

<p>5.</p> <p>6.</p>	<p>Curriculum Components of Pre-Service Teacher Education (With reference to NCFTE-2009)</p> <p>Teacher preparation for special needs education and physical education.</p>
<p><b>UNIT – II</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p><b>Organizational Pattern and Curriculum Transaction in Pre-Service Teacher Education</b></p> <p>Present Norms and Standards of Pre-Service Teacher Education Programmes leading to following degree/Diploma:</p> <ul style="list-style-type: none"> <li>• Diploma in Preschool Education (DPSE)</li> <li>• Diploma in Elementary Education (D.El.Ed.)</li> <li>• Bachelor of Elementary Education (B.El.Ed.)</li> <li>• Bachelor of Education (B.Ed.) : Full time, Part Time and through Open and Distance Learning System</li> <li>• 4-year Integrated programme leading to B.A. B.Ed./ B.Sc. B.Ed.</li> <li>• Master of Education (M.Ed.)</li> <li>• B.Ed. M.Ed. (3 year Integrated)</li> </ul> <p>Teacher Education Curriculum transaction practices proposed in NCFTE 2009.</p> <p>Internship (Concept, objectives,the existing practices, organization and duration. Activities and experiences in pre-internship, internship and post-internship)</p> <p>Evaluation in Pre-Service Teacher Education:</p> <ul style="list-style-type: none"> <li>• The Comprehensive Nature of Evaluation</li> <li>• The Evaluation Protocol</li> <li>• Tools (observational records, Reflective journal, checklists, portfolio assessment, open-ended questionnaire and interviews, oral andwritten tests, Rubrics, self-appraisal)</li> </ul>
<p><b>UNIT – III</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p><b>In-service Teacher Education: Concept, Modes, and Models</b></p> <p>Concept, Significance, and Objectives of In-service Teacher Education.</p> <p>Thrusts and Limitations of In-Service Teacher Education</p> <p>Qualities and characteristics of an effective in-service teacher educator</p> <p>Modes of in-service teacher education (Concept, merits and Limitations): face-to-face, online and mixed mode</p> <p>Models of in-service teacher education (Concept, merits and Limitations): induction, one shot, recurrent, cascade, multi-site, school based and course work.</p>

	<p><b>UNIT – IV      Planning and organizing In-service Teacher Education</b></p> <ol style="list-style-type: none"> <li>1. Organization and role of following agencies in the field of In-service education: UGC, NCERT, NCTE, GCERT, CTE, IASE, DIET, CAS</li> <li>2. Planning and organization of various In-service teacher education programmes conducted under SSA and RMSA.</li> <li>3. Designing an In-service teacher education programme (basic guidelines in terms of purpose, duration, resources required, budget, training material and assessment)</li> <li>4. Common problems of organizing In-service teacher education programmes</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>1. Association of Indian Universities (2000) <i>Teacher Education in India: Selection from University News-6</i>. New Delhi: Association of Indian Universities</li> <li>2. Beck, Clive &amp; Clark Kosnik Albany (2006): <i>Innovations in Teacher Education: A Social Constructivist approach</i>. State University New York.</li> <li>3. Cohen Louis, Minion Lawrence &amp; Morrison, Keith (2004). <i>A Guide of Teaching Practice</i> (5th edition). Routledge Falmer. London and New York.</li> <li>4. Day, C. &amp; J. Sachs, J. (Ed.) (2004): <i>International Handbook on the Continuing Professional Development of Teachers</i>. Maidenhead, Brink's Open University Press.</li> <li>5. Joyce, B., and Weal, M. (2003). <i>Models of Teaching</i> (7th Ed.). Boston: Allyn &amp; Bacon.</li> <li>6. J. S. Raput &amp; Walia, K. (2002). <i>Teacher Education in India</i>. Sterling Publishers Private Limited: New Delhi.</li> <li>7. Kauts, A. (2013). <i>Quality Concerns in Teacher Education</i>. Patiala: 21<sup>st</sup> Century Publications</li> <li>8. Kothari, R. G. and Patel, J, B (2011). <i>In-service Teacher Education: Training programme for Primary Teachers</i>. Germany: VDM Verlag Publisher</li> <li>9. Lampert, M. (2001). <i>Teaching problems and the problems of teaching</i>. New Haven: Yale University Press.</li> <li>10. Linda Darling Hammond &amp; John Bransford (ed) (2005): <i>Preparing Teachers for a Changing World</i>. Jossey-Bass, San Francisco.</li> <li>11. Loughran, John (2006): <i>Developing a Pedagogy of Teacher education Understanding Teaching and Learning about Teaching</i>. Routledge: New York.</li> <li>12. Mangla, S. (2002). <i>Teacher Education- Trends and Strategies</i>. New Delhi: Sage Publishers.</li> <li>13. Martin, D. J. &amp; Kimberly S. Loomis (2006): <i>Building Teachers: A constructivist approach to introducing education</i>. Wadsworth Publishing, USA.</li> <li>14. Mohanty, J. (2007). <i>Teacher Education</i>. New Delhi: Deep and Deep publications Pvt. Ltd.</li> <li>15. Mohammad Miyan (2004). <i>Professionalisation of Teacher Education</i>. Mittal Publications. New Delhi.</li> <li>16. National Curriculum Framework for Teacher Education (Publication). (2009). New Delhi: National Council for Teacher Education.</li> <li>17. NCTE. (1998). <i>Policy Perspective in Teacher Education- Critique and Documentation</i>. NCTE New Delhi.</li> </ol>

	<p>18. NCTE (1998): <i>Policy Perspectives in Teacher Education</i>. New Delhi.</p> <p>19. NCTE (1998). <i>Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education</i>. New Delhi.</p> <p>20. Ram, S. (1999): <i>Current Issues in Teacher Education</i>. Sarup&amp; Sons Publications, New Delhi.</p> <p>21. Rao, DigumartiBhaskara (1998). <i>Teacher Education in India</i>. Discovery Publishing House. New Delhi.</p> <p>22. Rao, D. (2002). <i>Teacher Education in India</i>. New Delhi: Discovery Publishing House.</p> <p>23. Rao, D. (2003). <i>Teachers in a changing world</i>. New Delhi: Discovery Publishing House.</p> <p>24. Rao, R.(2004). <i>Methods of Teacher Training</i>. New Delhi Discovery Publishing House.</p> <p>25. Reimers, Eleonora Villegas (2003): <i>Teacher Professional development:an international review of the literature</i>. UNESCO: IIEP, Paris.</p> <p>26. Sharma, R.A. (1999). <i>Teacher Education</i>. Meerut: Loyal Book Depot.</p> <p>27. Sharma, S. P. (2003). <i>Teacher Education</i>. New Delhi: Kanishka Publishers (Pvt.)Ltd.</p> <p>28. Sharma, S. R. (2008). <i>A Handbook of teacher Education</i>. New Delhi: Sarup&amp; sons.</p> <p>29. Siddiqui, M.A. (1993). <i>In-Service Education of Teachers</i>. NCERT. New Delhi.</p> <p>30. Siddiqui, M.A. (2008). <i>In-Service Teacher Education</i>. New Delhi: A PH Publishing Corporation.</p> <p>31. Srivastava R. C. (1996). <i>Teacher Education in india issues and perspectives</i>. New Delhi: Regency Publications.</p> <p>32. Yadav, M.S. &amp; Lakshmi, T.K.S. (2003): <i>Conceptual inputs for Secondary Teacher Education: The instructional Role</i>. India, NCTE.</p> <p>33. જોશી, બી.ને વ્યાસ, જે. (સં.). (૨૦૦૬). <i>શિક્ષણાયન (ચંદ્રકાન્ત ભોગાવતાના લેખો)</i>. ભાવનગર: એજ્યુકેશનલ ટેકનોલોજી ફોરમ.</p> <p>34. રાવલ, એન. વી. (૨૦૧૪). <i>શિક્ષક શિક્ષણ</i>. અમદાવાદ: નીરવ પ્રકાશન.</p> <p>35. શિક્ષણશાસ્ત્ર ભવન, &amp; એલ. એલ. કાકડિયા બી.એડ.કોલેજ (સં.). (૨૦૦૪). <i>ગુણવત્તાકેન્દ્રી શિક્ષક પ્રશિક્ષણ</i>. ભાવનગર: શ્રી સરદાર પટેલ સેવા ટ્રસ્ટ.</p>
Teaching Methodology	Group discussion, Self Study, Seminar/ Presentation, Group and individual field-based assignments
Evaluation Methods	30% Internal assessment based on class attendance, participation, assignment, internal examination, etc. 70% External based on semester end University examination

**Course: 104 – Introduction to Research Methods**

Course Code	<b>104</b>							
Course Title	<b>Introduction to Research Methods</b>							
Credit	4							
Teaching per Week	5 Hrs							
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)							
Effective From	June 2016							
Purpose of Course	The purpose of the course is to make the student understand educational research, research methodology, types of research, sampling, tools of research so that they can conduct the educational research							
Course Objective	To make students acquainted with concepts of educational research so that that they conduct educational research in appropriate manner.							
Course Outcomes	<p>The students will:</p> <p><b>CO1</b> Understand research, educational research, its nature and functions, theories of research work</p> <p><b>CO2</b> Acquaint the students with the methodology of Research of various types.</p> <p><b>CO3</b> Learn to interpret educational research and Investigation and to examine the scope of application of research</p> <p><b>CO4</b> Describe the meaning, nature, purpose, scope, areas, and types of research in education.</p> <p><b>CO5</b> Explain the characteristics and research paradigms in education: quantitative, qualitative and mixed research, review literature to plan a research study, identify research problem and develop research proposal</p> <p><b>CO6</b> Explain about probability and non probability sampling design and select appropriate one for a research study</p> <p><b>CO7</b> Explain various tools of research, design and procedure for collection of data and conduct research.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
	CO6							
	CO7							
Pre-requisite	Basics of Research and Statistics							
Course Content	<p><b>UNIT-I EDUCATIONAL RESEARCH: BASIC CONCEPT</b></p> <p><b>1.</b> Educational research : Meaning, Nature, Scope, and Areas</p> <p><b>2.</b> Types of educational research: basic &amp; applied research,</p>							

	<p>evaluation research and action research, and their characteristics</p> <ol style="list-style-type: none"> <li>3. Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics</li> <li>4. Source of knowledge, The scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, The principle of evidence</li> <li>5. Qualities of good research and researcher- Constraints and limitations</li> </ol> <p><b>Unit – II Selection of Research Problem and Drafting the Proposal</b></p> <ol style="list-style-type: none"> <li>1. Sources of research problem</li> <li>2. Characteristics of a good research problem</li> <li>3. Criteria used in a selecting the problem</li> <li>4. Narrowing the range of the problem</li> <li>5. Drafting a research proposal</li> </ol> <p><b>UNIT-III APPROACHES OF QUALITATIVE AND QUANTITATIVE RESEARCH</b></p> <ol style="list-style-type: none"> <li>1. Quantitative: experimental, Survey, Developmental, Correlational, Historical.</li> <li>2. Qualitative Research: Case Study, Ethnography, Narratives. Phenomenology.</li> </ol> <p><b>UNIT –IV SAMPLING &amp; TOOLS</b></p> <ol style="list-style-type: none"> <li>1. Population and Sample and its type, sample size, sampling error, representative and biased samples, characteristics of a good sample</li> <li>2. Characteristics of Good Research tools</li> <li>3. Standardisation of a tool</li> <li>4. Standardized tests, Questionnaire, Opinionnaire, Interview, Observation, Rating Scale, Attitude Scale, Check List</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>1. Banerjee, N. P. (1993). <i>Strategies of Educational Research</i>. Ambala Cantt The Associated Publication.</li> <li>2. Best, J. W. and Kahn, J. (1997). <i>Research in Education</i> (7th ed.) New Delhi: Prentice -Hall of India Ltd.</li> <li>3. Borg, B.L.(2004). <i>Qualitative Research Methods</i>. Boston: Pearson.</li> <li>4. Borg, W. R. &amp; Gall, M. R. (1983). <i>Educational research An Introduction</i>(4<sup>th</sup> Ed.). New York : Longman.</li> <li>5. Bogdan, R.C. and Biklen, S. K.(1998). <i>Qualitative Research for</i></li> </ol>

- Education An Introduction to Theory and Methods*. Boston MA : Allyn and Bacon.
6. Bryman, A. (1988). *Quantity and Quality in Social Science Research*. London: Routledge
  7. Chandra, S. S. & Sharma, R. K. (2002). *Research in Education*. New Delhi: Atlantic Publishers & Distributors.
  8. Charles, C.M. and Merton, C.A.(2002). *Introduction to Educational Research*. Boston:Allyn and Bacon.
  9. Cohen, L. & Manion, L. (1994). *Research Methods in Education*. London: Routledge.
  10. Correy, S. M. (1953). *Action Research to Improve schoolPractices*.Columbia University.
  11. Cohen, L and Manion, L. (1994). *Research Methods in Education*.London: Routledge.
  12. Creswell, J.W. (2002). *Educational Research*. New Jersey: Upper Saddle River .
  13. Creswell, J.W (1994). *Research Design*. London: Sage Publications.
  14. Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. (2nd ed.) Thousand Oaks: Sage.
  15. Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
  16. Denzin, N. K. & Lincoln, Y. S. (Editors). (2000). *Handbook of Qualitative Research*(2<sup>nd</sup> Ed.). Thousand Oaks : Sage Publication.
  17. Diener, E. and Crandall, R. (1978). *Ethics in Social and Behavioural Research*. Chicago:University of Chicago Press.
  18. Dillon , W.R. and Goldstein, M. (1984). *Multivariate Analysis Methods and Applications*.New York : John Wiley and Sons.
  19. Gay, L.R. and Airasian, P.(2003). *Educational Research*. New Jersey Upper Saddle River.
  20. Good, C. V. (1972). *Essentials of Educational Research*. New York McGraw Hill Book Co.
  21. Gupta, S. (2005). *Research Methodology and Statistical Techniques*. New Delhi : Deep & Deep Publication.
  22. Keeves J.P. (ed.) (1988. *Educational Research, Methodology and Measurement: An International Handbook* .Oxford :Pergamon.
  23. Kelly, A. & Lesh, R. (2000). *Handbook of Research Design in Education*. Erlbaum Associates.
  24. Kerlinger, F. N. (2007). *Foundations of Behavioural Research*(10<sup>th</sup>Ed.). Delhi : Surjeet Publication.
  25. Koul, L. (2002). *Methodology of Educational Research*(3<sup>rd</sup>Ed.).New Delhi: Vikas Publishing House.
  26. Mangal, S. K. (2002). *Statistics in Psychology and Education*(2<sup>nd</sup>Ed.).New Delhi : Prentice Hall.
  27. McMillan, J. H. and Schumacher, S. (2001). *Research in Education*.New York: Longman.

	<p>28. O'Leary, Z. (2004). <i>The essential guide to doing research</i>. London: Sage.</p> <p>29. Saxena, N. R., Mishra, B. K. &amp; Mohanty, R. K. (2003). <i>Fundamentals of Educational Research</i>. Meerut : Surya Publication.</p> <p>30. Sharma, B. (2004). <i>Methodology of Educational Research</i>. New Delhi, Vohra Publishers &amp; Distributors.</p> <p>31. Somekh, B. &amp; Lewin, C. (2005). <i>Research methods in the social sciences</i>. Thousand Oaks: Sage.</p> <p>32. ઉચાટ, ડી. એ. (૨૦૦૯). <i>શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પદ્ધતિશાસ્ત્ર</i>. રાજકોટ: ડી. એ. ઉચાટ.</p> <p>33. પટેલ, આર. એસ. (૨૦૧૨). <i>શિક્ષણમાં સંશોધન</i> (ભાગ ૧ અને ૨). અમદાવાદ: જય પબ્લિકેશન.</p> <p>34. શાહ, ડી.બી. (૨૦૦૬). <i>શૈક્ષણિક સંશોધન</i>. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ</p>
Teaching Methodology	Library study, Classroom discussion, Lecture, Panel discussion, Field work, etc.
Evaluation Methods	30% Internal assessment based on class attendance, participation, assignment, internal examination, etc. 70% External based on semester end University examination

### Course: 106 – ICT skills

Course Code	<b>106</b>
Course Title	<b>ICT Skills</b>
Credit	1
Teaching per Week	1 Hr
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to make the student understand the nature and functions of philosophy and make use of philosophical methods for studying educational phenomenon and do logical analysis, interpretation and synthesis of concepts, propositions and philosophical assumptions.

Course Objective	To make students acquainted with concepts, methods, postulates, assumptions of philosophy and its applications.							
Course Outcomes	<p>The students will:</p> <p><b>CO1</b> Understand online searching of educational reviews from different online sources</p> <p><b>CO2</b> Explain the use of statistical techniques for educational data.</p> <p><b>CO3</b> Do proper citation of educational resources.</p> <p><b>CO4</b> Analyse and evaluate the reviews, identify the research gap and use it for educational research.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
Pre-requisite	Basics of research and mathematical formulas							
Course Content	<p>1 Use of Shodhgana</p> <p>2 Google Scholar</p> <p>3 Google for M</p> <p>4 APA citation</p> <p>5 Calculation of Mean, Median, Mode, Chi-square etc.</p>							
Reference Books	<ol style="list-style-type: none"> <li>Banerjee, N. P. (1993). <i>Strategies of Educational Research</i>. Ambala Cantt The Associated Publication.</li> <li>Best, J. W. and Kahn, J. (1997). <i>Research in Education</i> (7th ed.) New Delhi: Prentice -Hall of India Ltd.</li> <li>Borg, B.L.(2004). <i>Qualitative Research Methods</i>. Boston: Pearson.</li> <li>Borg, W. R. &amp; Gall, M. R. (1983). <i>Educational research An Introduction(4<sup>th</sup> Ed.)</i>. New York : Longman.</li> <li>Bogdan, R.C. and Biklen, S. K.(1998). <i>Qualitative Research for Education An Introduction to Theory and Methods</i>. Boston MA : Allyn and Bacon.</li> <li>Bryman, A. (1988). <i>Quantity and Quality in Social Science Research</i>. London: Routledge</li> <li>Chandra, S. S. &amp; Sharma, R. K. (2002). <i>Research in Education</i>. New Delhi: Atlantic Publishers &amp; Distributors.</li> <li>Charles, C.M. and Merton, C.A.(2002). <i>Introduction to Educational Research</i>. Boston:Allyn and Bacon.</li> <li>Cohen, L. &amp; Manion, L. (1994). <i>Research Methods in Education</i>. London: Routledge.</li> </ol>							
Teaching Methodology	Classwork, Discussion, Self-Study, Assignment							
Evaluation Methods	100% Internal assessment based on Assignment and practical							

**Course: 107: YOGA**

Course Code	<b>107</b>							
Course Title	<b>YOGA</b>							
Credit	1							
Teaching per Week	2							
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)							
Effective From	June 2016							
Purpose of Course	The purpose of the course is to make students aware about yoga. They become fit physically as well as mentally.							
Course Objective	<ul style="list-style-type: none"> <li>• To develop knowledge and understanding of the yoga.</li> <li>• To develop the habit of doing yoga in students life.</li> <li>• To get acquainted with the ashana and pranayama.</li> </ul>							
Course Outcomes	<p>The Students will:</p> <p>CO1: Explain the concept of yoga and its benefits.</p> <p>CO2 : Perform different types of ashana with proper posture.</p> <p>CO3: Explain ashtang yoga: yam, niyam, ashan, pranayama, pratyahar, dharna, dhyana, Samadhi.</p> <p>CO4 : Do different types of pranayama.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
Pre-requisite	Physically fit							
Course Content	<p><b>Unit-1</b> Yoga and Yogic Texts • Yoga - Basic introduction • Meaning &amp; Definition • Indian Philosophy of Yoga (Introduction of Philosophy of Yoga) • Concept of Yogic Physiology (Yogic Texts) • Various Paths of Yoga : Gyan Yoga, Bhakti Yoga, Karma Yoga, Ashtang Yoga &amp; Hath Yoga</p> <p><b>Unit-2</b> Ashtang Yoga • Yam • Niyam • Asana • Pranayama • Pratyahar • Dharna • Dhyana • Samadhi</p> <p><b>Unit-3</b> Yoga Asanas and pranayama • Suryanamaskar • Asanas in Sitting Posture • Asanas in Standing Posture • Backward Bending Asanas • Forward Bending Asanas</p>							
Reference Books	<p>1 Birdee GS, Legedza AT, Saper RB, Bertisch SM, Eisenberg DM, Phillips RS. (2008) Characteristics of yoga users: results of a national survey. <i>J Gen Intern Med</i> 23:1653–8.</p> <p>2 Penman S, Cohen M, Stevens P, Jackson S. (2012) Yoga in Australia: results of a national survey. <i>Int J Yoga</i> 5:92–101.</p>							

	3 Tiwari S, Telles S, Goel A, Verma A. (2014) Beliefs of yoga practitioners about yoga as a science. A survey in Mumbai. <i>Yoga Mimamsa</i> 46:15–9.
Teaching Methodology	Practical session, Discussion, Self-Study
Evaluation Method	100% Internal assessment based on Assignment and practical

**Course: 108 - Dissertation Guidance (Research Proposal preparation, Draft of First chapter)**

Course Code	<b>108 RPD</b>								
Course Title	<b>Dissertation Guidance (Research Proposal preparation, Draft of First chapter)</b>								
Credit	1								
Teaching per Week	2 Hr								
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)								
Effective From	June 2016								
Purpose of Course	The purpose of the course is to make the student understand the research concepts and identify proper research topic and make proposal of it and design first chapter for the same research.								
Course Objective	To make students acquainted with concepts of educational research proposal preparation and draft of first chapter and its applications.								
Course Outcomes	<p>The students will:</p> <p><b>CO1</b> Explain the importance of preparation of research proposal.</p> <p><b>CO2</b> Prepare research proposal</p> <p><b>CO3</b> Describe importance of conceptual literature for conducting research.</p> <p><b>CO4</b> Prepare draft of first chapter based on conceptual literature</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
	CO1								
	CO2								
	CO3								
	CO4								
Pre-requisite	Basics of research								

Course Content	<ol style="list-style-type: none"> <li>1. Preparation of Research proposal</li> <li>2. Draft of first chapter</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>1 Banerjee, N. P. (1993). <i>Strategies of Educational Research</i>. Ambala Cantt The Associated Publication.</li> <li>2 Best, J. W. and Kahn, J. (1997). <i>Research in Education</i> (7th ed.) New Delhi: Prentice -Hall of India Ltd.</li> <li>3 Borg, B.L.(2004). <i>Qualitative Research Methods</i>. Boston: Pearson.</li> <li>4 Borg, W. R. &amp; Gall, M. R. (1983). <i>Educational research An Introduction</i>(4<sup>th</sup> Ed.). New York : Longman.</li> <li>5 Bogdan, R.C. and Biklen, S. K.(1998). <i>Qualitative Research for Education An Introduction to Theory and Methods</i>. Boston MA : Allyn and Bacon.</li> <li>6 Bryman, A. (1988). <i>Quantity and Quality in Social Science Research</i>. London: Routledge</li> <li>7 Chandra, S. S. &amp; Sharma, R. K. (2002). <i>Research in Education</i>. New Delhi: Atlantic Publishers &amp; Distributors.</li> <li>8 Charles, C.M. and Merton, C.A.(2002). <i>Introduction to Educational Research</i>. Boston:Allyn and Bacon.</li> <li>9 Cohen, L. &amp; Manion, L. (1994). <i>Research Methods in Education</i>. London: Routledge.</li> <li>10 Correy, S. M. (1953). <i>Action Research to Improve schoolPractices</i>.Columbia University.</li> <li>11 Cohen, L and Manion, L. (1994). <i>Research Methods in Education</i>.London: Routledge.</li> <li>12 Creswell, J.W. (2002). <i>Educational Research</i>. New Jersey: Upper Saddle River .</li> <li>13 Creswell, J.W (1994). <i>Research Design</i>. London: Sage Publications.</li> <li>14 Creswell, J.W. (2003). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i>. (2nd ed.) Thousand Oaks: Sage.</li> </ol>
Teaching Methodology	Classwork, Discussion, Self-Study
Evaluation Methods	100% Internal assessment based on research proposal preparation and draft of first chapter

**M.Ed. Semester – 2**

Paper Code	Subjects /Curriculum component	Credit	T cr	P cr	Internal Assessment (marks)	External Assessment (marks)	Total Marks
	<b>Semester – II</b>						
201 PCC	Psychology of Learning And Development	4	3	1	30	70	100
202 PCC	Curriculum Studies	4	3	1	30	70	100
203 TECC	Teacher Education-II : Perspectives, Research and Issues in Teacher Education	4	3	1	30	70	100
<b>204 TCC</b>	Advanced Research Methods	4	3	1	30	70	100
205 TCP	Library Skills	1	0	1	25		25
206 SCCEP/SCCSP	Communication Skills	1	0	1	25		25
<b>207 RPD</b>	Dissertation Guidance (Draft of second and third Chapters )	2		2	50		50
	<b>Total</b>	<b>20</b>	<b>12</b>	<b>08</b>	<b>220</b>	<b>280</b>	<b>500</b>

**M.Ed. Semester - 2**

**Course: 201 Psychology of Learning And Development**

Course Code	<b>201</b>
Course Title	<b>Psychology of Learning And Development</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to make the student capable of implementing the concepts, methods and theories of Psychology of Learning And Development and learn their implementation in education.
Course Objective	To make students acquainted with concepts of Psychology of Learning And Development and its applications.
Course Outcomes	<p>the students will :</p> <p><b>CO1.</b> Explain the meaning of Educational Psychology.</p> <p><b>CO2.</b> Develop an awareness of the different schools of Psychology</p> <p><b>CO3.</b> Get acquainted with the stages of growth and development; and to understand its Psychological impact.</p> <p><b>CO4.</b> Identify and choose the learning theory of their choice for</p>

	<p>teaching.</p> <p><b>CO5.</b> Get acquainted with the process of Group Dynamics in Instructional Settings.Explain Different Paradigms of Cognitive Theories</p> <p><b>CO6.</b> Apply Constructivism to classroom teaching –learning process.Understand Personality development, and Adjustment and Maladjustment</p>																																																								
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1								CO2								CO3								CO4								CO5								CO6							
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CO6																																																									
Pre-requisite	Basics of educational psychology																																																								
Course content	<p><b>UNIT- SCHOOLS OF PSYCHOLOGY &amp; HUMAN DEVELOPMENT I</b></p> <ol style="list-style-type: none"> <li>1. Educational Psychology : Definition and Meaning of Educational Psychology</li> <li>2. Schools of Psychology with specific reference to changing Roles of teacher and Students: Vedic school, Behaviorist school, Humanistic school</li> <li>3. Stages of human growth and its Psychological impact</li> <li>4. Stage wise Human development : Mental, Social, Emotional</li> </ol> <p><b>UNIT LEARNING - II</b></p> <ol style="list-style-type: none"> <li>1. <b>Learning</b> : Nature and Concept, Laws of Learning, Levels of learning Motivation</li> <li>2. <b>Theories of learning:</b> Behaviorism: Trial and error-Thorndike, Classical Conditioning-Pavlov, Operant Conditioning-Skinner, Field theory-Kurt Lewin, Gestalt psychology -Kofka, Kohlar and Werthemmer Theory of Hull and Tollman</li> </ol> <p><b>UNIT- COGNITIVE PARADIGMS AND CONSTRUCTIVISIM III</b></p> <ol style="list-style-type: none"> <li>1. <b>The Three Cognitive Paradigms:</b>  <b>Paradigm – I:Eric-Kendall</b> –the cellular and molecular contributions to Learning and Memory  <b>Paradigm – II: Cognitive Theories – D.P. Ausubel:</b> Verbal Meaningful Learning, <b>Gagne’s</b> conditions of learning , <b>J. S.Bruner:</b> Cognitive Theory through Discovery, <b>jean Piaget:</b>Genetic Epistemology and Cognitive Development.  <b>Paradigm – III:</b> Evolutionary view of Psychology of Learning.</li> <li>2. <b>Constructivism:</b> Meaning, Definition and Concept Constructivists’ Approaches to Learning, Implications of Constructivism in Classroom Learning</li> </ol> <p><b>UNIT PERSONALITY AND ADJUSTMENT –IV</b></p>																																																								

	<ol style="list-style-type: none"> <li>1. Personality : Concept, development, types and measurement of personality tools and techniques.</li> <li>2. Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behaviour approach – Miller, Dollard and Bandura; Humanistic approach – Roger, Maslow</li> <li>3. Adjustment and Maladjustment : Concept and Understanding, Implications for education : with respect to Special and Gifted Children.</li> </ol>
References	<ol style="list-style-type: none"> <li>1. Ambron, S.R (1981) <i>Child development</i>, Holt, Rinehart and Winston, New York.</li> <li>2. Anderson, J.R. (1983). <i>The architecture of cognition</i>. Cambridge, MA: Harvard University Press.</li> <li>3. Barry and Johnson (1964). <i>Classroom Group Behaviour</i>, New York: Macmillan.</li> <li>4. Bower, G.H. and Hilgard, E.R. (1981) <i>Theories of learning</i>. Prentice Hall, Inc. Englewood Cliffs, New Jersey.</li> <li>5. Bruner, R.F. (1978). <i>Psychology applied to teaching</i>. Boston: Houghton Mifflin.</li> <li>6. Chauhan, S. S. ( 2007). <i>Advanced Educational Psychology</i> ( 7<sup>th</sup> Ed.). New Delhi : Vikas Publishing House Pvt. Ltd.</li> <li>7. Dandapani, S. (2001) <i>Advanced educational psychology, (2nd edition)</i>, New Delhi, Anmol publications pvt Ltd.</li> <li>8. Gagne, R. M. (1985). <i>The conditions of Learning and Theory of Instruction</i> (4<sup>th</sup>Ed.) .New York : Holt, Rinehart &amp; Winston.</li> <li>9. Gagne, R. M. &amp; Driscoll, M. P. 1988). <i>Essentials of Learning for Instruction</i> (2<sup>nd</sup> Ed.). Engleweed Cliffs, NJ : Prentice Hall.</li> <li>10. Ismail, Thamarasseri, (2008). <i>Psychological Foundations of Education</i>. New Delhi : Kaniska Publishers, Distributors.</li> <li>11. Mangal, S. K. (2005). <i>Advanced Educational Psychology</i> (2<sup>nd</sup> Ed.). New Delhi: Prentice Hall of India.</li> <li>12. Murthy, M. R. (2006). <i>Motivation and Learning</i>., Jaipur : Pointer Publishers.</li> <li>13. Nagarajun M. T. V. (2008). <i>Psychology of Learning and Instruction</i>. New Delhi : Manglam Publication</li> <li>14. Prem, Prakash. (2007). <i>Psychological Foundations of Education</i>. Delhi : Kaniska Publishers, Distributors.</li> </ol>
Teaching Methodology	Classwork, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

**Course: 202: CURRICULUM STUDIES**

Course Code	<b>202</b>								
Course Title	<b>CURRICULUM STUDIES</b>								
Credit	4								
Teaching per Week	5 Hrs								
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)								
Effective From	June 2016								
Purpose of Course	The purpose of the course is to make the student capable of implementing the concepts, methods, and tools of curriculum studies and learn their implementation in Knowledge-Based Systems Course Objective To acquaint students with concepts of curriculum formation and its applications.								
Course Objective	To make students acquainted with concepts of curriculum studies and its applications.								
Course Outcomes	<p>the students will :</p> <p>CO1. Define meaning of curriculum Transaction &amp; Identify the components of curriculum. Describe the various principles of curriculum development &amp; Explain various determinants of curriculum.</p> <p>CO2. Describe and analyze various approaches to curriculum development &amp; Explain and compare various types of curriculum and the meaning of curriculum development &amp; State major issues to be addressed through curriculum</p> <p>CO2. Describe various modes of curriculum development &amp; Explain various considerations for curriculum development.</p> <p>CO4. Describe various methods/media for transaction &amp; Discuss approaches of curriculum transaction.</p> <p>CO5. Explain role of ICT in curriculum Transaction &amp; Define process of curriculum evaluation Differentiate between formative and summative evaluation Explain various tools used in curriculum evaluation.</p> <p>CO6. Identify the various stages of project evaluation &amp; Describe issues in curriculum evaluation</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								

	CO6						
Pre-requisite	Basics of Mathematics, Data Structures						
Course content	<b>UNI T – I</b> <b>1.</b> <b>2.</b> <b>3.</b> <b>4.</b> <b>5.</b> <b>6.</b>  <b>UNI T – II</b> <b>1.</b> <b>2.</b> <b>3.</b>  <b>UNI T – III</b> <b>1.</b> <b>2.</b>	<b>NATURE, PRINCIPLES AND DETERMINANTS OF CURRICULUM</b> Meaning and concept of curriculum Curriculum as a body of organized knowledge, inert and live curriculum. Components of Curriculum: Objectives, content, transaction mode and evaluation Base/Foundations of Curriculum : Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner’s needs and interests). International Norms (bench marking). <b>Axiological Issues:</b> Ethics and aesthetic branch. Its origin and scope. Determinants of Curriculum : Objectives-Values enshrined in the Constitution such as social justice, equality and secularism, Explosion of knowledge- Information vs. Knowledge, Nurturing creativity, Social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization. Learner: growth and development Approaches to curriculum : Subject centered, Community centere, LearnerCentered and interdisciplinary curriculum  <b>CURRICULUM DEVELOPMENT</b> Principles of Curriculumdevelopment: Principles of integration, Relevance, flexibility, quality, continuity and plurality; Conservative (Preservation of Culture etc.), Forward looking principle Models of curriculum development: Hilda Taba 1962 model, Nicholls and Nicholls -1972 model, Willes and Bondi-1989 model, Goodlod’s model, Need assessment model, Vocational/ Training model Current Trends in Curriculum Development: Autonomy and Curriculum Development, Curriculum for Inclusion, Curriculum for International and Multicultural Education  <b>CURRICULUM TRANSACTION</b> Curriculum transaction: Meaning and concept, Minimum requirement for curriculum transaction ( Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, classroom climate) Relationship between Curriculum Transaction and Instruction: Instructional Design and Instructional System, Use of various methods & media in transaction with their strength and limitation,					

	<p>3. Role of Communication in Curriculum Transaction and its element, Enhancing curriculum transaction</p> <p>Certain issues with curriculum and its transaction: Designing integrated and interdisciplinary learning experiences, Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts, Infusion of environment related knowledge and concerns in all subjects and levels, Centralized vs. decentralized curriculum, Diversity among teachers in their competence, Participation of functionary and beneficiaries in curriculum development, Learning to draw upon resources other than text books, Problem of curriculum load</p> <p><b>UNI T – IV</b>                      <b>EVALUATION AND RESEARCH IN CURRICULUM CONSTRUCTION</b></p>
	<ol style="list-style-type: none"> <li>1. Curriculum evaluation: Meaning, Concept, Nature, Purpose &amp; Objective, Types of Curriculum evaluation, Ideas for Effectiveness, Criteria and Importance</li> <li>2. Curriculum evaluation Models : Tyler's Model, Stakes' Model, Scriven's Model, Krikpatrick's Model</li> <li>3. Approaches to curriculum evaluation : Academic and Competency Based</li> <li>4. Tools and Techniques of Curriculum evaluation: Observation, classroom interaction (with teacher and in peer group, group work), Oral: pretesting, diagnostic questions, Interview: consulting users of curriculum, An opinionnaire: Maintaining daily by the children as well as teachers, Project work: Peer evaluation maintaining portfolio of the work and their presentation.</li> </ol>
References	<ol style="list-style-type: none"> <li>1. Aggarwal, Deepak (2007). <i>Curriculum development: Concept, Methods and Techniques</i>. New Delhi. Book Enclave.</li> <li>2. Aggarwal, J.C (1990). <i>Curriculum Reform in India- World overviews</i>, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.</li> <li>3. Allyon and Bacon Inc. UNESCO (1981). <i>Curriculum and Life Long Education</i>, UNESCO, Paris.</li> <li>4. Bhat B.D. &amp; Sharma S.R. (1992). <i>Priciples of Curriculum Construction</i> , Kanishka Publishing House ,delhi</li> <li>5. Dash, B. N. (2007). <i>Curriculum planning and development</i>. New Delhi, Dominant Publ.</li> <li>6. Khan, M.I. &amp; Nigam, B.K. (1993) . <i>Evaluation and Research in CurriculumConstruction</i>. Delhi: Kanishka</li> <li>7. Mamidi, Malla Reddy and S. Ravishankar (eds.), <i>Curriculum Developmentand Educational Technology</i>, New Delhi: Sterling Publishing Pvt. Ltd</li> <li>8. National Council of Educational Research and Training (1999). <i>Special Issue on Curriculum Development. [Special issue]</i>. Journal of IndianEducation.</li> </ol>

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Teaching Methodology	Classwork, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

**Course: 203: TEACHER EDUCATION – II - PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION**

Course Code	<b>203</b>
Course Title	<b>TEACHER EDUCATION – II PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to make the student capable of implementing the concepts of teacher education, its perspectives and its research. To make them capable to handle different issues in teacher education.
Course Objective	To make students acquainted with concepts of teacher education and its applications.
Course Outcomes	<p>The students will :</p> <p>CO1 To understand the researches on various practices in teacher education.</p> <p>CO2 To highlight the areas of research in teacher-education programme and understand the problems faced in the areas of teacher-education.</p> <p>CO3 To understand the roles and responsibilities of teachers and teacher educators and apply in their work as a teacher.</p> <p>CO4 To acquaint with various issues and innovations in teacher education</p> <p>To analyze current challenges of teacher education</p>

	<p>CO5 To understand the recent trends in teacher education.To acquaint with quality standards in teacher education</p> <p>CO6To gain insight on quality improvement in teacher education</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
	CO6							
Pre-requisite	Basics of Teacher education							
Course content	<p><b>UNIT – I Perspectives and Policy of Teacher Education</b></p> <ol style="list-style-type: none"> <li>1. Concept of Teacher Development</li> <li>2. Factors influencing teacher development</li> <li>3. Berliner’s stages of development of a teacher</li> <li>4. Teacher education in following policies and documents: <ul style="list-style-type: none"> <li>• NPE 1986 (Teachers and their training)</li> <li>• POA 1992 (Teachers and their training)</li> <li>• NCFTE 2009 ( Concept, Concerns and Vision of Teacher Education)</li> <li>• Vision of Teacher Education in India Quality and Regulatory Perspectives – Justice Verma Commission Report vol.1 -2012 (Quality of Pre-service and In-service teacher education, Teacher Performance, Teacher Audit and recommendations).</li> </ul> </li> <li>5. Administrative Structure of Teacher Education at State and National LevelStructure</li> </ol> <p><b>UNIT Research in Teacher Education – II</b></p> <ol style="list-style-type: none"> <li>1. Paradigms for research in teacher education (Walter Doyle, Pam Grossman and Morva McDonald).</li> <li>2. Areas of research in teacher education.</li> <li>3. Methodological issues and challenges: <ul style="list-style-type: none"> <li>• direct versus indirect inference,</li> <li>• laboratory versus field research,</li> <li>• scope and limitations of classroom observation</li> <li>• generalizability of finding</li> </ul> </li> <li>4. Review of a few recent research studies in teacher education with reference to design, findings and policy implications</li> </ol> <p><b>UNIT – III Challenges and issues in Teacher Education</b></p> <ol style="list-style-type: none"> <li>1. The concept of Andragogy and its principles.</li> <li>2. Code of Ethics for Teachers and Teacher educators.</li> <li>3. Issues related to: Admission Criteria, commitment</li> </ol>							

	<p>and teacher Performance (Assessment of Teacher Effectiveness ), Curriculum Concerns in Teacher Education, Establishing Theory Practice Nexus, multiple subject teachers</p> <p>4. Innovations in Teacher Education: Community Partnership, Effective classroom strategies, TQM in Teacher Education</p> <p><b>UNIT – IV Improving quality of Teacher Education</b></p> <p>1. Standards in Teacher Education:</p> <ul style="list-style-type: none"> <li>• Unit standards by National Council for Accreditation of Teacher Education (NCATE)</li> <li>• Quality indicators for teacher education by National Assessment and Accreditation Council (NAAC)</li> </ul> <p>2. Reflective Teaching (Concept, Nature, Need, Psychological foundation of reflective teaching)</p> <p>3. Reflective teaching in Pre-service teacher education: Concept, Models (Wellington and Austin’s model, LaBoskey Model)</p> <p>4. ICT in teacher education (use of ICT in admission, curriculum transaction, practice teaching and internship, and assessment )</p>
References	<ol style="list-style-type: none"> <li>1. Association of Indian Universities (2000) <i>Teacher Education in India: Selection from University News-6</i>. New Delhi: Association of Indian Universities</li> <li>2. Beck, Clive &amp; Clark Kosnik Albany (2006): <i>Innovations in Teacher Education: A Social Constructivist approach</i>. State University of York.</li> <li>3. Berliner, D. C. (1988). <i>The development of expertise in pedagogy</i>. AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036 2412.</li> <li>4. Berliner, D. (1994). Teacher expertise. <i>Teaching and learning in the secondary school</i>, 107-113.</li> <li>5. Berliner, D. (n.d.). <i>A Model of Teaching Expertis</i>. Retrieved from <a href="http://images.pearsonassessments.com/images/NES_Publications/1994_05Berliner_339_1.pdf">http://images.pearsonassessments.com/images/NES_Publications/1994_05Berliner_339_1.pdf</a></li> <li>6. Borg, W. R. &amp; Gall, M. R. (1983). <i>Educational research : An Introduction</i>(4th Ed.). New York : Longman.</li> <li>7. Doyle, W. (1977). Paradigms for Research on Teacher Effectiveness. <i>Review of Research in Education</i>, 5, 163–198.</li> <li>8. Grossman, P., &amp; McDonald, M.. (2008). Back to the Future: Directions for Research in Teaching and Teacher Education. <i>American Educational Research Journal</i>, 45(1), 184–205.</li> <li>9. J. S. Raput &amp; Walia, K. (2002). <i>Teacher Education in India</i>. Sterling Publishers Private Limited: New Delhi.</li> <li>10. Kauts, A. (2013). <i>Quality Concerns in Teacher Education</i>. Patiala:</li> </ol>

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21.	Prasad, J. (2007). <i>Principles and Practices of Teacher Education</i> . New Delhi: Kanishka Publishers
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31.	ઉચાટ, ડી. એ. (૨૦૦૯). <i>શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પદ્ધતિશાસ્ત્ર</i> . રાજકોટ: ડી. એ.

	<p>ઉચાટ.</p> <p>32. ચૌધરી ,આર .,બી).૧૯૯૯ .(ભારતીય શિક્ષણની વિત્તીય વ્યવસ્થા .અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.</p> <p>33. ચૌધરી ,આર .,બી).૨૦૧૦ .(વિદ્યાલયોમાં નિરીક્ષણ-વ્યવસ્થા અને માનવ-સંબંધો .અમદાવાદ :પ્રમુખ પ્રકાશન.</p> <p>34. જોશી, બી, ને. વ્યાસ, જી. (સં.). (૨૦૦૬).શિક્ષણાચન (ચંદ્રકાન્ત ભોગાયતાના લેખો).ભાવનગર: એજ્યુકેશનલ ટેકનોલોજી ફોરમ.</p> <p>35. પટેલ, આર. એસ. (૨૦૧૨).શિક્ષણમાં સંશોધન (ભાગ ૧ અને ૨). અમદાવાદ: જય પબ્લિકેશન.</p> <p>36. રાવલ, એન. વી. (૨૦૧૪).શિક્ષક શિક્ષણ. અમદાવાદ: નીરવ પ્રકાશન.</p> <p>37. શાહ, ડી.બી. (૨૦૦૬).શૈક્ષણિક સંશોધન. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ</p> <p>38. શિક્ષણશાસ્ત્ર ભવન, &amp;એલ. એલ. કાકડિયા બી.એડ.કોલેજ (સં.). (૨૦૦૪).ગુણવત્તાકેન્દ્રી શિક્ષક પ્રશિક્ષણ.ભાવનગર: શ્રી સરદાર પટેલ સેવા ટ્રસ્ટ.</p>
Teaching Methodology	Classwork, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

### Course: 204: Advanced Research Methods

Course Code	204
Course Title	Advanced Research Methods
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to make the student capable of implementing the concepts, methods, and tools of Advanced Research and learn their implementation in Knowledge-Based Systems Course Objective To acquaint students with concepts of Advanced Research Methods and its applications.

Course Objective	To make students acquainted with concepts of Artificial Intelligence and its applications.								
Course Outcomes	<p>the students will :</p> <p>CO1 Explain the scope and application of educational statistics.Acquire himself with statistical theories and its application in Educational Research.</p> <p>CO2 Appropriate the role of parametric and non-parametric statistics in various types of educational research.</p> <p>CO3 Describe the importance of educational statistics and its relationship with of educational and the concepts and methods used in Statistical analysis of test scores.</p> <p>CO4 Explain the concept of qualitative and quantitative data and the concept of Inferential and Descriptive Statistics.</p> <p>CO5 Test specific hypotheses about populations based on their sample data.Use appropriate procedures to analyze qualitative data</p> <p>CO6 Interpret results obtained through different techniques of analysis of data insight into research embedded instruction.Report the research work is accordance with the current trends and procedure of report writing</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
CO1									
CO2									
CO3									
CO4									
CO5									
CO6									
Pre-requisite	Basics of Mathematics and research								
Course content	<p><b>UNIT-I        ADVANCED RESEARCH</b></p> <ol style="list-style-type: none"> <li>1. Research ethics &amp; it's Important.</li> <li>2. Digging data from Survey Archives, Written Records - Recording Content Analysis of Documents/text books and Case studies</li> <li>3. Concept and uses of following methods: <ol style="list-style-type: none"> <li>(i) Ex-Post-Facto;</li> <li>(ii) Laboratory experiment;</li> <li>(iii) Field Studies and Field Experiment</li> <li>(iv) Ethnographic and Documentary Analysis.</li> </ol> </li> <li>4. Research Report writing.</li> </ol> <p><b>UNIT-II        Introduction to Statistics in Educational Research- I</b></p> <ol style="list-style-type: none"> <li>1. Use of statistics for managing data</li> <li>2. Nature and Types of educational data</li> <li>3. Organization and tabulation of data.</li> <li>4. Frequency distributions</li> <li>5. Graphic Representation of data - Histogram, Frequency Polygon, Frequency curve, Ogives, Pie diagram and Bar Diagram- Advantages and uses of Graphic representation of data</li> </ol>								

	<p style="text-align: center;"><b>6. Measures of Relative Position-</b> Meaning, Concept and Uses of Percentiles, Quartiles and Percentile Rank, z-scores</p> <p><b>UNIT-III Introduction to Statistics in Educational Research- II</b></p> <ol style="list-style-type: none"> <li><b>1. Measures of Central Tendency and Dispersion-</b> Concept and Uses of Measures of central tendency, Concept and Uses of Measures of Dispersion</li> <li><b>2. Measures of Relationship:</b> Concept and Uses of Measures of: Correlation, item analysis, Estimation of reliability and validity.</li> <li><b>3. Regression and Prediction:</b> Concept of Simple Linear Regression and Regression Equations – Standard Error of Estimate as accuracy of prediction.</li> <li><b>4. Normal Probability Distributions Characteristics, Uses (Only Concept), Skewness &amp; Kurtosis (Only Concept).</b></li> </ol> <p><b>UNIT-IV Inferential Analysis of Quantitative &amp; QUALITATIVE DATA</b></p> <ol style="list-style-type: none"> <li><b>1. Null-Hypothesis:</b> Concept &amp; Testing.</li> <li><b>2. Significance of Statistics :</b> Concept of Standard Error, Estimating Confidence Limits of Mean (Small and Large Sample).</li> <li><b>3. Parametric test:</b> Concept and uses of t-test, Analysis of Variance and Covariance.</li> <li><b>4. Testing of null hypothesis and non parametric methods:</b> Concept &amp; Uses of Chi-Square test, Sign test, Median Test,</li> <li><b>5. Factor Analysis:</b> Concept &amp; it's Importance</li> </ol> <p><b>Qualitative data Analysis: Concept and types</b></p>
References	<ol style="list-style-type: none"> <li><b>1.</b> Ary, Donald and Jacob (1976): <i>Introduction of Statistics, Purpose and Procedures</i>, New York, Holt Rinehart and Winston.</li> <li><b>2.</b> American Psychological Association. (2009): <i>Publication Manual of the American Psychological Association</i> (6th ed.). Washington, DC:Author</li> <li><b>3.</b> Babbie, E. R. (2007). <i>The Basics of Social research</i> (4th ed.). Australia:Thomson/Wadsworth.</li> <li><b>4.</b> Best, J.W. and Kahn, J.V (1998). <i>Research in Education</i>. New Delhi :Prentice of India, Pvt, Ltd.</li> <li><b>5.</b> Bordens, K. S., &amp; Abbott, B. B. (1991): <i>Research designs and methods: A process approach</i> (2nd ed.). Mountain View, CA: Mayfield.</li> <li><b>6.</b> Berg, Bruce L. (2008.) <i>Qualitative research methods for the social sciences</i>.7th ed. Boston, MA: Allyn&amp; Bacon.</li> <li><b>7.</b> Christensen, L. (2007). <i>Experimental Methodology</i>. Boston: Allyn &amp; Bacon.</li> </ol>

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9. Cononver, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
10. Corey, Stephen M. (1953). *Action research to improve school practices*. York: Bureau of Publications, Teachers College, ColumbiaUniversity.
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12. Denscombe, Martyn. (2007). *The good research guide for small-scale social research projects*. 3rd ed.Maidenhead, UK: Open University Press. D.M.
13. Edwards, A.L. (1960). *Experimental Design in Psychological Research*,New York, Holts(revised ed.).
14. Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*,New York: McGraw Hill.
15. Fetterman & M. A. Pitman (Eds.), (1998): *Education evaluation:Ethnography in theory, practice, and politics* Beverly Hills, CA: Sage Donald Ary, Lucy Cheser
16. Flick, U. (2012).*An Introduction to Qualitative Research*. London: Sage Publication
17. Gakhar, S.C. (2008). *Statistics in Education and Psychology* . N.M Publications.
18. Garrett, H.E. (1986). *Statistics in Psychology and Education*, Vikils Feffers and Simons Pvt. Ltd.
19. Garrett, H.E. (1966).*Introduction to Statistics in Psychology and Education*.New York: Longman's Green and Co.
20. Gay, L.R., Mills, G. E., and Airasian, P. (2009). *Educational Research.Competencies for Analysis and Applications*. New Jersey: Merrill and Pearson.
21. George Aegyrous, (2006). *Statistics for ResearchII edition* Sage Publication
22. Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
23. Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
24. Glicken, Morley D. (2002). *Social Research: A Simple Guide*. Boston, MA: Allyn and Bacon.
25. Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
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	<p>(૨૦૦૯).શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પદ્ધતિશાસ્ત્ર. રાજકોટ: ડી. એ. ઉચાર.</p> <p>27. પટેલ, આર. એસ. (૨૦૧૨).શિક્ષણમાં સંશોધન (ભાગ ૧ અને ૨). અમદાવાદ: જયપબ્લિકેશન.</p> <p>28. શાહ, ડી.બી. (૨૦૦૬). શૈક્ષણિક સંશોધન. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ</p>
Teaching Methodology	Classwork, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

### Course: 205: LIBRARY SKILLS

Course Code	<b>205</b>
Course Title	<b>Library skills</b>
Credit	1
Teaching per Week	2
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to develop library skill of the students.
Course Objective	<ul style="list-style-type: none"> <li>To develop knowledge and understanding of the Library skills and its resources.</li> <li>To understand the importance of library skills.</li> <li>To develop the habit of reading and reviewing of Educational resources.</li> <li>To get acquainted with the role of library in Education and Research.</li> <li>To get acquainted with the Digital supporting research institutions in Education.</li> </ul>
Course Outcomes	<p>CO1: Explain the students the concept of Library skills and its types &amp; resources.</p> <p>CO2 :Explain students the understanding importance of library in M.Ed. Curriculum.</p> <p>CO3: Explain students To get acquainted with the habit of reading and reviewing of Educational resources</p> <p>CO4 : Explain students to get aware with the role of library in Education and Research.</p> <p>CO5 : Explain students to get familiar the role of Digital supporting</p>

	research institutions in Education.							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
Pre-requisite	reading skill							
Course Content	<ul style="list-style-type: none"> <li>• History of Library <ul style="list-style-type: none"> <li>→ What is meaning of Library?</li> <li>→ How Library useful to People ?</li> <li>→ What are the types of Library?</li> <li>→ Study of Top libraries of India/Gujarat.</li> </ul> </li> <li>• Library skills <ul style="list-style-type: none"> <li>→ Concept of Library skill</li> <li>→ Visit to a University Central Library regarding development of skills</li> </ul> </li> <li>• Library skills in Research <ul style="list-style-type: none"> <li>→ How will Library skill use in Your Research?</li> <li>→ APA style rules for writing references in Dissertation</li> <li>→ Visit to department library &amp; study One dissertation regarding presentation of References in Chapterization.</li> </ul> </li> <li>• Library skills in Teaching-Learning <ul style="list-style-type: none"> <li>→ How will Library skill use Teaching-learning in M.Ed. Course?</li> <li>→ Read one Reference book / Magazine and prepare a PPT regarding transaction of curriculum's unit of M.Ed. course</li> </ul> </li> <li>• Library skills in Review <ul style="list-style-type: none"> <li>→ How will Library skill use in review of Article of Magazine?</li> <li>→ Visit to department library &amp; study One Research Paper/Study Paper &amp; prepare a review report .</li> </ul> </li> <li>• Preparation of Summary Report regarding Library Skills</li> </ul>							
Reference Books	Mary Ann Ramey(1992)Library Skills Reference Book.Contemporary Pub Co of Raleigh.							
Teaching Methodology	Practical session, Discussion, Self-Study							
Evaluation Method	100 % internal assessment based on Assignment, practical							

**Course: 206: Communication Skills**

Course Code	<b>206</b>																																																
Course Title	<b>Communication Skills</b>																																																
Credit	1																																																
Teaching per Week	2 Hrs																																																
Minimum weeks per Semester	15 (Including Class work, Examination, Preparation, Holidays etc.)																																																
Effective From	June 2016																																																
The purpose of the course	To make students aware about concepts of communication, strategies for effective communication and its applications in school and classroom level.																																																
Course Objective	To enable students to meet high professional expertise in teaching with the help of much developed communication skills.																																																
Course Outcomes	<p>Students will be able</p> <p><b>CO1</b> To develop an understanding of the concept of communication, its components, communication process and its importance in teaching profession.</p> <p><b>CO2</b> To develop effective oral presentation skills for effective teaching-learning process.</p> <p><b>CO3</b> To judge and develop theirs and others' LSRW skills.</p> <p><b>CO4</b> To enable them for job applying, making CV, resume and cover letters, and prepare them for job interviews.</p> <p><b>CO5</b> To develop skills to perform certain formal tasks related to teaching profession such as application writing, report writing of all kinds, memorandum writing etc.</p>																																																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>CO3</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>CO4</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>CO5</td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1								CO2								CO3								CO4								CO5							
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7																																										
CO1																																																	
CO2																																																	
CO3																																																	
CO4																																																	
CO5																																																	
Pre-requisite	Basic concept of Communication, communication theories, Basic LSRW skills																																																
Course Content	<p><b>UNIT – I      Concept of Communication</b></p> <ol style="list-style-type: none"> <li>1. Communication: Meaning, Components and Process</li> <li>2. Importance and benefits of effective communication</li> <li>3. Introducing LSRW Skills</li> </ol> <p><b>UNIT – II      Developing LSRW Skills</b></p> <ol style="list-style-type: none"> <li>1. Introducing yourself</li> <li>1. CV, Resume and cover letter</li> <li>2. Report Writing: Format, Structure of Report and Kinds of Reports</li> <li>3. Group Discussion</li> </ol>																																																

	<b>4.</b> Job Interview <b>5.</b> Role Play
Reference Books	1. Raman, M. and Sharma S.(2017). Technical Communication: Principles and Practice.(2 <sup>nd</sup> Ed.). Oxford University Press 2. Papat, P. and Kotadia K.(2015). Practical Techniques To Develop Communication Skills. Pothi Prakashan. Annd.
Teaching Methodology	Lecture, Participatory Approaches- Classroom Interaction, Discussion, Group Work, Pair Work, Presentations, Role play, Simulation, Reflections, and Self-Study
Evaluation Method	100 % internal assessment based on - 10% Class Attendance, 50% Ongoing Assessment- Classroom Participation and presentations, 20% Journal Keeping and maintaining portfolio, and 20% Final Viva.

### Course: 207: Dissertation Guidance

Course Code	<b>207</b>							
Course Title	Dissertation Guidance							
Credit	2							
Teaching per Week	2 Hrs							
Minimum weeks per Semester	15 (Including Class work, Examination, Preparation, Holidays etc.)							
Effective From	June 2016.							
The purpose of the course	To make students aware about concepts of educational research work .							
Course Objective	To enable students to meet high professional expertise in educational research.							
Course Outcomes	Students will be able <b>CO1</b> To develop an understanding of the concept of review of related literature. <b>CO2</b> To develop understanding of finding research gap in selected research work. <b>CO3</b> To enable them for to make proper research design, sample size, research tools and methods of interpretation. <b>CO4</b> To develop skills to draft chapters 2 and 3 which are related to review of literature and research design.							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
Pre-requisite	Basics of educational research							

Course Content	<p>1 Draft of Second chapter of research</p> <p>2 Draft of Third chapter of research</p> <p>3 Making of TOOLS</p>
Reference Books	<ol style="list-style-type: none"> <li>1 Ary, Donald and Jacob (1976): <i>Introduction of Statistics, Purpose and Procedures</i>, New York, Holt Rinehart and Winston.</li> <li>2 American Psychological Association. (2009): <i>Publication Manual of the American Psychological Association</i> (6th ed.). Washington, DC:Author</li> <li>3 Babbie, E. R. (2007). <i>The Basics of Social research</i> (4th ed.). Australia:Thomson/Wadsworth.</li> <li>4 Best, J.W. and Kahn, J.V (1998). <i>Research in Education</i>. New Delhi :Prentice of India, Pvt, Ltd.</li> <li>5 Bordens, K. S., &amp; Abbott, B. B. (1991): <i>Research designs and methods: A process approach</i> (2nd ed.). Mountain View, CA: Mayfield.</li> <li>6 Berg, Bruce L. (2008.) <i>Qualitative research methods for the social sciences</i>.7th ed. Boston, MA: Allyn&amp; Bacon.</li> <li>7 Christensen, L. (2007). <i>Experimental Methodology</i>. Boston: Allyn &amp; Bacon.</li> <li>8 Clive Opie (2004). <i>Doing Educational Research- A Guide for First timeresearchers</i>. New Delhi: Vistar Publications.</li> <li>9 Cononver, W.J. (1971). <i>Practical Non-Parametric Statistics</i>. New York: John Wiley &amp; Sons Inc.</li> <li>10 Corey, Stephen M. (1953). <i>Action research to improve school practices</i>.York: Bureau of Publications, Teachers College, ColumbiaUniversity.</li> </ol>
Teaching Methodology	Discussion and Self-Study
Evaluation Method	100 % Internal evaluation on the basis of draft of second and third chapter of research and research tool prepared

**M.Ed. Semester – 3**

<b>Paper Code</b>	<b>Subjects /Curriculum component</b>	<b>Credit</b>	<b>T Cr</b>	<b>P cr</b>	<b>Internal Assessment (marks)</b>	<b>External Assessment (marks)</b>	<b>Total Marks</b>
	<b>Inter Semester Break</b>						
301 SCCEP/SCCSP	<b>Community Services and Reporting</b>	1		1	25	-	25
	<b>Semester – III</b>						
302 PCC	Sociology of Education	4	3	1	30	70	100
<b>303 SCCE /SCCS</b>	<b>Specialization Core Course – 1 (Select any one of the following)</b> <b>1) System, Structure, and issues in elementary education (SCCE-1)</b> <b>2) System, Structure, and issues in secondary education (SCCs-1)</b>	4	3	1	30	70	100
<b>304 SCCE /SCCS</b>	<b>Specialization Core Course – 2 (Select any one of the following)</b> <b>1) Curriculum, Management and Pedagogy in elementary education (SSCS-1)</b> <b>2) Curriculum, Management and Pedagogy in secondary education (SCCS-2)</b>	4	3	1	30	70	100
305 TE –FE	Internship – Teacher Education Institution	4		4		100	100
306 SCCEP/SCCSP	<b>Research Paper Writing Workshop and Presentation</b>	1		1	25		25
<b>307 SCCEP /SCCSP</b>	<b>Preparation of Reflective report of any two educational articles published in newspaper related with specialization</b>	1		1	25	-	25

<b>308 RPD</b>	<b>Dissertation Guidance: (Draft of Fourth Chapter)</b>	<b>1</b>		<b>1</b>	<b>25</b>		<b>25</b>
	<b>Total</b>	<b>20</b>	<b>09</b>	<b>11</b>	<b>190</b>	<b>310</b>	<b>500</b>

### M. Ed. Semester -3

#### Course: 301 Community Services and Reporting

Course Code	<b>301</b>							
Course Title	<b>Community Services and Reporting</b>							
Credit	1							
Teaching per Week	2 Hrs							
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)							
Effective From	June 2016							
Purpose of Course	The purpose of the course is to make the student aware about their role of community service.							
Course Objective	To make students acquainted with the ideas and skills for the community service.							
Course Outcomes	<p>The students will:</p> <p><b>CO1</b> Identify problems of the community.  <b>CO2</b> Understand the reason behind the problems faced by the community.  <b>CO3</b> Know how they can contribute to solve the problems of the community.  <b>CO4</b> Serve the community by doing the community service in the field.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
Pre-requisite	Basics of Sociology, reflection, education and thinking							
Course Content	<p>The Students identifies the area of community service</p> <p>The Students prepare planning for the community service</p> <p>The Students go into the field for at least 32 hours and perform as per their planning during the inter semester break</p> <p>The Students prepare a detailed report with proof and photographs of their community service and submit it for the evaluation.</p>							

Reference Books	Refer library books and online resources
Teaching Methodology	Self-Study, Group and individual field-based work
Evaluation Methods	100% Internal assessment based on the report submitted by the student.

### Course: 302Sociology of Education

Course Code	<b>302</b>							
Course Title	<b>Sociology of Education</b>							
Credit	4							
Teaching per Week	<b>5 Hrs</b>							
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)							
Effective From	June 2016							
Purpose of Course	The purpose of the course is to make the student understand the nature and functions of sociology as well as sociology of education and make use of principles of sociology for studying educational phenomenon and do logical analysis, interpretation and synthesis of concepts, propositions and sociological assumptions.							
Course Objective	To make students acquainted with concepts, methods, postulates, assumptions of sociology as well as sociology of education and its applications.							
Course Outcomes	<p>The students will:</p> <p><b>CO1</b> Understand the social context of education  <b>CO2</b> Appreciate the relationship between education and society  <b>CO3</b> Understand the role of education in a changing social context  <b>CO4</b> Decipher the nature and scope of sociological inquiry in education  <b>CO5</b> Appreciate the role of education in the context of national development  <b>CO6</b> Provide an understanding of certain current problems and issues in the social context</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
	CO6							
Pre-requisite	Basics of society, social phenomenon and education							

Course Content	<p><b>UNIT – I      SOCIOLOGY OF EDUCATION:      CONCEPTUAL FRAMEWORK</b></p> <ol style="list-style-type: none"> <li>1. Meaning , Definition , Concept, Scope, Nature, Function and Understanding of Sociology of Education</li> <li>2. Difference between: Sociology of Education, Educational Sociology and Social Foundations of Education</li> <li>3. Social purpose of education and Dynamic relationship of education with society</li> <li>4. Education as an Institution;, a social sub system, as a socialization process and a process of social progress; Major roles and status (Students, teachers and administrators interrelationships)</li> </ol> <p><b>UNIT – II      SOCIAL CHANGES AND EDUCATION</b></p> <ol style="list-style-type: none"> <li>1. Meaning and Nature of Social change, Relationship between Education and Social change.</li> <li>2. Factors promoting Social change: Family, religion, school and mass media.</li> <li>3. Social stratification: Castes and Creeds, Social Groups and Social Class and it’s Impact of Education</li> <li>4. Constraints on social change : Caste, Class, Language, Religion, Population and Regionalisms.</li> <li>5. Social control: Education of socially and economically disadvantaged section of society with special reference to : Scheduled Caste, Scheduled Tribes, Women and Rural Population.</li> <li>6. Factors influencing Social Change and Education: Social Mobility (Westernization, Sanskritisation, Urbanization and Industrialization and Modernization), Social organizations, Social institutions, Modern Trends, Attitude and Values.</li> </ol> <p><b>UNIT – III      SOCIAL EDUCATIONAL OUTCOMES</b></p> <ol style="list-style-type: none"> <li>1. <b>Culture</b> :Concepts of Culture, Sub-Culture and Multiculturalism , Difference between culture and civilization, Enculturation and Acculturation, Cultural compression and reproduction and contextual role of Education; Role of Education in transmission of the cultural heritage</li> <li>2. <b>Moral and Religious bases of Education:</b> Secularism and religious Education, Moral and spirituals Education, Education for national integration and international understanding</li> <li>3. <b>Politics:</b> Concept of Democracy, Welfare state, Equity and Education.</li> </ol>
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	<p><b>UNIT – IV EDUCATIONAL &amp; SOCIAL DEVELOPMENTS - CONTEMPORARY ISSUES</b></p> <ol style="list-style-type: none"> <li>1. <b>Literacy:</b> Constitutional Provisions and its implications for education; Code of Conduct / Professional Ethics for Teachers and Students; Approaches to professionalization of higher education</li> <li>2. <b>Globalization and Privatization :</b> Concept, Overview of its impact on Education and Society.</li> <li>3. <b>Peace Education:</b> Concept, Overview of its impact on Education and Society.</li> <li>4. <b>Right based approach to Education:</b> Human Rights Education, Child Rights, Right to Education Act, Rights for women, destitute, ICDS in bringing equity and protecting rights</li> </ol> <p>---</p> <p><b>TRANSACTIONAL MODE</b></p> <p>The course would be transacted through participatory approaches including</p> <ol style="list-style-type: none"> <li>1 Group discussion, Self Study, Seminar/ Presentation.</li> <li>2 Group and individual field-based assignments</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>1. Berger, P. L. (1966). <i>Invitation to Sociology</i>. London: Penguin Books.</li> <li>2. Berger, P. L., &amp; Luckmann, T. (1967). <i>The Social Construction of Reality</i>. Allene Lane: The Penguin Press (Set Book).</li> <li>3. Bhattacharya &amp; Srinivas. (1962). <i>Society and Education</i>. Calcutta: Academic Publishers.</li> <li>4. Brookner, W.B., &amp; Gottlieb, D. (1964). <i>A Sociology of Education (2 Ed.)</i>. New York: American Book Company .</li> <li>5. Carl H Gross, C. H., Wronski, S. P., &amp; Hanson, J. W. (1962). <i>School &amp; Society</i>. Boston: D.C. Heath &amp; Co.</li> <li>6. Chitnis, S. (1974). <i>Sociology of Education: A trend report in a survey of Research in Sociology and Social Anthropology by ICSSR. Vol. II, p. 166-232</i>. Bombay: Popular Prakashan (ICSSR).</li> <li>7. Cosia, B.R. (1971). <i>School and Society, Prepared "The School and Society Course Team at the Open University" in School and Society</i>. London: The Open University Press.</li> <li>8. Cox, W. L., &amp; Mercer, B. E. (1961). <i>Education in Democracy</i>. New York: Mc Graw Hill.</li> <li>9. Donald A. H., &amp; Joel, E. G. (1967). <i>On Education – Sociological Perspectives</i>. New York: John Wiley and Sons Inc.</li> <li>10. Dukhiem, E. (1956). <i>Education &amp; Sociology</i>. New York: The Free Press.</li> <li>11. Freedman, B. (1967). <i>The College Experience</i>. San Fransisco: Jossey-Bass Inc.</li> </ol>

12. Harris, E. S. (1965). *Challenge and Change in American Education*. California :McCutchan Publishing Corporation.
13. Levitas, M. (1974). *Marxist perspectives in the sociology of education*. London: Routledge & Kegan Paul.
14. Morris, I. (1978). *The Sociology of Education - An introduction*. London: William Clowes Limited.
15. Moser, C.A., & Calton, G. (1979). *Survey Methods in Social Investigation (2nd Ed.)* California: The English Language Book Survey & Heinemann Edl. Books.
16. Musgrave, P. W. (1970). *Sociology, History and Education-a reader*. London: Methuen & Co. Ltd.
17. Nisbet, R. A. (1967). *The Sociological Tradition*. London: Heinemann.
18. Ottaway, A. K. C. (1962). *Education in Society: An introduction to sociology of education*. London: Routledge and Kegan Paul Ltd.
19. Parsons, P. (1951). *The Social System*. USA: Free Press.
20. Premnath. (1957). *The Bases of Education*. Delhi: S. Chand & Co.
21. Ruhela, S. P. (1969). *Social determinants of Educability in India*. New Delhi: Jain Brothers Publishers.
22. Schlechty, P. C. (1976). *Teaching and Social Behaviour*. USA: Allyn and Bacon, Inc.
23. Shah, B. V. (1965). Sociology of Education - An attempt at definition and scope. *Sociological Bulletin*, XIV (2), p. 65.
24. Shukla, S. (1963). *The Context of Education in Developing Societies*. Delhi: CIE.
25. Sieber, S. D., & Wilder, D. E. (1973). *The School of Society*. New York: The Free Press.
26. Spratt, U. (1958). *Human Groups*. UK: Pelican Books.
27. Swift, D. F. (1970). *Basic readings in sociology of education*. London: Routledge & Kegan Paul.
28. Thirtha, T. (1974). *Education and Society*. Bangalore: Centre for Educational Sociology.
29. Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methuen and Co. Ltd.
30. West, E. G. (1965). *Education and the State*. London: The Institute of Economic Affairs Ltd.

Teaching Methodology	participatory approaches, Group discussion, Self Study, Seminar/ Presentation, Group and individual field-based assignments
Evaluation Methods	30% Internal assessment based on class attendance, participation, assignment, internal examination, etc. 70% External based on semester end University examination

## Course: 303SCCE System, Structure, and issues in Elementary Education

Course Code	<b>303</b>							
Course Title	<b>System, Structure, and issues in Elementary Education</b>							
Credit	4							
Teaching per Week	5 Hrs							
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)							
Effective From	June 2016							
Purpose of Course	The purpose of the course is to make the student understand the nature and functions of elementary education system and make use of their existing knowledge to identify the issues and its remedies in the field of elementary education.							
Course Objective	To make students acquainted with knowledge of concepts, organizational structure, and issues of elementary education system.							
Course Outcomes	<p>The students will:</p> <p><b>CO1</b> Understand the context of elementary education.</p> <p><b>CO2</b> Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)</p> <p><b>CO3</b> Understand the importance of elementary education envisaged in different education reports and policies.</p> <p><b>CO4</b> To develop understanding about different constitutional provisions related to education</p> <p><b>CO5</b> Understand the positive impact of the UEE on Indian primary education</p> <p><b>CO6</b> Understand management structure of elementary education at different level</p> <p><b>CO7</b> Develop understanding of status of elementary education, its issues and innovations.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
	CO6							
	CO7							
Pre-requisite	Basics of Elementary Education and thinking							
Course Content	<b>UNIT – I PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION</b>							

1. Concept of primary education: General Aims and Objectives, Nature and Characteristics, Scope and Functions
2. Historical Perspectives of Elementary Education in Pre - Independent India (brief review)
3. Nature and focus of Elementary Education in Post-Independent India (brief review)
4. Meaning, need and significance of elementary education in India - Focus of elementary education as envisaged in different education commissions and policies (Kothari Commission, NPE 1986, POA 1992) - Elements of Quality Primary Education.
5. Recommendations of Delors commission in terms of four pillars of education

## **UNIT – II**

### **STRUCTURE OF ELEMENTARY EDUCATION**

1. 1997 - 86th Constitutional Amendment Bill (RTE) - EFA- Education For All with special reference to Early Childhood Education, improving Schooling and financing quality education
2. Structure and Status of Elementary Education in India  
**with context to different Boards:** State Boards, CBSC, ICSE, IGCSE and International Boards- Purpose and Functions  
**with context to different types of Schools:** Government / aided / Unaided, Public, Kendriavidyalaya, Navodaya Vidyalaya, International Sc  
**with context to different levels:** National and State level, NCERT, SCERT, KV, NVS etc.  
**with context to Open schooling:** National and State Open schools- Objectives and Functioning  
**with context to Nature and forms of inequality:** including dominant and minor groups , gender inequality in schooling, public - private schools, rural - urban - tribal schools
3. Management Structures of Elementary Education at Different Level: National, State, District (including Municipal Corporation) Block, Cluster, School
4. Global Perspectives: Elementary Education in England, France, USA, Australia, Japan, Russia, China.

## **UNIT – III**

### **ELEMENTARY EDUCATION IN INDIA**

1. Critical appraisal of the Current Status of Elementary Education in India: (Universal access to enrolment of elementary education,

	<p>Retention of children in the age group of 6 to 14, Improvement in quality of education to enable all children to attain essential levels of life)</p> <p>2. Universalizing elementary education UEE in India. (Concept, objectives, meaning and justification of UEE)</p> <p>3. Positive Impacts of Universalization of Education with reference to the equity principles (Bridging the gender and social gaps, Getting rid of poverty and social discrimination nexus, Breaking inter generation cycle of illiteracy, Developing self confidence in new generation, taking care of migrant population)</p> <p>4. Critical appraisal of current status of UEE (access, enrolment, and retention): differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population).</p> <p>5. Programmes Measures towards realization of UEE (Universalization of Elementary Education)</p> <p><b>UNIT – IV</b></p> <p><b>CHALLENGES IN ELEMENTARY EDUCATION</b></p> <p>1. Major Issues and Challenges in UEE in India</p> <ul style="list-style-type: none"> <li>• Enrolment and dropout</li> <li>• Migration of parents</li> <li>• Making education assessable to remote areas Availability of Subject Specialized teachers</li> <li>• Primary education of SC, ST and Gifted Children and attempts of adjustment</li> </ul> <p>Teacher Student Ratio at primary and upper primary level</p> <p>2. Critical appraisal of the elementary teacher education programmes in the GUJARAT: Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multi grade contexts.</p> <p>3. Innovations in Elementary Education</p> <p>4. SSA (SarvaSikshaAbhiyan) objectives &amp; functions</p>
Reference Books	<p>1. Celin Richards (1984). <i>The Study of Primary Education and Resource Book. Vol. I.</i></p> <p>2. Government of India (1986) <i>National Policy on Education</i>, New Delhi, MHRD.</p>

3. Government of India (1987) *Programme of Action*, New Delhi: MHRD.
4. Government of India (1987) *Report of the Committee for Review of National Policy on Education*, New Delhi, MHRD.
5. Hayes, Denis (2008). *Primary Teaching Today: An Introduction*. Routledge Publication USA.
6. *National Curriculum Framework (NCF)-2005* NCERT, New Delhi.
7. Rao, V.K. (2007): *Universatisation of Elementary Education*. Indian Publishers, New Delhi.
8. Rita Chemicals (2008): *Engaging pupil voice to ensure that every child matters: A practical guide*. David Fultan Publishers.
9. Sharma, Ram Nath (2002): *Indian Education at the cross road*. Shubhi Publications.
10. Tilak, J.B. (1992) *Educational Planning at gross roots*, New Delhi;
11. UNESCO (2005): *EFA Global Monitoring Report on Quality of Education Finance*

**Gujarati & Hindi Books:**

1. દવેજયેન્દ્ર પટેલમોતીભાઈ(1992). (પાંચમીઆવૃત્તિ): ભારતીયશિક્ષણના નૂતન પ્રવાહો અનેસમસ્યાઓઅમદાવાદ:બી.એસ.શાહકાશન.
2. દેસાઈધનવંત(1964). ભારતીયશિક્ષણનાવર્તમાન પ્રશ્નોઅમદાવાદ: એ.આર.શેઠનીકંપની
3. દેસાઈધનવંત(1973). કેળવણીનું નવનિર્માણ કોઠારી શિક્ષણ પંચની ભલામણો અમદાવાદ: એ.આર.શેઠનીકંપની.
4. ધનવંતદેસાઈ(1969). અર્વાચીનભારતીયકેળવણીનોવિકાસવડોદરા: મ.સ. યુનીવર્સિટી
5. પાઠકઅને શુક્લ (2003). ભારતમાંશૈક્ષણિકપ્રણાલીનોવિકાસઅમદાવાદ: વારિષેણ પ્રકાશન
6. મફતભાઈપટેલ (1997). પ્રાથમિક શિક્ષણએકઅવલોકનઅમદાવાદ: શ્વેતાપ્રકાશન
7. પટેલ, દવે, પાઠક(1985). પ્રાથમિક શિક્ષણનાપ્રવાહોઅનેપ્રશ્નોગાંધીનગર, ગુજરાતરાજ્ય પાઠ્ય પુસ્તકમંડળ
8. યશપાલકિમટી નોઅહેવાલ:નવીદિલ્હી , ભારતસરકાર, એમ.એચ.આર.ડી
9. શેઠશાંતીભાઈઅનેરાવલઆર.સી. (2002). પ્રત્યાયન અભ્યાશ્ક્રમ વશેષાંકગાંધીનગર, ગુજરાતરાજ્યશાળાપાઠ્ય પુસ્તક મંડળ
10. પટેલમોતીભાઈ(2005). શિક્ષણના સામ્પ્રત પ્રવાહોઅનેશિક્ષણનીઅસ્મિતા

	અમદાવાદ:બી.એસ. શાહપ્રકાશન
11.	પટેલમોતીભાઈ(2003). ભારતીયશિક્ષણનોઈતિહાસ: એકઝલકઅમદાવાદ: બી.એસ. શાહપ્રકાશન
12.	પટેલમોતીભાઈ(2009). કેળવણીનોકોયડોઅમદાવાદ: પદ્મા પબ્લિકેશન .
13.	પટેલમોતીભાઈ(2009). શિક્ષણનાપ્રવાહોઅમદાવાદ: પદ્મા પબ્લિકેશન.
14.	પટેલમોતીભાઈ(2009) વિદ્યાનીવ્યથાકથાઅમદાવાદ:પદ્મા પબ્લિકેશન
15.	અલતેકર, એ.એસ. (1965). પ્રાચીનભારતમાં શિક્ષણ અમદાવાદ: ગુજરાતયુનીવર્સિટી પ્રકાશન
16.	ભાલજે.ડી. (1997). બીજી આવૃત્તિ) ભારતનીશિક્ષણ વ્યવસ્થાઅમદાવાદયુનીવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
17.	તોમરલજજારામ(1984) ભારતીયશિક્ષણના મૂળતત્વોઅમદાવાદગુજરાતયુનીવર્સિટી, સંસ્કાર ગુર્જરી
18.	યોગક્ષમ માનવગૌરવસંસથાન. (2007). પ્રાથમિકશિક્ષક અને કાયદોન્યુ દિલ્હી :મીન્સ્ટ્રી ઓફલો જસ્ટીશ લેજીસ્તીવ ડીપાર્ટમેન્ટ.
19.	ચૌધરી, આર., બી.(૧૯૯૯). ભારતીય શિક્ષણની વિત્તીય વ્યવસ્થા .અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
20.	ચૌધરી, આર., બી.(૨૦૧૦). વિદ્યાલયોમાં નિરીક્ષણ-વ્યવસ્થા અને માનવ-સંબંધો .અમદાવાદ: પ્રમુખ પ્રકાશન
21.	મિશ્રા, રામેશ્વર (૧૯૯૯) ભારતીય શિક્ષાકે લક્ષ્ય નર્ફ દિલ્હી, ઍન . સી .ટી .ફ
22.	મિશ્રા, રામેશ્વર (૧૯૯૯) અધ્યાપન ભારતીય દ્રષ્ટિ નર્ફ દિલ્હી, ઍન . સી .ટી .ફ
Teaching Methodology	Lecture-cum-discussion, Group discussion, reflection in groups, Assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.
Evaluation Methods	30% Internal assessment based on class attendance, participation, assignment, internal examination, etc. 70% External based on semester end University examination

### Course: 303 SCCSystem, Structure, and issues inSecondary Education

Course Code	303
Course Title	System, Structure, and issues in Secondary Education
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)

Effective From	June 2016							
Purpose of Course	The purpose of the course is to make the student understand the nature and functions of secondary education system and make use of their existing knowledge to identify the issues and its remedies in the field of secondary education.							
Course Objective	To make students acquainted with knowledge of concepts, organizational structure, and issues of secondary education system.							
Course Outcomes	<p>The students will:</p> <p><b>CO1</b> Know the evolution of secondary and higher secondary education in India.</p> <p><b>CO2</b> Understand the concept of secondary and higher secondary education</p> <p><b>CO3</b> Know and analyze the different Structures of Secondary and Higher Secondary Education</p> <p><b>CO4</b> Understand the Global Perspectives of Secondary and Higher Secondary Education</p> <p><b>CO5</b> Understand the nature-scope and systems of secondary and senior secondary education</p> <p><b>CO6</b> Understand the problem and challenges related to secondary and senior secondary education</p> <p><b>CO7</b> Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.</p> <p><b>CO8</b> Identify critical issues related to universalization of secondary education</p> <p><b>CO9</b> Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education</p> <p><b>CO10</b> Know the New Trends and Innovation in Secondary and Higher Secondary Education</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
	CO6							
	CO7							
	CO8							
	CO9							
	CO10							
Pre-requisite	Basics of Secondary Education and thinking							
Course Content	<p><b>UNIT – I</b>      <b>PERSPECTIVE AND CONTEXT OF SECONDARY AND HIGHER SECONDARY EDUCATION</b></p>							

1. Concept of Secondary and Higher Secondary Education: General Aims and Objectives, Nature and Characteristics, Scope and Functions
2. Historical Perspectives of Secondary and Higher Secondary Education in Pre - Independent India (brief review)
3. Nature and focus of Secondary and Higher Education in Post-Independent India (brief review)
4. Recommendations of Commissions and Policies on Secondary and higher secondary Education: Mudaliar commission, Kothari commission Yashpal Committee NPE 1986, POA 1992
5. Recommendations of Delors commission in terms of four pillars of education

## **UNIT – II**      **STRUCTURE OF SECONDARY AND HIGHER SECONDARY EDUCATION**

1. Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education(NCF - 2009)
2. Structure and Status of Secondary and higher secondary Education in India: **with context to different Boards:** State Boards, CBSC, ICSE, IGCSE and International Boards- Purpose and Functions, **with context to different types of Schools:** Government / aided /Unaided, Public, Kendriavidyalaya, Navodaya Vidyalaya, International Schools and schools for weaker sections, **with context to different streams:** Arts, Commerce, Science and Vocational; their significance, **with context to different levels:** National and State level, NCERT, SCERT, KV, NVS etc, **with context to Open schooling:** National and State Open schools-Objectives and Functioning, **with context to Nature and forms of inequality:** including dominant and minor groups , gender inequality in schooling, public - private schools, rural - urban - tribal schools
3. Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.
4. Global Perspectives: Secondary and Higher Secondary Education in England, France, USA, Australia, Japan, Russia, China,

## **UNIT – III**      **PROBLEMS AND CHALLENGES OF SECONDARY AND HIGHER SECONDARY EDUCATION**

1. Universalisation of Secondary Education
2. Alternative Schooling at Secondary Stage
3. Problems / challenges / strategies / intervention in relation to access, enrolment, wastage and stagnation, achievement and equality of Educational opportunities
4. Education for girls, disadvantaged and differently able children

	<p>and slow learners and interventions to solve the problems</p> <ol style="list-style-type: none"> <li>5. Classroom discipline, under achievement, lack of motivation, delinquency and maladjustment</li> <li>6. Teaching-learning for adolescents</li> <li>7. Exposure to integrated and subject specific streams, guidelines and counseling strategies to meet changing physiological and sociological requirements.</li> <li>8. Education for Multiple Intelligence</li> </ol> <p><b>UNIT – IV      NEW TRENDS AND INNOVATION IN SECONDARY AND HIGHER SECONDARY EDUCATION</b></p> <ol style="list-style-type: none"> <li>1. Universalization of Secondary and Higher Secondary Education: Need, Challenges and Actions.</li> <li>2. Rashtriya Madhamik Shiksha Abhiyan (RMSA)- Objectives and Functioning</li> <li>3. Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning</li> <li>4. Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination, No Examination</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>1. Chopra, R.K. (1993) <i>Status of Teachers in India</i>, NCERT, New Delhi.</li> <li>2. Cohen Louis, Minion Lawrence &amp; Morrison, Keith (2004). <i>A Guide to Teaching Practice (5th edition)</i>. Rout ledge Falmer. London and New York.</li> <li>3. Govt. of India (1953) <i>Report of Secondary Education Commission</i>, New Delhi.</li> <li>4. Govt. of India (1996) <i>Indian Education Commission (1964-66) Report</i>. New Delhi.</li> <li>5. Government of India (1992). Report of core group on value orientation to education. New Delhi: Planning Commission, Government of India.</li> <li>6. Govt. of India - (1986/1992) <i>National Policy of Education, 1992 Modification and their POA's</i>, MHRD, Dept. of Education.</li> <li>7. Govt. of India, MHRD (2005). <i>Universilisation of Secondary Education: Report of the CABE Committee</i>, New Delhi</li> <li>8. Kaur, B. (2006). <i>Teaching peace, conflict and pride</i>. New Delhi: Penguin Books.</li> <li>9. Kumar,Arvind (2003). <i>Environmental challenges of the 21<sup>st</sup> century</i>. New Delhi:APH Publishing Corporation</li> <li>10. Kumar,Krishna (1996). <i>Learning from conflict</i>. New Delhi: Orient Longman.</li> <li>11. Malhotra, P.L. (1986) <i>School Education in India: Present Status and Future</i></li> </ol>

	<p><i>Needs</i> NCERT, New Delhi.</p> <p>12. Ministry of Law and Justice (2009) Right to education. New Delhi: Govt. of India.</p> <p>13. Mohammad Miyan (2004). <i>Professionalisation of Teacher Education</i>. New Delhi. Mittal Publications</p> <p>14. NCERT(2005). National Curriculum Framework 2005. New Delhi: NCERT</p> <p>15. NCTE. (1998). <i>Policy Perspective in Teacher Education- Critique and Documentation</i>. NCTE New Delhi.</p> <p>16. NCTE (1998). <i>Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education</i>. New Delhi.</p>
Teaching Methodology	Group discussion, lecture-cum-discussion, panel discussion, symposium, preparation of reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.
Evaluation Methods	30% Internal assessment based on class attendance, participation, assignment, internal examination, etc. 70% External based on semester end University examination

### **Course: 304SCCECurriculum, Management and Pedagogy in Elementary Education**

Course Code	<b>304</b>	
Course Title	<b>Curriculum, Management and Pedagogy in Elementary Education</b>	
Credit	4	
Teaching per Week	5 Hrs	
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)	
Effective From	June 2016	
Purpose of Course	The purpose of the course is to make the student understand the nature and functions of curriculum, and management of elementary education and acquire pedagogical skills to work in the field of elementary education.	
Course Objective	To make students acquainted with concepts of curriculum and management of elementary education and develop pedagogical understanding and skills.	
Course Outcomes	The students will:	
	<b>CO1</b>	To develop insight for curriculum in elementary education
	<b>CO2</b>	To develop an understanding of underlying principles of curriculum development at elementary stage
	<b>CO3</b>	To understand administration and management at elementary school level
	<b>CO4</b>	To acquaint with child centered pedagogy
<b>CO5</b>	To understand effective uses of various methods and	

		approaches of teaching language, mathematics, science, social/environmental science, arts and physical education at elementary level						
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
Pre-requisite	Basics of Education and thinking							
Course Content	<p><b>UNIT – I</b></p> <p><b>Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Meaning and Concept of Curriculum at Elementary School Level (Standard 1 to 8)</li> <li>2. Aims and Objectives of Curriculum at Elementary School Level</li> <li>3. Guiding principles of curriculum development for elementary education</li> <li>4. Planning of curriculum for curricular areas (as suggested in NCF 2005) <ul style="list-style-type: none"> <li>• Language</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Sciences</li> <li>• Art Education</li> <li>• Health and Physical Education</li> </ul> </li> <li>5. Material and Aids for curriculum transaction at elementary School Level : Textbooks, Reference Books, Teachers’ handbook, Library, Laboratories, Teaching Aids, Digital Recourses (characteristics,</li> </ol>							

## **UNIT – II**

### **Management**

1. School Management (Meaning, Concept, Need, Importance)
2. Management structure at different level (Institutions, their organization, functions, roles and responsibilities) : National, State, District (including Municipal Corporation), Block, Cluster, School (including SMC)
3. Availability and Management of Resources:
  - Physical Resource Management – Management of the School plan
  - Human Resource Management – Management of the School Staff,
  - Delegation of Roles and Responsibilities (Need and Relevance)
  - Democratic Decision Making: Need and Purpose
  - Financial Resource Management : Process and Procedure
4. School Supervision: Concept, Need, Purpose
5. Appointment process of Principals and Teachers at Elementary School Level in Gujarat
6. Assessment and Accreditation initiative in Gujarat: Gunotsav (merits and demerits)

## **UNIT – III**

### **Pedagogy- I**

1. Child centered pedagogy: Concept, Learners in Context, Development and Learning
2. Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving
3. Pragna Approach at Elementary School level
4. Language(s): factors influencing language development, objectives of teaching mother-tongue/language(s) & Secondary languages,
5. Language Skills Development: Pedagogy for development of listening skills, speaking skills, reading skills, and writing skills

## **UNIT – IV**

### **Pedagogy- II**

1. Mathematics: objectives of teaching mathematics for elementary school, problems in mathematics education, strategies for teaching concepts, principles, computational and drawing skills and problem solving abilities in mathematics; laboratory approach to learning mathematics
2. Science: objectives of teaching science for elementary school, Constructivist approaches and methods for teaching science (Experimental Method, Project Method, Problem Solving Method, Guided Discovery Method, Brain storming, Simulation, Role play)
3. Social Science/Environmental Studies: objectives of teaching

	<p>Social Science/Environmental Studies for elementary school, organization of learning experiences, observation, investigation and exploration of the social world and environment of the child</p> <p>4. Art Education and Health &amp; Physical Education: Objectives and instructional strategies</p> <p>5. School based Continuous and Comprehensive Evaluation at Elementary School Level(Present Practice)</p>
Reference Books	<ol style="list-style-type: none"> <li>1. Baur, G.R &amp; others (1976): <i>Helping Children Learn Mathematics: A Competency Based Laboratory Approach</i>. Cummings Publishing Co.</li> <li>2. Chastain, K. (1970):<i>The Development of Modern Language Skills–Theory to Practice</i>. Rand Menally &amp; Co., Chicago.</li> <li>3. Dunkin, M.J. (Ed.)(1987):<i>The International Encyclopedia of Teacher and Training Education</i>, Pergamon Press, N.Y.</li> <li>4. Erickson, H.L. (2002): <i>Concept-based Curriculum and Instruction</i>. Crown Press, Inc. California.</li> <li>5. Jangira, N.K. &amp; Ajit Singh. (1992): <i>Core Teaching Skills– A Microteaching Approach</i>,</li> <li>6. NCERT–New Delhi. Kauchak, D.P. &amp; Paul, D. Eggen (1998): <i>Learning and Teaching</i>. Allen &amp; Bacon. Sydney.</li> <li>7. MHRD (1986)- <i>Towards a Human and Enlightened Society– Review of NPE</i>, New Delhi.</li> <li>8. NCERT (2005): <i>National Curriculum Framework</i>, New Delhi.</li> <li>9. <i>National Curriculum for Elementary and Secondary Education (1998) – A Framework</i>, NCERT, New Delhi.</li> <li>10. Petty, W.T. (1978): <i>Curriculum for the Modern Elementary School</i>, Rand Menally College Public Co, Chicago.</li> <li>11. Rubin, D.(1980): <i>Teaching Elementary Language Arts</i>, Holt Reinhart &amp; Winsten, N. York.</li> <li>12. Singh, L.C. (Ed.) (1987): <i>Teacher Education–A Resource Book</i>, NCERT, New Delhi.</li> <li>13. <i>The Study of Primary Education –A Source Book</i>, Volume I &amp; II, 1984</li> <li>14. Victor &amp; Learner (1971): <i>Readiness in Science Education for the Elementary School</i>, McMillan Co., N.Y.</li> <li>15. Wragg, E.C. (1984):<i>Classroom Teaching Skills</i>, Croom Helm, London</li> <li>16. Anderson, C and K. Roth. (1992). Teaching for meaningful and self regulated learning of science. <i>Advances in Research of Teaching</i>, Vol. I, J. Brophy, ed. Greenwich, Conn: JAI.</li> </ol>

	<p>17. Kurrian, J. (1993). <i>Elementary Education in India</i>. New Delhi: Concept Publication.</p> <p>18. દવે, જે., પટેલ, એમ., પટેલ, વી., શેલત, એન., ને જોશી, પી.(૧૯૯૭). અધ્યાપન અધ્યયનપ્રવિધિ, અને શૈક્ષણિક માપન અને મુલ્યાંકન અને આંકડાશાસ્ત્ર.અમદાવાદ :બી.એસ.શાહપ્રકાશન.</p> <p>19. પટેલ, એમ. (૧૯૯૭). પ્રાથમિક શિક્ષણ એક અવલોકન. અમદાવાદ: શ્વેતા પ્રકાશન.</p> <p>20. <a href="http://gcertgujarat.blogspot.in/">http://gcertgujarat.blogspot.in/</a></p> <p>21. <a href="http://gujarat-education.gov.in/ssa/projects/pragna_project.htm">http://gujarat-education.gov.in/ssa/projects/pragna_project.htm</a></p> <p>22. <a href="http://www.gunotsav.org/">http://www.gunotsav.org/</a></p>
Teaching Methodology	Group discussion, Self Study, Seminar/ Presentation, Group and individual field-based assignments
Evaluation Methods	30% Internal assessment based on class attendance, participation, assignment, internal examination, etc. 70% External based on semester end University examination

**Course: 304 SCCS Curriculum, Management and Pedagogy in Secondary Education**

Course Code	<b>304</b>												
Course Title	<b>Curriculum, Management and Pedagogy in Secondary Education</b>												
Credit	4												
Teaching per Week	5 Hrs												
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)												
Effective From	June 2016												
Purpose of Course	The purpose of the course is to make the student understand the nature and functions of curriculum, and management of secondary education and acquire pedagogical skills to work in the field of secondary education.												
Course Objective	To make students acquainted with concepts of curriculum and management of secondary education and develop pedagogical understanding and skills.												
Course Outcomes	<p>The students will:</p> <table border="1" style="width: 100%;"> <tr> <td><b>CO1</b></td> <td>To develop insight for curriculum in secondary education</td> </tr> <tr> <td><b>CO2</b></td> <td>To develop an understanding of underlying principles of curriculum development at secondary stage</td> </tr> <tr> <td><b>CO3</b></td> <td>To understand administration and management at secondary school level</td> </tr> <tr> <td><b>CO4</b></td> <td>To acquaint with pedagogy for secondary level education.</td> </tr> <tr> <td><b>CO5</b></td> <td>To understand effective uses of various models of teaching</td> </tr> <tr> <td><b>CO6</b></td> <td>To develop insight for assessment at secondary school level.</td> </tr> </table>	<b>CO1</b>	To develop insight for curriculum in secondary education	<b>CO2</b>	To develop an understanding of underlying principles of curriculum development at secondary stage	<b>CO3</b>	To understand administration and management at secondary school level	<b>CO4</b>	To acquaint with pedagogy for secondary level education.	<b>CO5</b>	To understand effective uses of various models of teaching	<b>CO6</b>	To develop insight for assessment at secondary school level.
<b>CO1</b>	To develop insight for curriculum in secondary education												
<b>CO2</b>	To develop an understanding of underlying principles of curriculum development at secondary stage												
<b>CO3</b>	To understand administration and management at secondary school level												
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<b>CO5</b>	To understand effective uses of various models of teaching												
<b>CO6</b>	To develop insight for assessment at secondary school level.												

Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
	CO6							
Pre-requisite	Basics of Education and thinking							
Course Content	<p><b>UNIT – I Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Meaning and Concept of Curriculum at Secondary School Level (Standard 9 to 12).</li> <li>2. Aims and Objectives of Curriculum at Secondary School Level</li> <li>3. Guiding principles of curriculum development for secondary education</li> <li>4. Planning of curriculum for curricular areas (as suggested in NCF 2005) <ul style="list-style-type: none"> <li>• Language</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Sciences</li> <li>• Art Education</li> <li>• Health and Physical Education</li> </ul> </li> <li>5. Material and Aids for curriculum transaction at secondary School Level :Textbooks, Reference Books, Teachers’ handbook, Library, Laboratories, Teaching Aids, Digital Recourses (characteristics, merits and demerits)</li> </ol> <p><b>UNIT – II Management</b></p> <ol style="list-style-type: none"> <li>1. School Management (Meaning, Concept, Need, Importance)</li> <li>2. Management structure at different level (Institutions, their organization, functions, roles and responsibilities) :National, State, District (including Municipal Corporation), School</li> <li>3. Availability and Management of Resources: Physical Resources, Human Resources and Financial Resources</li> <li>4. School Supervision: Concept, Need, Purpose</li> <li>5. Appointment process of Principals and Teachers at Secondary School Level in Gujarat</li> <li>6. Assessment and Accreditation initiative in Gujarat</li> </ol> <p><b>UNIT – III Pedagogy- I</b></p> <ol style="list-style-type: none"> <li>1. Child centered pedagogy: Concept, Learners in Context, Development and Learning</li> <li>2. Concept of critical pedagogy</li> <li>3. Constructivism and Social Constructivism (Concept, implication</li> </ol>							

	<p>for secondary school curriculum transaction)</p> <p>4. Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving</p> <p>5. Instructional Objectives: Bloom's taxonomy, Revised Bloom's taxonomy (Anderson and Krathwohl), Ways to state and use instructional objectives (Mager's recommendations, Gronlund's recommendations) Formulation of instructional objectives (Gro</p> <p>6. Information Processing Theory and Model</p> <p><b>UNIT – IV Pedagogy- II</b></p> <p>1. Learning Tactics: Rehearsal, Mnemonic Device, Self-Questioning, Note taking</p> <p>2. Models of Teaching: Concept, characteristics, and importance</p> <p>3. Models of Teaching:</p> <ul style="list-style-type: none"> <li>• Self-Control Model</li> <li>• Concept Attainment Model</li> <li>• Inductive Thinking Model</li> <li>• Advance Organizer Model</li> <li>• John Keller's ARCS Model of Motivational Design</li> </ul> <p>4. School based Continuous and Comprehensive Evaluation at Elementary School Level (Present Practice)</p>
Reference Books	<p>1. Aggarwal, Deepak (2007): <i>Curriculum development: Concept, Methods and Techniques</i>. New Delhi. Book Enclave.</p> <p>2. Bhattacharya S. P. (1994). <i>Models of Teaching</i>. New Delhi: Regency Publications.</p> <p>3. Biehler, R. F., &amp; Snowman, J. (1993). <i>Psychology applied to teaching (7<sup>th</sup> ed.)</i>. Boston: Houghton Mifflin.</p> <p>4. Erickson, H.L. (2002): <i>Concept-based Curriculum and Instruction</i>. Crown Press, Inc. California.</p> <p>5. Joyce, B. R., Weil, M. and Calhoun, E. (2011). <i>Models of Teaching (7<sup>th</sup> Ed.)</i>. USA: Pearson Education.</p> <p>6. Kauchak, D.P. &amp; Paul, D. Eggen (1998): <i>Learning and Teaching</i>. Allen &amp; Bacon. Sydney.</p> <p>7. Kelley, C. (2012). <i>High school substitute teacher's guide: You can do this!</i> CreateSpace Independent Publishing Platform.</p> <p>8. Larson, B. E., &amp; Keiper, T. A. (2011). <i>Instructional strategies for middle and</i></p>

*secondary social studies: Methods, assessment, and classroom management.*New York: Routledge.

9. NCERT (2005): *National Curriculum Framework*, New Delhi.
10. Savage, J. (2014). *Lesson planning: Key concepts and skills for teachers.* Routledge
11. Waring, M., & Evans, C. (2014). *Understanding pedagogy: Developing a critical approach to teaching and learning.*Routledge.
12. ચૌધરી ,આર .,બી).૧૯૯૯ .(ભારતીય શિક્ષણની વિત્તીય વ્યવસ્થા .અમદાવાદ :યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
13. ચૌધરી ,આર .,બી).૨૦૧૦ .(વિદ્યાલયોમાં નિરીક્ષણ-વ્યવસ્થા અને માનવ-સંબંધો .અમદાવાદ: પ્રમુખ પ્રકાશન.
14. દવે ,જે .,પટેલ ,એમ .,પટેલ ,વી .,શેલત ,એન .,ને જોશી ,પી).૧૯૮૭ .(અધ્યાપન-અધ્યયન પ્રવિધિ ,અને શૈક્ષણિક માપન અને મુલ્યાંકન અને આંકડાશાસ્ત્ર.અમદાવાદ :બી.એસ.શાહ પ્રકાશન.
15. દેસાઈ ,ડી .એમ .ને .ચૌધરી ,આર .,બી).૧૯૯૭.( શૈક્ષણિક આયોજન.અમદાવાદ :યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
16. દોંગા, એન) .૨૦૦૭ .(શિક્ષણનું મનોવિજ્ઞાન.રાજકોટ :નિજિજન સાયકો સેન્ટર..
17. દોંગા ,એન) .૨૦૧૦ .(શિક્ષણનું મનોવિજ્ઞાન )૨જી આવૃત્તિ.( અમદાવાદ :નીરવ પ્રકાશન.
18. ભોગાયતા ,સી) .૨૦૦૩ .(અધ્યાપન પ્રયોજિત મનોવિજ્ઞાન. અમદાવાદ:પાર્શ્વ પ્રકાશન.

Teaching Methodology	Group discussion, Self Study, Seminar/ Presentation, Group and individual field-based assignments
Evaluation Methods	30% Internal assessment based on class attendance, participation, assignment, internal examination, etc. 70% External based on semester end University examination

### Course: 305 Internship – Related to Specialization

Course Code	305
Course Title	Internship – Related to Specialization
Credit	4
Teaching per	Students do internship in school for 4 weeks

Week																									
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)																								
Effective From	June 2017																								
Purpose of Course	The purpose of the course is to provide real field experience of the future profession.																								
Course Objective	To make students acquainted with the knowledge, understandings and skills for future profession.																								
Course Outcomes	The students will:  <b>CO1</b> Acquire knowledge and skills required for the future profession. <b>CO2</b> Work as a professional in an educational institute.																								
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1								CO2							
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7																		
CO1																									
CO2																									
Pre-requisite	Basics of education and selected field of specialization.																								
Course Content	<ol style="list-style-type: none"> <li>1. Each internship has duration of 04 Weeks</li> <li>2. Should be Design with the previous concern, guidance and collaboration of the Host Institute about suggesting aspects for study/work/focus.</li> <li>3. Faculty and Mentor Teacher of the Host institution should be consulted in advance.</li> <li>4. It should be seen as a mentor component by a Faculty and a Mentor Teacher from the Host Institution to guide a group of 3 - 5 students.</li> <li>5. Orientation for students and Mentor Teacher and faculty should be organized before organizing the Internship.</li> </ol>																								
Reference Books	Students refer library and online resources																								
Teaching Methodology	Field Based Work (Internship)																								
Evaluation Methods	100% External assessment by the mentor of the host institution on the bases of attendance, work performed by the student in the institute and professional skills developed by the student.																								

### **Course: 306 Research Paper Writing Workshop and Presentation**

Course Code	<b>306</b>
Course Title	<b>Research Paper Writing Workshop and Presentation</b>
Credit	1
Teaching per Week	2 Hrs
Minimum	15 (Including Classwork, examination, preparation, holidays etc.)

weeks per Semester																									
Effective From	June 2016																								
Purpose of Course	The purpose of the course is to make the student understand the concept, component and procedure of research paper and acquire skills to prepare and present research paper.																								
Course Objective	To make students acquainted with the skills of preparing and presenting research paper.																								
Course Outcomes	The students will: <b>CO1</b> Understand the concept of research paper and components of a research paper. <b>CO2</b> Develop the skills to prepare and present research paper.																								
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1								CO2							
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7																		
CO1																									
CO2																									
Pre-requisite	Basics of education, academic writing and educational research.																								
Course Content	A workshop for research paper writing Students will prepare a research paper under the guidance of a faculty. Students will present their paper in front of peers and a panel of faculty.																								
Reference Books	Online/offline resources for educational research.																								
Teaching Methodology	To be carried out under close mentorship/guidance of a Faculty member .Daily regular guidance cum tutorial period is arranged in time-table.																								
Evaluation Methods	100% Internal assessment based on the research paper prepared and its presentation																								

**Course: 307 Preparation of Reflective report of any two educational articles published in newspaper related with specialization**

Course Code	<b>307</b>
Course Title	<b>Preparation of Reflective report of any two educational articles published in newspaper related with specialization</b>
Credit	1
Teaching per Week	2 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016

Purpose of Course	The purpose of the course is to develop the skill of reflection on the current educational articles published in the newspaper.							
Course Objective	To make students acquainted with the skill of reflection and academic writing .							
Course Outcomes	The students will:  <b>CO1</b> Review the newspaper articles. <b>CO2</b> Prepare a reflective report.							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
Pre-requisite	Basics of education and academic writing.							
Course Content	The Students identifies two newspaper articles related with the specialization they choose. Students will prepare a reflective report by reviewing the newspaper article under the guidance of a faculty.							
Reference Books	Newspapers							
Teaching Methodology	To be carried out under close mentorship/guidance of a Faculty member .Daily regular guidance cum tutorial period is arranged in time-table.							
Evaluation Methods	100% Internal assessment based on the reflective report submitted by the student.							

### **Course: 308 Dissertation Guidance : Draft of Fourth Chapter**

Course Code	<b>308</b>
Course Title	<b>Dissertation Guidance : Draft of Fourth Chapter</b>
Credit	1
Teaching per Week	2 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to make students capable for analyse and interpret the data collected for their research work.
Course Objective	To make students acquainted with the skill data analysis and interpretation.

Course Outcomes	The students will:  <b>CO1</b> Analyse the data using appropriate statistical method. <b>CO2</b> Make interpretation of the analysed data <b>CO3</b> Write the fourth chapter of their research report (M.Ed. Dissertation)							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
Pre-requisite	Basics of educational research.							
Course Content	M.Ed. Dissertation Chapter 4 (Data analysis and Interpretation)							
Reference Books	Online/offline resources for educational research.							
Teaching Methodology	To be carried out under close mentorship/guidance of a Faculty member. Daily regular guidance cum tutorial period is arranged in time-table.							
Evaluation Methods	100% Internal assessment based on the research report submitted by the student.							

**M.Ed. Semester – 4**

<b>Paper Code</b>	<b>Subjects /Curriculum component</b>	<b>Credit</b>	<b>T Cr</b>	<b>P Cr</b>	<b>Internal Assessment (marks)</b>	<b>External Assessment (marks)</b>	<b>Total Marks</b>
401 PCC	History And Political Economy of Education	4	3	1	30	70	100
402 ESTC	Elective Specialization Thematic course -1 (Select any one of the following) 1. <b>Pedagogy and Assessment</b> 2. <b>Educational Management and Leadership</b> 3. <b>Inclusive Education</b> 4. <b>Educational Policy and Policy Research</b> 5. <b>Educational Finance in India</b>	4	3	1	30	70	100
403 ESTC	Elective Specialization Thematic course -2 (Select any one of the following) 1. <b>ICT in Education</b> 2. <b>Educational Administration and Leadership</b> 3. <b>Guidance and counselling</b> 4. <b>Value Education and Human Rights</b> 5. <b>Planning in Education</b>	4	3	1	30	70	100
404 TE –FE	Internship – Related to Specialization	4		4		100	100
<b>405 RPD</b>	Dissertation G u i d a n c e , Submission and Viva-voce	4		4		100	100
	<b>Total</b>	<b>20</b>	<b>9</b>	<b>11</b>	<b>90</b>	<b>410</b>	<b>500</b>

**M.Ed. Semester- 4**

**Course: 401: HISTORY AND POLITICAL ECONOMY OF EDUCATION**

Course Code	<b>401</b>
Course Title	<b>History And Political Economy of Education</b>
Credit	4

Teaching per Week	5 Hrs							
Minimum weeks per Semester	15 (Including Class work, practical Self Learning , examination, field work, holidays etc.)							
Effective From	June 2016							
Purpose of Course	The purpose of the course is to make students familiar with History Of Education In India, National Educational Movement, Politics In Education And Education And Economic Development							
Course Objective	<ul style="list-style-type: none"> <li>• To develop knowledge and understanding of the history of education.</li> <li>• To understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees.</li> <li>• To get acquainted with the different aspects of growth of the national system of education.</li> <li>• To get acquainted with the role of politics in education.</li> <li>• To get acquainted with the role of education in economic development</li> </ul>							
Course Outcomes	<p><b>CO1:</b> Explain the students the concept of insight of the History Of Education In India, National Educational Movement, Politics In Education And Education And Economic Development.</p> <p><b>CO2 :</b>Explain students the understanding of historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees</p> <p><b>CO3:</b> Explain students To get acquainted with the different aspects of growth of the national system of education.</p> <p><b>CO4 :</b> Explain students to get aware with the role of politics in education.</p> <p><b>CO5 :</b> Explain students to get familiar the role of education in economic development.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
Pre-requisite	Basics of Educational- History aspects, Political aspects and Economics aspects.							

Course Content

- UNIT – I HISTORY OF EDUCATION IN INDIA**
1. Need and importance of History of Education.
  2. Education in Ancient India: Vedic, Buddhist, Jain, Islamic (aim, objective, curriculum, method of teaching and evaluation, impact on present education)
  3. Education in Medieval India: Macaulay’s Minute, Woods Dispatch, Sargent commission (merit- demerit ,impact on present education)
  4. Discontentment against western system of education
- UNIT – II NATIONAL EDUCATIONAL MOVEMENT**
1. Brief Review: University Education Commission:1948, Secondary Education Commission: 1952-53, Indian Education Commission: 1964-66, National policy on education 1968, New education policy 1986
  2. New National Policy of Education: 1992(POA), Review of NCF 2005, and NCFTE 2009, Review of Yashpal committee report on Indian Higher education 2009, Review of RTE Act 2009
- UNIT – III POLITICS IN EDUCATION**
1. Relationship between education and political systems.
  2. Education in democracy with reference to multicultural & multilingual societies.
  3. Constitutional provisions for education in India
  4. New trends, problems and their possible solution of Indian Education system (primary to higher education)
  5. Globalization and politics of Education
- UNIT – IV EDUCATION AND ECONOMIC DEVELOPMENT**
1. Concept and Importance of Human Capital, Education and Human Capital Formation
  2. Contribution of Education to Economic growth: Critical and Empirical Analysis, Social and Private Cost, Opportunity Cost and Unit Cost
  3. Constitutional provisions for education in India
  4. Education as an Investment, Returns/Benefits from Educational Investment
  5. Manpower approach for Educational planning, management and finance

Reference Books	<ol style="list-style-type: none"> <li>1. Aggarwal, J.C. (2004) <i>Development of Education System in India</i>. New Delhi: Shipra.</li> <li>2. Aggarwal, J.C. (2004) <i>Modern Indian Education</i>. New Delhi: Shipra.</li> <li>3. Ansari, M.M., (1987) <i>Education and Economic Development</i> New Delhi, AIU Publication.</li> <li>4. Banerjee, J.P. (1979) <i>Education in India : Past, Present, Future</i>. Calcutta: Gupta and Co. (Pvt.) Ltd.</li> <li>5. Basu, A.N.(1947) <i>Education in Modern India</i>. Calcutta: Orient Book Co.</li> <li>6. Dharmpal: <i>Collected Writings Vol. III, The Beautiful Tree (Indigenous Indian Education in the Eighteenth Century)</i>, Other India Press, Mapusa Goa. (Gujarati/ Hindi Translation is available with the title: RALIYAMNU VRUKSHA Punarutthan Trust,9/B, Anand Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad-28)</li> <li>7. <i>Indian Year Book on Education (Elementary Education)</i>. (1964) New Delhi: NCERT.</li> <li>8. Mukherjee, L. (1975) <i>Comparative Education</i>. Bombay: Allied Publishers.</li> <li>9. Mukherjee, S.N. (1964). <i>Education in India, Today and Tomorrow</i>. Baroda: Acharya Book Depot.</li> <li>10. Mukherjee, S.N. (1966). <i>History of Education in India (Modern Period)</i> Baroda: Acharya Book Depot.</li> <li>11. Naik, J.P.(1965) <i>Educational Planning in India</i>. Bombay :Allied Publishers .</li> <li>12. Prakash Sri. &amp; Choudhury, S. (1994) <i>Expenditure on Education: Theory, Models and Growth</i> New Delhi, NIEPA</li> <li>13. <i>Report of the Education Commission (1964-66) Education and National Development</i>. New Delhi: NCERT.</li> <li>14. <i>Report of the Secondary Education Commission (1952-53)</i> Ministry of Education and Social Welfare. New Delhi: Government of India.</li> <li>15. <i>Report of the University Education Commission (1948-49)</i> Ministry of Education Government of India.</li> <li>16. Sharma, R L. (2006) <i>Comprehensive History of Modern Education</i>. New</li> </ol>
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	<p style="text-align: center;">Delhi: Cyber Tech Publications.</p> <p><b>17.</b> Sharma,S.(2005) <i>History and Development of Higher Education in free India</i>. Jaipur; ABD Publishers.</p> <p><b>18.</b> Sodhi, T. S. (1978) <i>Education and Economics Development</i> Ludhiana, Mukand Publications.</p> <p><b>19.</b> Tilak, J.B.G. (1987) <i>Economics of Inequality in Education</i> New Delhi, Sage Publications.</p> <p><b>20.</b> Sethi, Vinita, (1997) <i>Educational Development and Resource Mobilization</i> New Delhi, Kanishka Publication.</p> <p><b>21.</b> Tilak, J.B.G. (1987) <i>Economics of Inequality in Education</i> New Delhi, Sage.</p>
Teaching Methodology	The course would be taught through participatory approaches including Lecture, Symposium, Workshop, Panel Discussion, Case Study, Experiments , Problem solving Film Show.
Evaluation Method	30% Internal assessment based on class attendance, participation, practicum, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

**Course: 402: Pedagogy and Assessment (Elective paper-1)**

Course Code	<b>402</b>
Course Title	<b>Pedagogy and Assessment</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Class work, Examination, Preparation, Holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to develop individual well equipped with pedagogical and assessment skills that orchestrate and promote student learning among teachers..
Course Objective	To make students acquainted with concepts of Pedagogy and Assessment and its applications in teaching-learning process, and to develop pedagogical skills in them.
Course Outcomes	<p>Students will be able</p> <p><b>CO1</b> To explain the concept of Pedagogy.</p> <p><b>CO2</b> To describe the concept of Child Centered pedagogy.</p> <p><b>CO3</b> To Understand the Tools and Techniques of Pedagogy</p> <p><b>CO4</b> To know and understand the history and concept of Assessment.</p>

	<p><b>CO5</b> To develop an understanding of the concepts of measurement, evaluation and assessment.</p> <p><b>CO6</b> To differentiate between measurement and evaluation.</p> <p><b>CO7</b> To Understand the Tools and Techniques of Assessment.</p> <p><b>CO8</b> To develop desirable skills, attitude and values in implementation of tools and techniques of Pedagogy.</p> <p><b>CO9</b> To develop desirable skills, attitude and values in implementation of tools and techniques of Assessment.</p>
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Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
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	CO6							
	CO7							
	CO8							
	CO9							

Pre-requisite	Basic concept of Education, Components of teaching-learning process , Psychological theories and principles, Bloom Taxonomy, Knowledge of fundamentals of Technology and basic technological Skills
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Course Content	<p><b>UNIT – I      CONCEPT OF PEDAGOGY</b></p> <p><b>1.</b> Pedagogy: Meaning, Scope and Objective</p> <p><b>2.</b> Child centered pedagogy: Development of Concept, Understanding, Logical Reasoning, Critical Thinking and Problem solving.</p> <p><b>3.</b> Devices of teaching: Meaning, Importance &amp; Types. (Teaching-Fixed)</p> <p><b>UNIT – II      TECHNIQUES OF PEDAGOGY</b></p> <p><b>1.</b> Techniques of Teaching: Lecture, Questioning, Project, Team Teaching, Workshop, Panel Discussion &amp; Assignment</p> <p><b>2.</b> Memory Level ( Herbetian Model), Understanding Level (Morrison Teaching Model) &amp; Reflective level (Biggs and Hunt teaching Model)</p> <p><b>3.</b> Use of Blogs, YouTube, Digital Encyclopedia &amp; Ted talks</p>
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	<p><b>UNIT – III ASSESSMENT IN TEACHING-LEARNING</b></p> <ol style="list-style-type: none"> <li>1. Assessment-History, concept, Difference between – Measurement, Evaluation &amp; Assessment</li> <li>2. Importance of Assessment</li> <li>3. Formative and Summative Assessment</li> <li>4. Assessment for Learning: Concept &amp; Principles</li> </ol> <p><b>UNIT – IV TOOLS &amp; TECHNIQUES OF ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Characteristics of Good Assessment Tools</li> <li>2. Assessment Tools: Teacher made Test, Diagnostic Test, Checklist, Rubric and Portfolio</li> <li>3. Assessment Techniques: Writing, Oral, Observing, Projects, Interview, Continues &amp; Comprehensive Assessment</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>1. Blooms, et. Al., (1966): Taxonomy of Educational Objectives: Hand Book,(1) Cognitive Domain, New York: David Mckay Co.</li> <li>2. Bloom Hatings and Madaus (1971): Handbook on Formative &amp; Summative Evaluation of Student Learning New York: McGraw Hill Book Co.</li> <li>3. Eble Robert, L (1966): Measuring Educational Achievement New Delhi:Prentice Hall.</li> <li>4. Furst, E.J. (1958): Constructing Evaluation Instrument New York: David Mckay Co.</li> <li>5. Groundland, N.E. (1958): Constructing Evaluation Instruments New York: David Mckay Co.</li> <li>6. Groundland, N.E. (1976): Measurement and Evaluation in Teaching (3<sup>rd</sup> ed.) New York: Macmillan Co.</li> <li>7. Hills, J.R. (1976): Measurement and Evaluation in the classroom Columbus, Ohio: A Bell Howell Co.</li> <li>8. Krathwoh, et.al. (1966): Taxonomy of Educational Objectives: Handbook: 2, Affective domain, New York: David McKay Co.</li> <li>9. Lindquist Evert F. (1955) (Ed.): Educational Measurement Washington, America council on Education.</li> <li>10. Mangal S.K. &amp; Mangal, U. Essentials of Educational Technology.</li> <li>11. Meherens W.A. &amp; Lehman J.J. (1973): Measurement and Evaluation in Education in Education and psychology New York: Holt, Rinehart &amp; Winston, Inc.</li> <li>12. Mager Robert F. (1962): Preparing Instructive Objectives Palo, Alto, California: Fearin Publishers.</li> <li>13. Nunnaly, J.C. (1964): Educational Measurement and Evaluation New York: McGraw Hill Book Co.</li> <li>14. Patel R.S. (2009) Statistical Methods for Educational Research Ahmedabad: Jay Publication.</li> <li>15. Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version) LAP LAMBERT Academic Publishing GmbH &amp; Co. Saarbrucken, Germany.</li> <li>16. Popham W.J. (Ed.) (1971): Criterion Referenced Measurement Englewood Cliffs, N.J.: Education Technology pub.</li> <li>17. Thondike Robert, L &amp; Elizabeth P. Hagen (1961): Measurement and Evaluation in psychology and Education (2nd ed.) New York: Wiley.</li> </ol>

	<p>18. Tuckman, B.W. (1975): Measuring Educational Outcomes New York: Harcourt Brace, Javanovich, Inc.</p> <p>19. Wringghstone, J. Wayae (1956): Joseph Justman &amp; Iewing Robbins: Evaluation in Modern Education New York: America Book Co.</p> <p>20. Jha, A. S. (2009): Measurement and Evaluation Ahmedabad: Jay Publication</p>
Teaching Methodology	Lecture, Participatory Approaches- Classroom Interaction, Discussion, Debate, Library search and Self-Study, Field work
Evaluation Method	<p>30% Internal Assessment based on Class Attendance, Classroom Participation, Class test-quiz, practicum, Seminar, Internal examination, etc.</p> <p>70% External based on semester End University Examination</p>

### **Course 402: Educational Management and Leadership (Elective paper-2)**

Course Code	<b>402</b>
Course Title	<b>Educational Management and Leadership</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Class work, Examination, Preparation, Holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to develop required educational management skills and leadership skills among students needed for school management and classroom management.
Course Objective	To make the student understand the concepts, principles, strategies, and models of Educational management and leadership; to develop skills to manage human and non-human resources and to develop necessary skills to implement them in the school and classroom context.
Course Outcomes	<p>Students will be able</p> <p><b>CO1</b> To explain the meaning, nature, functions and principles of Educational Management.</p> <p><b>CO2</b> To explain the process of Educational Management.</p> <p><b>CO3</b> To develop insight and skills for the improvement the field of Education.</p> <p><b>CO4</b> To explain the meaning and importance of communication in Educational Management.</p> <p><b>CO5</b> To explain the meaning, importance and principles of human relations in education.</p> <p><b>CO6</b> To describe the concept of and need for management of</p>

	<p>education.</p> <p><b>CO7</b> To develop an understanding of leadership in the context of education.</p> <p><b>CO8</b> To manage performance and information systems in education.</p> <p><b>CO9</b> To develop an understanding of planned change and information management system in education.</p> <p><b>CO10</b> To understand concepts of time management, crisis management and anger management, and to develop time management, crisis management and anger management skills.</p>																																																																																								
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Pre-requisite	Basics of management and leadership, Basic concepts of Education, System Approach																																																																																								
Course Content	<p><b>UNIT – I EDUCATIONAL MANAGEMENT</b></p> <ol style="list-style-type: none"> <li>1. Definition and concept of management</li> <li>2. Concept, Need and Objectives of Management of Education, Fayol’s Principles of Management</li> <li>3. POSDCORB ( Planning, Organizing, Staffing, Directing, Co-ordination, Reporting, Budgeting) and PODC ( Planning, Organizing, Directing, Control) approaches</li> <li>4. Organizational context of management</li> <li>5. Educational Manager: Functions, Mintzberg’s Managerial Roles, Competencies and Skills, Managerial Creativity, Managerial Ethics</li> </ol> <p><b>UNIT – II PERFORMANCE AND RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS</b></p> <ol style="list-style-type: none"> <li>1. Scientific principles of management-CPM</li> <li>2. Nature and characteristics of resource in education.</li> <li>3. Need for resource management in education. ..Resources: Material resources, Human resource , Financial resource ( concept, need, principles)</li> </ol>																																																																																								

**4.** **Staff Development** : Need and Objectives of Staff Development, Approaches (Fragmented, Formalized, Focused), Methods and Process of Staff Development

**5.** **Managing People** : Crisis Management: Types of Crisis on the basis of Crisis, Responsibility, Stages of Crisis, Steps of Crisis Management, Role of Crisis Manager, Anger Management: Sources of Anger, Strategies for handling Anger, Time Management: Obstacles to Time Management, Strategies for Effective Use of Time, Maintaining Relationships with principal.

**UNIT – III** **EDUCATIONAL MANAGEMENT PRACTICE IN THE PRESENT DAY CONTEXT**

**1.** Meaning, nature, scope and principles of modern scientific management

**2.** Systems approach to operational management in education

**3.** **Performance Management:** Performance Management: Principles, Process and Concerns, Application of Performance Management: Individual Performance and its Relationship with Organizational Development, Concept of Pay for Performance in Education, Measuring Performance: Performance Appraisal with reference to its Purpose and Process, Tools and Techniques, Performance Based Assessment System (PBAS) with reference to Academic Performance

**4.** **Management of Information Systems:** Concept of Integrated Information. Management System, Types of Information Systems, Five Sub Systems of an Institution, Uses of Management Information System (MIS) in Education, Positive and Negative Impacts of Information System, Knowledge Management: Concept, Knowledge Management Process Model, The Japanese. Models. of Change: Just in Time, Poka yoke, Consensus Consultation Involvement, Kaizen, Flexibility and Teamwork

**UNIT – IV** **CONTROLLING AND LEADERSHIP STYLES IN EDUCATIONAL MANAGEMENT**

**1.** Centralization Vs. Decentralization styles in educational management

**2.** PERT, PPBS, Control and methods of controlling

	<p>,Control-diameter, unity of command</p> <p>3. System Evaluation, Programme Evaluation and Evaluation of Functionaries</p> <p>4. Leadership for effective management : Characteristics of Leader and Manager, Effective and Successful Leader to Leadership: Trait, Transformational, Transactional, Value Based, Cultural</p> <p>5. Theory and Practice: Blake and Mouton's Managerial Grid, Fiedler's Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory, Path Goal Theory</p>
Reference Books	<ol style="list-style-type: none"> <li>1. Andrew M.,(1970). <i>Management Development and Management by Objectives for the Line Manager</i>. Bombay : Somaya Publications Pvt. Ltd.</li> <li>2. Chandrasekaran, Premila, (1997). <i>Educational Planning and Management</i>. New Delhi : Sterling Publishers Pvt. Ltd.</li> <li>3. Ediger, M. &amp; Rao, D. B. (2007). <i>Improving School Administration</i>. New Delhi: Discovery publishing House.</li> <li>4. Goel, Aruna and Goel, S. L. (2009). <i>Educational Administration and Management An Integrated Approach</i>. New Delhi :Deep &amp; Deep Publications Pvt. Ltd.</li> <li>5. Hampton, David R., (1974). <i>Modern Management issues and Ideas</i>. New Delhi: Prentice Hall of India, Pvt. Ltd.</li> <li>6. Hyneryager, S. G. &amp; Heckman, T. (1980). <i>Human Relations in Management</i>. Bombay : Taraporvala &amp; Sons.</li> <li>7. Lundy, James L.(1964). <i>Effective Industrial Management</i>. New Delhi :Eurasia Publishing house, Pvt. Ltd.</li> <li>8. Mathur, S. S. (1967). <i>Educational Administration : Principles and Practices</i>.Jullander : Krishna Brothres.</li> <li>9. Mukerji, S. N. (1962). <i>Administration of Education, Planning and Finance</i>.Baroda ; Acharya Book Depot.</li> <li>10. Raviprakash, T. (2005). <i>Advance Educational Administration</i>.New Delhi : Kanishak Publishers.</li> <li>11. Robbins, S. P. (1998). <i>Organizational Behavior :Concepts, Controversies, Applications(8th Ed.)</i>. New Delhi : Prentice Hall of India.</li> <li>12. Sharma, B. M. (2008). <i>Classroom Administration</i>. New Delhi:Commonwealth Publishers.</li> <li>13. Sharma, R. C., (1968). <i>Theory of Educational Administration</i>. New Delhi : NCERT, Department of Educational Administration.</li> <li>14. Singh, B. (2006). <i>Modern Educational Administration</i>. New Delhi : Anmol Publication Pvt. Ltd.</li> <li>15. Yadav, S. (2006). <i>School Mangement and Pedagogies of Education</i>. New Delhi : Anmol Publication Pvt. Ltd.</li> </ol>
Teaching Methodology	Lecture, Group discussion, Self Study, Seminar/ Presentation, Group and individual field-based assignments/practicums

Evaluation Method	30% Internal Assessment based on Class Attendance, Classroom Participation, Class test-quiz, practicum, Seminar, Internal examination, etc. 70% External based on semester End University Examination
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**Course 402: Inclusive Education ((Elective paper-3)**

Course Code	<b>402</b>																																																																
Course Title	<b>Inclusive Education</b>																																																																
Credit	4																																																																
Teaching per Week	5 Hrs																																																																
Minimum weeks per Semester	15 (Including Class work, Examination, Preparation, Holidays etc.)																																																																
Effective From	June 2016																																																																
Purpose of Course	The purpose of the course is to bring about an understanding of the cultures, policies and practices' that need to be addressed in order to create and work in an inclusive school, and to identify the dominating threads that contribute to the psychosocial construct of disability and identity.																																																																
Course Objective	To make students acquainted with concepts of Inclusive Education and its applications in school and classroom level.																																																																
Course Outcomes	<p><b>CO1</b> Understand concept, meaning and significance of inclusive education</p> <p><b>CO2</b> Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers</p> <p><b>CO3</b> Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,</p> <p><b>CO4</b> Explain the nature of difficulties encountered by children</p> <p><b>CO5</b> Prepare knowledge, values and skills for inclusive schools, Analyze special education, integrated education, mainstream and inclusive education practices,</p> <p><b>CO6</b> and inclusive education practices,</p> <p><b>CO7</b> Identify and utilize existing resources for promoting inclusive practice.</p>																																																																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO7</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1								CO2								CO3								CO4								CO5								CO6								CO7							
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CO6																																																																	
CO7																																																																	
Pre-requisite	Concept of Disability, Types of Disability and their needs, Individual Differences																																																																
Course Content	<b>UNIT – I Introduction of Inclusive Education and Teacher Preparation</b>																																																																

1. Definition, concept and importance of inclusive education.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for education for all children in the context of right to education.
5. Teaching skills and competencies, Professional ethics
6. Institution training teachers for inclusive education, Professional growth of teachers and teacher educators

#### **UNIT – II**

##### **National and International Initiatives-I**

1. Recommendations of the Indian Education Commission (1964-66).
2. Scheme of Integrated Education for Disabled Children
3. National Policy on Education (NPE, 1986-92), The Persons with Disabilities Act (PWD Act, 1995) & National Curriculum Framework, 2005 NCERT
4. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
5. 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).
6. The World Conference on Special needs Education and the Salamanca, 1994 Statement and framework for action on Special Needs Education

#### **UNIT – III**

##### **National and International Initiatives-II**

1. Project PIED, IEDC Scheme 1974 AND 1981
2. DPEP, SSA.
3. Centrally sponsored Schemes, N.G.O involvement—teacher preparation
4. The Mental Health Act 1987.
5. Rehabilitation Council of India Act, 1992
6. The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

#### **UNIT – III**

##### **National and International Initiatives-II**

1. Project PIED, IEDC Scheme 1974 AND 1981
2. DPEP, SSA.
3. Centrally sponsored Schemes, N.G.O involvement—teacher preparation
4. The Mental Health Act 1987.
5. Rehabilitation Council of India Act, 1992
6. The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple

	<p style="text-align: center;"><b>Disabilities Act 1999.</b></p> <p><b>UNIT – IV Current Issues in Inclusive Education</b></p> <ol style="list-style-type: none"> <li>1. Inclusion of all children with diverse needs in existing schools</li> <li>2. Early identifications and placement in inclusion,</li> <li>3. Development of plus curriculum</li> <li>4. Coordination and utility of resources</li> <li>5. N.C.F and adaptation of teaching learning material</li> <li>6. Research priority in inclusive education</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>1. Ainscow, M., Booth. T (2003): <i>The Index for Inclusion: Developing Learning and Participation in Schools</i>. Bristol: Center for Studies in Inclusive Education</li> <li>2. Jha. M.( 2002) <i>Inclusive Education for All: Schools Without Walls</i>, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.</li> <li>3. Sharma P.L (2003) <i>Planning Inclusive Education in Small Schools</i>, R.I.E. Mysore</li> <li>4. Sharma, P.L. (1990) <i>Teachers handbook on IED-Helping children with special needs</i> N. C. E R T Publication.</li> <li>5. Sharma,P.L (1988)Teacher Handbook –Helping children with special needs, Unicef assisted publication, N.C.E.R.T New Delhi.</li> </ol>
Teaching Methodology	Lecture, Symposium, Workshop, Panel Discussion, Live Visits, Experiments
Evaluation Method	30% Internal Assessment based on Class Attendance, Classroom Participation, Class test-quiz, practicum, Seminar, Internal examination, etc. 70% External based on semester End University Examination

#### **Course 402: Educational Policy and Policy Research (Elective paper-4)**

Course Code	<b>402</b>
Course Title	<b>Educational Policy and Policy Research</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Class work, Examination, Preparation, Holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to make students analyze and evaluate various educational policies and issues involved in implementing policies.
Course Objective	To bring about an awareness of the various level Educational policies and their recommendations to Education and to identify the issues involved in implementing those polices.

Course Outcomes	<b>CO1</b> To understand the formulation of educational policy. <b>CO2</b> To know the procedure of policy implementation. <b>CO3</b> To learn about the monitoring of the issues involved in implementing policies. <b>CO4</b> To understand and analyze the policy research. <b>CO5</b> To understand the Linkage between education policy and national development policy							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
Pre-requisite	Various Education policies, Role of Education policies in education							
Course Content	<b>UNIT – I FORMULATION OF EDUCATIONAL POLICY</b> <b>1.</b> Type of Education Policy - national, state level, institutional, short-term, long-term <b>2.</b> Need and importance of educational policy <b>3.</b> Determinant of Educational Policy <b>4.</b> Educating policy vis-à-vis development policy <b>5.</b> School development policy  <b>UNIT – II POLICY IMPLEMENTATION</b> <b>1.</b> Formulation of Plan of Action <b>2.</b> Policy parameters - formulation of programmes and strategies <b>3.</b> Identification of implementation agencies <b>4.</b> Role of civil society and NGO in policy implementation <b>5.</b> Issues involved in implementation  <b>UNIT – III MONITORING AND EVALUATION OF POLICY IMPLEMENTATION</b> <b>1.</b> Monitoring - issues involves <b>2.</b> Evaluation strategies <b>3.</b> Setting evaluation criteria  <b>UNIT – IV POLICY RESEARCH</b> <b>1.</b> Concept <b>2.</b> Analysis of documents <b>3.</b> Research Surveys <b>4.</b> Evaluation studies, impact evaluation, process evaluation <b>5.</b> Linkage between education policy and national development policy							

Reference Books	<ol style="list-style-type: none"> <li>1. Blackmore, C., and Lauder, H. (2004): <i>Researching Policy</i>, in Somekh,</li> <li>2. B., and Lewkin C. (2004) <i>Ed. Research Method in the Social Sciences</i>'.</li> <li>3. Freeman, A.M., III (1993): <i>The Measurement of Environmental and Resource Values: Theory and Methods</i>. Washington, D.C.</li> <li>4. Mitchell, R.C., and R.T. Carson (1989): <i>Using Surveys to Value Public Goods: Contingent Valuation Method</i>. Washington, D.C</li> <li>5. Nagel, S., and Neef, M (1979): <i>Policy Analysis in Social Science Research</i>, London: sage Publications</li> <li>6. Nisbet, J.D. (1988): <i>Policy Oriented Research</i>, in Keevs, J.P. (ed) <i>EDUCATIONAL research Methodology and Measurement: An International Handbook</i>'. Pergamon Press Plc.</li> <li>7. Nordhaus, W.D. (1998): <i>Economic and Policy Issues in Climate Change</i>. Washington, D.C.</li> <li>8. Trow, M. (1988): Policy Analysis, in Keevs, J.P. (ed) <i>'Educational Research Methodology and Measurement: An International Handbook.'</i> Pergamon Press Plc.</li> <li>9. Wildavsky, A. (1979): <i>'The Art and Craft of Policy Analysis'</i>, London: Macmillian Press Ltd. Pp 3-21</li> <li>10. Govt. of India, MHRD (1982) <i>NPE and its POA (1986/1992)</i></li> </ol>
Teaching Methodology	Lecture, Classroom Interaction, Debate, Library Work, Field Work
Evaluation Method	30% Internal Assessment based on Class Attendance, Classroom Participation, Class test-quiz, practicum, Seminar, Internal examination, etc. 70% External based on semester End University Examination

### Course 402: Educational Finance in India (Elective Paper-5)

Course Code	<b>402</b>
Course Title	<b>Educational Finance in India</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Class work, Examination, Preparation, Holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to aware student about expenditure and sources of finance in Education; to make them capable to prepare school budget.
Course Objective	Students get acquainted with the meaning, concept, importance and principles of educational finance, and to prepare a school budget.
Course Outcomes	<p><b>CO1</b> State the objectives of expenditure and source of finance during post independence in India.</p> <p><b>CO2</b> Explain the meaning, concept, importance and principles of educational finance.</p>

	<p><b>CO3</b> Get acquainted with the meaning and types of Grants- in-aid.</p> <p><b>CO4</b> Prepare school budget.</p> <p><b>CO5</b> Analyze the relationship between the financial support of education and quality of education,</p> <p><b>CO6</b> Develop familiarities with various sources of financing in India</p> <p><b>CO7</b> Understand school accounting and developing skill in school budgeting.</p>																																																																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO7</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	CO1								CO2								CO3								CO4								CO5								CO6								CO7							
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CO6																																																																	
CO7																																																																	
Pre-requisite	Basic concepts of Education, Basic knowledge of Mathematics and Statistics, Technology- Spreadsheet, MS Excel																																																																
Course Content	<p><b>UNIT – I EDUCATIONAL FINANCE IN INDIA</b></p> <ol style="list-style-type: none"> <li>1. Meaning, Concept, Need, Significance, Principles &amp; Importance of educational finance</li> <li>2. Meaning of Grant-in aid</li> <li>3. Types of Grant-in aid</li> <li>4. Financing education for: equality of education-social justice</li> <li>5. Efficiency-cost-minimization and quality improvement</li> </ol> <p><b>UNIT- II OBJECTS OF EXPENDITURE</b></p> <ol style="list-style-type: none"> <li>1. Direct Objects : Primary education, Secondary education, Higher education, Professional education</li> <li>2. Indirect Objects : Direction and Inspection, Building and Scholarship and financial concessions, Hostel expenditure</li> <li>3. Education and economical development</li> </ol> <p><b>UNIT – III SOURCE OF FINANCE</b></p> <ol style="list-style-type: none"> <li>1. Contribution of Central &amp; State Government</li> <li>2. Contribution of Local Institutions: Contribution of Municipalities, Contribution of Panchayats, Contribution of Private and Self-financed educational Institutions.</li> <li>3. Educational finance in last three five-year plans in India</li> <li>4. Monitoring of expenditure control and utilization of funds, accounting and auditing.</li> <li>5. Central-State Relationship in Financing of Education</li> </ol> <p><b>UNIT – IV SCHOOL BUDGET, PROBLEMS AND SOLUTIONS OF</b></p>																																																																

	<p style="text-align: center;"><b>EDUCATIONAL FINANCE IN INDIA</b></p> <ol style="list-style-type: none"> <li>1. Planning of school budget</li> <li>2. Budget making process</li> <li>3. Functions of University Grants Commission (UGC)</li> <li>4. Problems regarding educational finance in India</li> <li>5. Solutions regarding problems of educational finance in India.</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>1. Aggarwal, J. C. (1997). <i>Development and Planning of Modern Education.</i> (6th Ed.). New Delhi : 576, Masjid road, Jangp Vikas Publishing House Pvt.</li> <li>2. Aggarwal, J. C. (2008). <i>History of Modern Indian Education.</i> (6th Ed.). New Delhi : 576, Masjid road, Jangpura Vikas Publishing House Pvt.</li> <li>3. Aggarwal, J. C. (2004). <i>Development of Education System in India,</i> New Delhi : Shipra Publications 115-A, Vikas Marg, Shakarpur.House Pvt. Ltd.</li> <li>4. Agarwal, R. B. (1993). <i>Financing of Higher Education in India</i> Varansi : Ganga Kaveri Publishing Housing</li> <li>5. Bhatnagar, R. P. and Agarwal, Vidya, (1997). <i>Educational Administration,Supervision, Planning and Financing.</i> Meerut :Surya Publications, Near Government Inter College</li> <li>6. Chalam, K. S. <i>Educational Policy for Human Resource Development.</i> Jaipur: Rawal Publications, 3-Na-20, Jawahar Nagar.</li> <li>7. Government of India, <i>Five Year Plans.</i> New Delhi : Planning Commission.</li> <li>8. Griffiths, V. L. ( 1972). <i>Educational Planning.</i> London : Oxford University Press.</li> <li>9. John, R. L and Morphet, E. L. (Ed.). (1952). <i>Problems and Issues in Public School finance.</i> New York : Columbia University</li> <li>10. Ministry of Finance, (1995). <i>Economic Survey.</i> New Delhi : Economic Division.</li> <li>11. Ministry of Human Resources Development. (1993). <i>Selected Educational Statistics.</i> New Delhi</li> <li>12. Misra Atmanand, (1973). <i>Grant-in –Aid of Education in India.</i> New Delhi : The Macmillan Company of India, Ltd.</li> <li>13. Mathur, S.P. (2001): <i>Financial Administration and Management.</i> The Indian Publications, India.</li> <li>14. Ramcharan Padma &amp; R. Vasantha (2005): <i>Education in India.</i> New Delhi: National Book Trust</li> <li>15. Shri Prakash and Chowdhary, Sumitra. (1997). <i>Expenditure Education : Theory, Models and Growth.</i> New Delhi NUEPA,</li> <li>16. UNESCO. (1963). <i>Economic and Social Aspects of Educational.Planning.</i> Paris : Place De Fontenoy</li> </ol>
Teaching Methodology	Lecture, Symposium, Workshop, Panel Discussion, Group Discussion, Self-study, Seminar Presentations, Case-study, Experiments, Film-show Work, Field Work

Evaluation Method	30% Internal Assessment based on Class Attendance, Classroom Participation, Class test-quiz, practicum, Seminar, Internal examination, etc. 70% External based on semester End University Examination
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**Course: 403: 1.ICT IN EDUCATION**

Course Code	<b>403</b>
Course Title	<b>ICT in Education</b>
Credit	4
Teaching per Week	5 Hr
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to make students familiar with Information and Communication Technologies, Computer and Internet Fundamentals & Enhancing Education with ICT.
Course Objective	<ul style="list-style-type: none"> <li>• To understand the scope and means of ICT and its applications in education.</li> <li>• To develop an understanding of the strategies for designing instruction.</li> <li>• To get acquainted with the instructional applications of Internet and web resources.</li> <li>• To Develop an understanding of the ethical principles governing the use of Information and Communication Technology in education.</li> <li>• To Understand the scope and means of enhancing education by using various ICTs.</li> </ul>
Course Outcomes	<p><b>CO1:</b> Explain the students the Concept, Need and Importance of ICT in Education.</p> <p><b>CO2 :</b> Explain students the understanding of Application of ICT in Teaching-learning, Assessment, Professional Development, School Management and Paradigm Shift due to ICT, Criteria for selecting ICT Resources &amp; Misuse of internet, Legal and ethical issues.</p> <p><b>CO3:</b> Explain students To get acquainted with Instructional Design and Communication, Introduction to a personal computer, Internet &amp; concepts related with internet.</p> <p><b>CO4 :</b> Explain students to get acquainted with Concept and characteristics of Web Based Instruction, M-Learning, MOOC, CAI and CAL.</p> <p><b>CO5 :</b> Explain students to get familiar the Course Management Systems,. Flipped</p>

	Classroom, Virtual Classroom, Open Educational Resources and Social Media.							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
Pre-requisite	Basics of Information and Communication Technologies aspects and knowledge of how to Enhance Education with ICT.							
Course Content	<p><b>UNIT – I Information and Communication Technologies – an Introduction</b></p> <ol style="list-style-type: none"> <li>1. Concept, Need and Importance of ICT in Education.</li> <li>2. Paradigm Shift due to ICT: Teacher in a digital era- Changing role and competencies</li> <li>3. Application of ICT in Teaching-learning, Assessment, Professional Development, School Management.</li> <li>4. Instructional Design : Concept, characteristics, Models (ADDIE Model, Dick and Carey Model, Gagne’s Model)</li> </ol> <p><b>UNIT – II Computer and Internet Fundamentals</b></p> <ol style="list-style-type: none"> <li>1. Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop/Tablet) and its parts and functions, Operating System (Windows and Linux – Ubuntu)</li> <li>2. Internet: Concept, Use and Importance in Education (Except history).</li> <li>3. Brief introduction of concepts related with internet: www, modem, Browser, Hyperlink, website, homepage, E-mail, chat, http, FTP, Web 2.0</li> <li>4. Search techniques for effective use of search engines to find text, audio, video; Exploring Online Encyclopedia (Encyclopedia Britannica, Wikipedia)</li> <li>5. Criteria for selecting ICT Resources – Accuracy, Credibility, Cost, Objectivity , Appropriateness, Cost and Copyrights</li> <li>6. Misuse of internet, Legal and ethical issues (Copyright, Plagiarism, Harassment, Netiquette, Phishing, Software privacy)</li> </ol> <p><b>UNIT – III Enhancing Education with ICT-I</b></p> <ol style="list-style-type: none"> <li>1. Concept and characteristics of Web Based Instruction (WBI) ; Modes of WBI (Meaning, Characteristics, Applications, Advantages, Disadvantages) – Synchronous, Asynchronous, Blended.</li> <li>2. Course Management Systems : Concept, Features and Application in Education</li> </ol>							

	<p>3. M-Learning (Mobile Learning): Meaning, Characteristics and Application</p> <p>4. MOOC (Massive Open Online Course) : Meaning, types, Characteristics and Application</p> <p>5. Concept, merit and demerits of CAI and CAL</p> <p><b>UNIT – IV</b></p> <p><b>Enhancing Education with ICT-II</b></p> <p>1. Flipped Classroom, Virtual Classroom: Concept, Merits, Demerits and Application</p> <p>2. Open Educational Resources (OER): concept, merit, demerits, creative commons licenses</p> <p>3. Social Media: Concept, effective and safe use of following social media</p> <ul style="list-style-type: none"> <li>• Social Networking</li> <li>• Blog</li> <li>• Micro blog</li> <li>• Wiki</li> <li>• instant messaging apps</li> <li>• video sharing services</li> </ul> <p>4. Cloud Computing: Concept, merits, demerits, application in education</p>
Reference Books	<p>1. Ally, M., &amp; Khan, B. (2015). <i>International Handbook of E-Learning Volume 2 Implementation and Case Studies</i>. Hoboken: Taylor and Francis.</p> <p>2. Arshavskiy, M. (2013). <i>Instructional design for eLearning: Essential guide to creating successful eLearning courses</i>. S.l.: Your eLearning World.</p> <p>3. Baase, S. (2013). <i>A gift of fire: Social, legal, and ethical issues for computing technology (4th ed.)</i>. Boston: Pearson.</p> <p>4. Begum, J., Natesan, A. K., &amp; Sampath, G. (2011). <i>ICT in Teaching Learning</i>. New Delhi: A.P.H. icationPubl.</p> <p>5. Branch, R. (2009). <i>Instructional design: The ADDIE approach</i>. New York: Springer.</p> <p>6. Duffy, T. M., &amp; Cunningham, D. J. (1996). <i>Constructivism: Implications for the design and delivery of instruction</i>. In D. Jonassen (Ed.), <i>Handbook of Research for Educational Communications and Technology</i> (pp. 170-198). New York: Simon &amp; Schuster Macmillan</p> <p>7. Duffy, T., &amp; Jonassen, D. (2013). <i>Constructivism and the Technology of Instruction a Conversation</i>. Hoboken: Taylor and Francis.</p> <p>8. Graham, D., &amp; McNeil, J. (2000). <i>Untangled Web: Developing teaching on the Internet</i>. Harrow, England: Prentice Hall.</p> <p>9. Haber, J. (2014). <i>MOOCs: Jonathan Haber</i>. (Online-Ausg. ed.). Cambridge, Massachusetts: The MIT Press.</p> <p>10. <a href="http://enhancinged.wgbh.org/research/eeee.html">http://enhancinged.wgbh.org/research/eeee.html</a></p> <p>11. <a href="http://nroer.gov.in">http://nroer.gov.in</a></p> <p>12. <a href="http://www.giapjournals.org/uploads/2/6/6/2/26621256/teachers_professional_development_through_ict.pdf">http://www.giapjournals.org/uploads/2/6/6/2/26621256/teachers_professional_development_through_ict.pdf</a></p> <p>13. <a href="http://www.instructionaldesign.org/">http://www.instructionaldesign.org/</a></p> <p>14. <a href="http://www.youtube.com/">http://www.youtube.com/</a></p>

15. <https://www.oercommons.org>
16. <https://www.wikimedia.org>
17. Khan, B.H. (1997). *Web-Based Instruction*. New Jersey : Educational Technology Publications.
18. Mali, A. R. (2013). *Moodle Course Management System*. Toronto: Canadian Academic Publishing.
19. Mangal S.K. &Mangal Uma. *Essentials of educational technology*. PHI learning pvt.Ltd. 2010.
20. Mayer, R.E. (2001). *Multimedia Learning*. Cambridge: Cambridge University Press.
21. McGee, P. (2005). *Course management systems for learning beyond accidental pedagogy*. Hershey PA: Information Science Pub.
22. McQuiggan, S., &Kosturko, L. (n.d.). *Mobile learning: A handbook for developers, educators, and learners*.
23. Means, B., &Bakia, M. (2014). *Learning online: What research tells us about whether, when and how*. Routledge
24. Ormiston, M. (2011). *Creating a digital-rich classroom: Teaching & learning in a web 2.0 world*. Bloomington, IN: Solution Tree Press.
25. Passi, B.K. ,Khandai ,H., &Mathur , A. (2011). *Professional Development and ICT in Education*. New Delhi: A.P.H. Publication.
26. Poore, M. (2013). *Using social media in the classroom: A best practice guide*. Los Angeles, Calif.: SAGE.
27. Rathod, N. (2015). *Becoming Digital Facilitator-2020: Why?, What?, How?. Teachers' ICT Skills Learning Ecosystem*. Retrieved from <http://tictle.blogspot.in/p/being-digital-facilitator-y-ou-can.html>
28. Reigeluth, C., &Chellman, A. (2009). *Instructional-Design Theories and Models III Building a Common Knowledge Base*. Hoboken: Taylor & Francis.
29. Reiser, R. A., & Dempsey, J. V. (2012). *Trends and issues in instructional design and technology*. Boston: Pearson.
30. Thompson J., Bakken J., Fulk B., Karlan G. (2004) 'Using Technology to improve the Literacy skills of students with disabilities' retrieved from <http://www.learningpt.org/pdfs/literacy/disability.pdf>
31. Vaughan, T. (2011). *Multimedia: Making it work (8th ed.)*. New York: McGraw-Hill.
32. જોશી .બી) .૨૦૦૪ .(શિક્ષક પ્રશિક્ષણમાં ટેકનોલોજીનો સમન્વય .શિક્ષણશાસ્ત્ર ભવન, &એલ .એલ.
33. કાકડિયા બી.એડ.કોલેજ )સં.માં ,(ગુણવત્તાકેન્દ્રી શિક્ષક પ્રશિક્ષણ .ભાવનગર :શ્રી સરદાર પટેલ સેવા ટ્રસ્ટ.
34. જોશી .બી) .૨૦૦૬ (શૈક્ષણિક ટેકનોલોજીની વિસ્તરતી ક્ષિતિજો) .સં.( ભાવનગર :ઇટીએફ પબ્લિકેશન
35. ઠાકર એમ .જે .અને અન્ય) .૨૦૧૧ (શિક્ષક પ્રશિક્ષણમાં માહિતી અને પ્રત્યાયન તકનિકી .)સં.( ભાવનગર :જી.એચ .સંઘવી શિક્ષણ મહાવિદ્યાલય.
36. પટેલ ,આર .એસ., શાહ ,એ .ડી .અને અન્ય )૨૦૦૩ .(શૈક્ષણિક પ્રોદ્યોગિકી અને પ્રબંધના

	<p>આવશ્યક તત્વો અમદાવાદ : નીરવ પ્રકાશન.</p> <p>37. પટેલ, એલ.એન., પાડવી, એસ.સી., રાવલ ગી., પટેલ ડી.એસ., આઝાદ, પા., પરમાર જી., ને ગોસ્વામી, હી) .૨૦૧૪ .(માહિતી અને પ્રત્યાયન પ્રોદ્યોગિકી અમદાવાદ :અમોલ - વારિષણ પ્રકાશન.</p> <p>38. પટેલ .આર .બી .અને મુલ્લા ,એસ .જી) .૨૦૧૨ .(શિક્ષણમાં માહિતી અને પ્રત્યાયન ટેકનોલોજી. સુરત :સોહેલ મુલ્લા પ્રકાશન.</p> <p>39. માલી, એ .આર) .૨૦૧૫ .(ICTની વિવેચનાત્મક સમજ અમદાવાદ :અમોલ પ્રકાશન.</p> <p>40. માલી, એ .આર., ને ચોધરી આર .જી) .૨૦૧૫ .(ICTનો શિક્ષણમાં વિનિયોગ અમદાવાદ : અમોલ પ્રકાશન.</p> <p>41. શાહ, ડી .બી) .૨૦૦૬ .(શિક્ષણમાં કમ્પ્યુટર અમદાવાદ :નીરવ પ્રકાશન.</p> <p>42. શુક્લ, એસ .એસ., ઠાકર, એસ .એસ .અને અન્ય )૨૦૦૩ .(શૈક્ષણિક પ્રોદ્યોગિકી અને પ્રબંધની આવશ્યકતા અમદાવાદ :વારિષણ પ્રકાશન.</p>
Teaching Methodology	The course would be taught through participatory approaches including Lecture, Symposium, self study, group discussion, use of digital resources & Group and individual field-based assignments.
Evaluation Methods	30% Internal assessment based on class attendance, participation, practicum, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

### Course: 403 – Educational Administration and Leadership

Course Code	403
Course Title	<b>Educational Administration and Leadership</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to make students familiar with Educational Administration, Leadership and Educational Administration at various level, Schools of Philosophy and Human Relations Approach to Administration.

Course Objective	<ul style="list-style-type: none"> <li>• Understand the concept of administration</li> <li>• Get acquainted with different dimensions of educational administration</li> <li>• Be aware about the role of headmaster and teacher</li> <li>• Gain insight about different styles of administrative practices</li> <li>• Understand structure of educational administration at various government level</li> <li>• Get acquainted with the meaning, concept, objectives, process, types, methods and techniques of supervision.</li> <li>• Get acquainted with the meaning, importance and principles of human relations in education.</li> </ul>							
Course Outcomes	<p><b>CO1:</b> Explain the students the Concept, Nature and Scope of Educational Administration.</p> <p><b>CO2:</b> Explain students the understanding of process of Educational Administration, Development of modern concept of Educational Administration &amp; Administrative Processes with special reference to Educational Organizations.</p> <p><b>CO3:</b> Explain students To get acquainted Leadership and Educational Administration at various level especially leadership styles, elements of Educational Administration &amp; existing problems of Educational Administration.</p> <p><b>CO4 :</b> Explain students to get acquainted with Schools of Philosophy means concept and different forms of supervisions &amp; inspection, its methods Evaluation for performance and Accountability &amp; Defects in the present supervision and inspection</p> <p><b>CO5 :</b> Explain students to get familiar the Human Relations Approach to Administration, its principles, Maslow's theory and human relations.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1								
CO2								
CO3								
CO4								
CO5								
Pre-requisite	Basics of Education and thinking							
Course Content	<p><b>UNIT – I</b></p> <p><b>1. EDUCATIONAL ADMINISTRATION</b> Educational Administration: Meaning, Nature, Objectives, functions, Scope, &amp; Basic Principles.</p> <p><b>2.</b> Process Of Educational Administration: Formation of objectives, Policy making, Educational planning, Organization process, Decision making process, Stimulating, CO-ordinating, Communicating, Controlling, Evaluation.</p> <p><b>3.</b> Development of modern concept of Educational Administration:</p>							

	<p>Efficiency versus human relations–controversy, Human Approach, Taylorism</p> <p>4. Administrative Processes with special reference to Educational Organizations: Administrative Communication, Decision Making, Organizational Development and Compliance, Management by Objectives(MBO), Organizational Change</p>
<b>UNIT – II</b>	<b>LEADERSHIP AND EDUCATIONAL ADMINISTRATIVE VARIOUS LEVEL</b>
1.	Leadership: Meaning and Concept
2.	Leadership Styles: Motivational style, Supervisory Leadership, Autocratic leadership, Laissez Faire leadership Education for Values :Moral, Spiritual, Intellectual, Social Education for Citizenship
3.	Elements of Educational Administration.
4.	Educational administration at various level: Central level, state level, University level, Open University level, private enterprise
5.	Existing problems of educational administration in India
6.	Factor influencing the system of educational administration
<b>UNIT – III</b>	<b>SCHOOLS OF PHILOSOPHY-I</b>
1.	Supervision in Education: Meaning and Definition of supervision, Modern concept of supervision, Academic Vs. Administrative supervision, supervision as a process: Social, Educational, Psychological, Supervision as a function
2.	Supervision as leadership for providing guidance: Nature and Functions Types of supervisor, Qualities of a supervisor, Defects in present supervision
3.	Different types of supervision: Authoritative supervision, Creative supervision, Organism supervision, Democratic supervision, Scientific supervision
4.	Methods and techniques of supervision: Classroom observation, Conference, Workshop, Teachers’ meeting
5.	Supervision and inspection in education: Inspection Vs. Supervision
6.	Evaluation for Performance and Accountability
7.	Defects in the present supervision and inspection
<b>UNIT – IV</b>	<b>HUMAN RELATIONS APPROACH TO ADMINISTRATION</b>
1.	Meaning of human relation in education
2.	Need and importance of human relations in educational administration
3.	Principles and values of human relations in educational administration
4.	Human relations among principal, supervisors, teaching –staff, non-teaching-staff, students, school- management, and educational officer
5.	Maslow’s Theory and Human relations
6.	Process to increase staff harmony

	<p>7. Organizational Behaviour with respect to Educational Institutions: Motivation, Job satisfaction, Relationships in organizational set up, Conflict Professionalism</p> <p>8. Overcoming barriers to communication and effective communication in Human relationships</p>	
Reference Books	<ol style="list-style-type: none"> <li>1. Barkey, John A., (1957). <i>Supervision as Human Relations</i>. Boston : Health and Company.</li> <li>2. Bhatnagar, R. P. and Agarwal, Vidya, (1995). <i>Educational Supervision</i>. Meerut : Loyal Book Depot.</li> <li>3. Ediger, M. &amp; Rao, D. B. (2007). <i>Improving School Administration</i>. New Delhi : Discovery publishing House.</li> <li>4. Goel, Aruna and Goel, S. L. (2009). <i>Educational Administration and Management An Integrated Approach</i>. New Delhi : Deep &amp; Deep Publications Pvt. Ltd.</li> <li>5. Greene, J.F., (1975): <i>School Personnel Administration</i>, Chilton Book Company :Pennsylvania,</li> <li>6. Hyneryager, S. G. &amp; Heckman, T. (1980). <i>Human Relations in Management</i>. Bombay : Taraporvala &amp; Sons.</li> <li>7. Khan, N. Sharif &amp; Khan, M. Saleem,(1980): <i>Educational Administration</i>, New Delhi : AshishPublishing House,</li> <li>8. Lulla, B.P. &amp; Murthy, (1976): S.K., <i>Essential of Educational Administration</i>, Chandigarh :Mohindra Capital Publishing,</li> <li>9. Manju, Bala, (1990):<i>Leadership Behaviour and Educational Administration</i>, New Delhi :Deep &amp; Deep Publications,</li> <li>10. Mathur, S.S., <i>Educational Administration and Management</i>, Ambala Cantt. : Indian Publicatons</li> <li>11. Mukerji, S. N. (1962). <i>Administration of Education, Planning and Finance</i>. Baroda ; Acharya Book Depot.</li> <li>12. Raviprakash, T. (2005). <i>Advance Educational Administration</i>. New Delhi : Kanishak Publishers.</li> <li>13. Sharma, B. M. (2008). <i>Classroom Administration</i>. New Delhi :Commonwealth Publishers.</li> <li>14. Shukla, P.D. (1983). <i>Administration of Education in India</i>. New Delhi: Vikas.</li> </ol>	Health Brown New Deep Book Delhi Delhi Delhi Delhi
Teaching Methodology	The course would be taught through participatory approaches including Lecture, Symposium, Workshop, Panel Discussion, Library Exploration, Seminar, Field visit.	
Evaluation Method	30% Internal assessment based on class attendance, participation, practicum, assignment, seminar, internal examination, etc. 70% External based on semester end University examination	

**Course: 403: 3. GUIDANCE AND COUNSELLING**

Course Code	<b>403</b>
Course Title	<b>Guidance and Counselling</b>
Credit	<b>4</b>
Teaching per Week	<b>5 Hrs</b>
Minimum weeks per Semester	<b>15 (Including Classwork, examination, preparation, holidays etc.)</b>
Effective From	<b>June 2016</b>
Purpose of Course	The purpose of the course is to make students familiar with Basics of Guidance, Educational and Vocational Guidance, Basics of Counselling and Organization of a Guidance Programme.
Course Objective	<ul style="list-style-type: none"> <li>• To help student understand concept, need and view point of guidance.</li> <li>• To help student understand principles, and problems of different types of guidance.</li> <li>• To help student understand concept and needs and guidance for the children with special needs.</li> <li>• To help student understand the concept and process of counseling.</li> <li>• To acquaint the student with the aim and principles of guidance programme.</li> <li>• To develop in student an understanding of various procedures of organizing various guidance service.</li> </ul>
Course Outcomes	<p><b>CO1:</b> Explain the students the Concept, assumptions and issues and problems of Guidance.</p> <p><b>CO2:</b> Explain students the understanding of types of Guidance and role of the teacher in guidance &amp; agencies of guidance.</p> <p><b>CO3:</b> Explain students To get acquainted with Educational and Vocational Guidance especially its concept, principles, nature and its relation with curriculum, classroom learning and career development.</p> <p><b>CO4 :</b> Explain students to get acquainted with concept , nature and principles of Counselling process, its approaches and characteristics.</p> <p><b>CO5 :</b> Explain students to get familiar with organization of a guidance programme like various types of services &amp; evaluation of guidance programme.</p>



	<p>New York : McMillan.</p> <p>4. Kochhar, S. K., (1979). <i>Guidance in Indian Education</i>. New Delhi : Sterling Publishers, Pvt. Ltd.</p> <p>5. Mahendi, B. (1963). <i>Guidance in Schools</i>. New Delhi : NCERT.</p> <p>6. McLeod, J. (1997). <i>An Introduction to Counselling</i>. Buckingham : Open university Press.</p> <p>7. Pasricha, P. (1976). <i>Guidance and Counseling in Indian Education</i>. New Delhi : NCERT.</p> <p>8. Patterson, C. H. (1967). <i>The Counselor in the Schools</i>. New York : McGraw-Hill.</p> <p>9. Shama, N. R., (1982). <i>Education and Vocational Guidance</i>. Agara : Vinod Pustak Mandir.</p>
Teaching Methodology	The course would be taught through participatory approaches including Lecture, Classroom interaction, Workshop, Panel Discussion, Library Search ,Seminar, Field work.
Evaluation Methods	30% Internal assessment based on class attendance, participation, practicum, assignment, seminar, internal examination, etc. 70% External based on semester end University examination
Teaching Methodology	The course would be taught through participatory approaches including Lecture, Classroom interaction, Workshop, Panel Discussion, Library Search ,Seminar, Field work.
Evaluation Method	30% Internal assessment based on class attendance, participation, practicum, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

**Course :403 Value Education and Human Rights**

Course Code	<b>403</b>
Course Title	<b>Value Education and Human Rights</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016

Purpose of Course	The purpose of the course is to make students familiar with Values, Human Rights and Moral Education, Moral Development of the Child, Moral learning to Moral Education and Human Rights Education.							
Course Objective	To make students acquainted with concepts, methods, postulates, assumptions of philosophy and its applications.							
Course Outcomes	<ul style="list-style-type: none"> <li>To enable students to understand the need and importance of Value- Education and education for Human Rights</li> <li>To enable them to understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination.</li> <li>To enable them to understand the process of moral development vis-à-vis their cognitive and social development.</li> <li>To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.</li> <li>Understand correlative nature of citizenship Education and its role in various contemporary issues</li> <li>Identify importance of Human Rights awareness in existing social Scenario.</li> </ul>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
Pre-requisite	Basics of Value Education and Human Rights							
Course Content	<p><b>UNIT – I</b>      <b>VALUES, HUMAN RIGHTS AND MORAL EDUCATION</b></p> <ol style="list-style-type: none"> <li>Need and Importance of Value Education and Education for Human Rights in the existing social scenario</li> <li>Valuation of culture: Indian Culture and Human Values.</li> <li>Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.</li> <li>Language of moral education – its form and context , characteristics of a morally educated persons</li> <li>Justice and Care – the two dimensions perspectives in Morality: Dichotomy between reason and passion</li> </ol> <p><b>UNIT – II</b>      <b>MORAL DEVELOPMENT OF THE CHILD</b></p> <ol style="list-style-type: none"> <li>Concept of Development and Concept of Moral development.</li> <li>Psycho-analytic approach</li> <li>Learning theory approach, especially social learning theory approach.</li> <li>Cognitive developmental approach – Piaget and Kohlberg, Stages of</li> </ol>							

	<p>moral development and their characteristic features.</p> <p><b>UNIT – III</b>  <b>MORAL LEARNING TO MORAL EDUCATION</b></p> <ol style="list-style-type: none"> <li>Moral Learning outside the school – child rearing practices and moral Learning..</li> <li>Moral learning via Imitation.</li> <li>Nature of Society and moral learning.</li> <li>Media and moral learning.</li> <li>Moral Learning Inside the school : providing “form” and “Content ”to education</li> <li>Moral Education and the curriculum : Can moral education be imparted taking it as a subject of curriculum</li> </ol> <p><b>UNIT – IV</b>  <b>HUMAN RIGHTS EDUCATION : AN INTRODUCTION</b></p> <ol style="list-style-type: none"> <li>Need and importance of Human rights in existing social scenario.</li> <li>History of Human Rights development.</li> <li>Human Rights Education : Meaning, need and scope.</li> </ol>
Reference Books	<ol style="list-style-type: none"> <li>Agrawal , H. O. <i>Human Rights</i>. Allahabad : Central Law Publication.</li> <li>Begum, S.M. <i>Human Rights in India</i>. New Delhi : A.P.H. Publishing Corporation.</li> <li>Cummings, K. William. <i>The Revival of Value Education in Asia and the West</i>. New York : Pergamon Press Inc.</li> <li>Fogelman, K. <i>Citizenship in Schools</i>. London : David Fulton Publications.</li> <li>Freedomo, S. <i>Discriminations &amp; Human Rights</i>. New York: Oxford. University Press.</li> <li>Lawsan, E. <i>Encyclopaedia of Human Rights</i>. USA : Taylor and Francies.</li> <li>Ottaway, A.K.C. <i>Education and Society</i>. London : Routledge and Kegan Paul Ltd.</li> <li>Sharma, K. Yogendra. <i>Sociological Philosophy of Education</i>. New Delhi : Kanishka Publication &amp; Distributors.</li> </ol>
Teaching Methodology	The course would be taught through participatory approaches including Lecture, Classroom interaction, Debate, Library search , Seminar, Field work.
Evaluation Methods	30% Internal assessment based on class attendance, participation, practicum, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

**Course: 403: 5. PLANNING IN EDUCATION**

Course Code	<b>403</b>
Course Title	<b>Planning in Education</b>



	CO5							
Pre-requisite	Basics aspects of Planning in Education system							
Course Content	<p><b>UNIT – I FOUNDATIONS OF EDUCATIONAL PLANNING</b></p> <ol style="list-style-type: none"> <li>1. Meaning of planning and educational planning</li> <li>2. Definition of planning and educational planning</li> <li>3. Objectives of educational planning</li> <li>4. Theoretical base of planning</li> <li>5. Importance of educational planning</li> </ol> <p><b>UNIT – II PRINCIPLES, TECHNIQUES AND APPROACHES OF EDUCATIONAL PLANNING</b></p> <ol style="list-style-type: none"> <li>1. Guiding principles of educational planning</li> <li>2. Methods and techniques of educational planning.</li> <li>3. Approaches to educational planning: Social demand approach, Man-power approach, Return of return approach</li> <li>4. Critical analysis of educational planning in India.</li> </ol> <p><b>UNIT – III TYPES OF EDUCATIONAL PLANNING</b></p> <ol style="list-style-type: none"> <li>1. Types of Educational planning: concepts of macro, macro and micro level planning.</li> <li>2. National educational planning</li> <li>3. Educational planning of state</li> <li>4. Institutional planning</li> <li>5. Social components of educational planning.</li> </ol> <p><b>UNIT – IV TYPES OF EDUCATIONAL PLANNING</b></p> <ol style="list-style-type: none"> <li>1. Establishment of planning commission in India</li> <li>2. Process of planning in India</li> <li>3. Five year plans of education in India (Only qualitative development and expansion of education during five- year plans in India)</li> <li>4. Criticism of Indian Planning Commission</li> </ol>							
Reference Books	<ol style="list-style-type: none"> <li>1. Bell &amp; Bell (2006): <i>Education, Policy and Social Class</i>. Routledge.</li> <li>2. Bottery Mike (ed.) (1992): <i>Education, Policy &amp; Ethics</i>. Continuum, London.</li> <li>3. Chau,Ta-Ngoc(2003):<i>Demographic Aspects of Educational Planning</i>. Paris: International Institute for Educational Planning.</li> <li>4. Griffiths, V. L. (1963). <i>Educational Planning</i>. London, O. U. P.</li> <li>5. Hallack, J. (1977): <i>Planning the Location of schools: An Instrument of Educational Policy</i>. Paris: International Institute for Educational Planning.</li> <li>6. Hough J.R. (1990): <i>Education, Policy-An International Survey</i>. Croom Helm, London.</li> <li>7. Kaufman, Herman, Watters (eds.) (1996): <i>Educational Planning: Strategic</i></li> </ol>							

	<p style="text-align: center;"><i>Tactical Operational, Tecnomic.</i></p> <ol style="list-style-type: none"> <li>8. Naik, J.P. (1965): <i>Educational Planning in India</i>. New Delhi: Allied.</li> <li>9. Naik, J.P. (1982): <i>The Educational Commission &amp; After</i>. New Delhi: Allied.</li> <li>10. Jha, Jyotsna, Saxena, K.B.C. &amp; Baxi, C.V. (2001): <i>Management Processes in Elementary Education : A Study of Existing Practices in Selected States in India</i>. New Delhi, the European Commission.</li> <li>11. Mukhopadadyay, Mamar &amp; Tyagi, R.S. (2005): <i>Governance of School Education in India</i>. New Delhi, NIEPA.</li> <li>12. Psacharopolous, G. (ed.) (1985): <i>Planning of Education: Where Do We Stand?</i> Washington, World Bank</li> <li>13. Ramcharan Padma &amp; R. Vasantha (2005): <i>Education in India</i>. New Delhi, National Book Trust.</li> <li>14. Bhagia, N.M. (1990): <i>Educational Administration in India and other developing countries</i>. Commonwealth Publishers, New Delhi</li> <li>15. Luthens, Fred. (1981), <i>Organizational Behavior</i>, Mcgraw Hill, Tokyo.</li> <li>16. Milton, Charles R. (1989). <i>Human Behavior in Organizations</i>, Prentice Hall, Inc, USA.</li> <li>17. Naik, J.P. (1965): <i>Educational Planning in India</i>. New Delhi: Allied.</li> <li>18. Naik, J.P. (1982): <i>The Educational Commission &amp; After</i>. New Delhi: Allied.</li> <li>19. Roger, Smith (1995): <i>Successful School Management</i>. Mcgraw Hill, Tokyo.</li> <li>20. Naik, J.P. (1965): <i>Educational Planning in India</i>. New Delhi: Allied.</li> <li>21. Naik, J.P. (1982): <i>The Educational Commission &amp; After</i>. New Delhi: Allied.</li> </ol>
Teaching Methodology	The course would be taught through participatory approaches including Lecture, Symposium, Workshop, Panel, Group discussion; self study, seminar, Case Study Experiments, Problem solving Film Show.
Evaluation Methods	30% Internal assessment based on class attendance, participation, practicum, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

**Course 404: TE-FE INTERNSHIP- Related to Specialization**

Course Code	<b>404</b>
Course Title	<b>INTERNSHIP-Related to Specialization</b>
Credit	Practicum credit 4

Teaching per Week	Students do internship in B.Ed. colleges for 4 weeks							
Minimum weeks per Semester	4 weeks							
Effective From	June 2016							
Purpose of Course	The purpose of the course is to develop academic, administrative and professional skill development as a teacher educator through real-world practices.							
Course Objective	To learn and develop practical skills of teaching profession, to develop understanding of inner working of an organization, develop skills to solve immediate problems of the profession; and observe and learn ethics at work.							
Course Outcomes	<p><b>CO1</b> Understand and practice administrative activities of teacher education institutions.</p> <p><b>CO2</b> Learn the ways of maintaining records.</p> <p><b>CO3</b> Learn and develop the process of curriculum designing and development.</p> <p><b>CO4</b> Understand training processes and evaluation in teacher education institutes.</p> <p><b>CO5</b> Observe, analyze and reflect on the work and practices of teacher education institutes.</p> <p><b>CO6</b> Observe and practice innovative teaching practices and evaluation practices in teacher education institutes.</p> <p><b>CO7</b> Develop ethics to work in teacher education institutes and develop skills and values of a good teacher educator.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
	CO6							
	CO7							
Pre-requisite	Basic concepts of Education and Internship, Knowledge of ET and ICT, Bloom Taxonomy and Lesson Planning, Knowledge of TLM							
Course Content	<p>M.Ed. students will have to perform following activities during field internship:</p> <ol style="list-style-type: none"> <li>1. Observe the lessons of teacher educators of teacher training institutes</li> <li>2. Observe and assess composite lessons given by M.Ed. students</li> <li>3. Planning and practice of composite lessons</li> <li>4. Participation of M.Ed. students in teaching and administrative activities of the institution</li> <li>5. Maintenance of logbook</li> <li>6. Maintenance of Attendance Registers</li> <li>7. Study and learn Record Keeping</li> <li>8. Academic Guidance and counselling to the students</li> <li>9. Organising co-curricular and cultural activities</li> <li>10. Learn and practice evaluation procedures</li> </ol>							

	11. Visiting infrastructure and facilities of teacher training institutes and its working 12. Maintaining reflective report
Reference Books	1. Sharma S.R. (2008). A Handbook of Teacher Education. Meerut: Loyal Book Depot. 2. National Curriculum Framework for Teacher Education (2009). New Delhi: National Council for Teacher Education. 3. <a href="https://www.academia.edu">https://www.academia.edu</a> 4. <a href="https://ncte.gov.in">https://ncte.gov.in</a> 5. <a href="https://ncert.nic.in">https://ncert.nic.in</a>
Teaching Methodology	Observation, Participatory Observation, Supervision, Discussion, Self-study, Field Work, Reflection
Evaluation Method	100% External evaluation done by mentor appointed by university

**Course: 405: DISSERTATION GUIDANCE, SUBMISSION AND VIVA-VOCE**

Course Code	<b>405</b>
Course Title	<b>DISSERTATION GUIDANCE, SUBMISSION AND VIVA-VOCE</b>
Credit	4
Teaching per Week	5 Hrs
Minimum weeks per Semester	15 (Including Classwork, examination, preparation, holidays etc.)
Effective From	June 2016
Purpose of Course	The purpose of the course is to make students capable for identifying his/her own area of interest ; able to explore a subject in depth; manage a research work; define a suitable questions and use and describe the appropriate research tools to test the real situation in discipline of Education and society.
Course Objective	<ul style="list-style-type: none"> <li>• To develop knowledge and understanding of the Educational Research and its process.</li> <li>• To understand the importance of Research skills like reading, reviewing, writing and expressing to justify his/her research work.</li> <li>• To develop the habit of self-preparing Research tools and chapters of dissertation.</li> <li>• To get acquainted with the role of Research in Education.</li> <li>• To get acquainted with the Digital supporting research Medias in Education.</li> </ul>
Course Outcomes	<p><b>CO1:</b> Explain the students how to Articulating and formatting a research problem and research questions .</p> <p><b>CO2 :</b> Explain students the understanding the importance of Designing a research plan</p>

	<p><b>CO3:</b> Explain students To get acquainted with how Executing the plan</p> <p><b>CO4 :</b> Explain students to get aware with analysing and writing the findings in academic fashion.</p> <p><b>CO5:</b> Explain students to get familiar about the Presenting the Research Report and Defending Viva-voce.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
Pre-requisite	Basics of Educational- Research aspects like research problem, review of past researches, tool construction, Data collection and data analysis , interpretation of data & representation of chapters in dissertation form.								
Course Content	<p><b><u>Preparation of Chapter-5 :</u></b></p> <ul style="list-style-type: none"> <li>• Summary of Research, Findings of Research, Educational Implications and Suggestions for further Researches.</li> <li>• <b><u>Preparation of Summary Report</u></b></li> <li>• of Research in form of Dissertation &amp; its submission.</li> <li>• <b><u>Preparation of Viva-voce</u></b></li> </ul>								
Reference Books	<ol style="list-style-type: none"> <li>1 Ary, Donald and Jacob (1976): <i>Introduction of Statistics, Purpose and Procedures</i>, New York, Holt Rinehart and Winston.</li> <li>2 American Psychological Association. (2009): <i>Publication Manual of the American Psychological Association</i> (6th ed.). Washington, DC:Author</li> <li>3 Babbie, E. R. (2007). <i>The Basics of Social research</i> (4th ed.). Australia:Thomson/Wadsworth.</li> <li>4 Best, J.W. and Kahn, J.V (1998). <i>Research in Education</i>. New Delhi :Prentice of India, Pvt, Ltd.</li> <li>5 Bordens, K. S., &amp; Abbott, B. B. (1991): <i>Research designs and methods: A process approach</i> (2nd ed.). Mountain View, CA: Mayfield.</li> <li>6 Berg, Bruce L. (2008.) <i>Qualitative research methods for the social sciences</i>.7th ed. Boston, MA: Allyn&amp; Bacon.</li> <li>7 Christensen, L. (2007). <i>Experimental Methodology</i>. Boston: Allyn &amp; Bacon.</li> </ol>								

	<p>8 Clive Opie (2004). <i>Doing Educational Research- A Guide for First timeresearchers</i>. New Delhi: Vistar Publications.</p> <p>9 Cononver, W.J. (1971). <i>Practical Non-Parametric Statistics</i>. New York: John Wiley &amp; Sons Inc.</p> <p>10 Corey, Stephen M. (1953). <i>Action research to improve school practices</i>. York: Bureau of Publications, Teachers College, ColumbiaUniversity.</p>
Teaching Methodology	To be carried out under close mentorship/guidance of a Faculty member .Daily regular guidance cum tutorial period is arranged in time-table.
Evaluation Methods	External Assessment (100 Marks – 70 Marks Dissertation assessment by external referees and 30 Marks Viva Voce)