

# **Kadi Sarva Vishwavidyalaya**

**Sector – 15, Gandhinagar**

(Established under the State Act of Gujarat, No-21, 2007 & Recognized by UGC)

**Prepared as per the Guideline of NCTE Curriculum Framework-2014**

## **Master of Education**



**Curriculum: 2017-19**

## **Faculty of Education**

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## INDEX

SR.NO.	PARTICULARS	PAGE NO.
<b>EDUCATIONAL RULES AND GUIDELINES</b>		
I	Eligibility	3
II	Duration and Programme of study	3
III	Course and Examination Scheme	4
IV	Passing standards and grade distribution for M.Ed.	9
V	Rules for granting term	11
VI	Rules regarding dissertation	12
VII	Scheme of teaching	13
VIII	Objectives of M.Ed.	17
<b>COURSE FOR SEMESTER – I</b>		
<b>SEMESTER-I</b>		
CC1	Methodology of Educational Research-1	18 to 25
CC2	Psychology of Learning & Development	26 to 33
CC3	Philosophical Foundations of Education	34 to 41
CC4	Measurement and Evaluation	42 to 50
IX	Competencies to be developed at the end of Semester-1	51 to 61
<b>SEMESTER-II</b>		
CC5	Methodology of Educational Research-2	62 to 67
CC6	Teacher Education-1	68 to 73
CC7	Sociological Foundations of Education	74 to 79
CC8	Educational Studies	80 to 84
CC9	Curriculum Studies	85 to 89
X	Competencies to be developed at the end of Semester-2	90 to 98

<b>SEMESTER-III</b>		
CC10	Methodology of Educational Research-3	99 to 105
CC11	Teacher Education-2	106 to 111
<b>SPECIALIZATION CORE COURSE</b>		
SCS1	Institutional System & Structure at Secondary and Higher Secondary School Stage	112 to 118
SCP1	Institutional System & Structure at Primary School Stage	---
<b>SPECIALIZATION ELECTIVE COURSE</b>		
ELS1	Advanced level Pedagogy for Secondary and Higher Secondary School Education	119 to 124
ELS2	Creative Classroom Techniques in Secondary and Higher Secondary Schools	125 to 130
ELP1	Advanced level Pedagogy for Primary Education	---
ELP2	Creative Classroom Techniques in Primary Schools	---
XI	Competencies to be developed at the end of Semester-3	131 to 139
<b>SEMESTER-IV</b>		
CC12	Teaching Aptitude	140 to 143
<b>SPECIALIZATION CORE COURSE</b>		
SCS2	Status, Issues and Problems at Secondary and Higher Secondary School Stage	144 to 149
SCP2	Status, Issues and Problems at Primary School Stage	---
<b>SPECIALIZATION ELECTIVE COURSE</b>		
ELS3	Guidance and Counseling	150 to 156
ELS4	Higher Education	157 to 163
ELP3	Value Education	---
ELP4	Childhood Education	---
<b>SPECIALIZATION ELECTIVE COURSE</b>		
ELS5	ICT in Education	164 to 168
ELS6	Qualitative Research	169 to 174
ELP5	Special Education	---
ELP6	Teaching Learning Material Development for Primary Education	---
XII	Competencies to be developed at the end of Semester-4	175 to 182

## EDUCATIONAL RULES AND GUIDELINES

### I. ELIGIBILITY:

1. Candidates seeking admission to the M.Ed. programme should have obtained atleast 50% marks or an equivalent grade in the following programme.

- i. B.Ed.
- ii. B.A. B.Ed., B.Sc. B.Ed., B.Com. B.Ed. ( Integrated Course)
- iii. B.El. Ed.
- iv. D.El. Ed. with a graduation degree (with 50% marks in each)

2. Reservation and Relaxation for SC / ST / OBC / PWD and other applicable categories shall be as per the rules and regulation of the central government / state government whichever is applicable from time to time.

### II. DURATION AND PROGRAMME OF STUDY:

1. The duration of the programme will be two academic years spread over four semesters each with a minimum of 100 working days per semester covering instructional hours, practicum, library reference, field-based dissertation and internship in teacher education colleges, etc. Thus number of working days in two academic year will be at least 400.

### III. COURSE AND EXAMINATION SCHEME:

#### SEMESTER-I

PAPER NO.	COURSES	CREDITS	MARKS		
			INTERNAL	EXTERNAL	TOTAL
CC1	Methodology of Educational Research-1	4	30	70	100
CC2	Psychology of Learning & Development	4	30	70	100
CC3	Philosophical Foundations of Education	4	30	70	100
CC4	Measurement and Evaluation	4	30	70	100
<b>PRACTICAL</b>					
P1	Communication and Expository Writing	1	25	---	25
P2	Self Development	2	50	---	50
P3	Workshop on Teaching skills	1	25	---	25
P4	Seminar *	1	25	---	25
P5	Assignment	1	25	---	25
P6	Essential of Computer Fundamentals	2	50	---	50
P7	Library work	1	25	---	25
	<b>TOTAL</b>	<b>25</b>	<b>345</b>	<b>280</b>	<b>625</b>

\* P4: (On Different areas of Primary/ Secondary and Higher Secondary Level)

## SEMESTER-II

PAPER NO.	COURSES	CREDITS	MARKS		
			INTERNAL	EXTERNAL	TOTAL
CC5	Methodology of Educational Research -2	4	30	70	100
CC6	Teacher Education-1	4	30	70	100
CC7	Sociological Foundations of Education	4	30	70	100
CC8	Educational Studies	2	15	35	50
CC9	Curriculum Studies	2	15	35	50
<b>PRACTICAL</b>					
P8	Internship in TEI	4	75	25	100
P9	Assignment	1	25	---	25
P10	Essentials of Computer Fundamentals	2	25	25	50
P11	Library Work	1	25	---	25
P12	Psychological Testing	1	25	---	25
<b>TOTAL</b>		<b>25</b>	<b>295</b>	<b>330</b>	<b>625</b>

### SEMESTER-III

PAPER NO.	COURSES	CREDITS	MARKS		
			INTERNAL	EXTERNAL	TOTAL
CC10	Methodology of Educational Research -3	4	30	70	100
CC11	Teacher Education-2	4	30	70	100
<b>SPECIALIZATION CORE COURSE (ANY ONE)</b>					
SCS1	Institutional System & Structure at Secondary and Higher Secondary School Stage	2	15	35	50
SCP1	Institutional System & Structure at Primary School Stage				
<b>SPECIALIZATION ELECTIVE COURSE (ANY ONE)</b>					
ELS1	Advanced level Pedagogy for Secondary and Higher Secondary School Education	4	30	70	100
ELS2	Creative Classroom Techniques in Secondary and Higher Secondary Schools				
ELP1	Advanced level Pedagogy for Primary Education				
ELP2	Creative Classroom Techniques in Primary Schools				
<b>PRACTICAL</b>					
P13	Functional English	2	25	25	50
P14	Assignment	1	25		25
P15	Library Work	1	25		25
P16	Case Study	1	25		25
P17	Internship-2	4	75	25	100
P18	Academic Writing	2	50		50
	<b>TOTAL</b>	<b>25</b>	<b>330</b>	<b>295</b>	<b>625</b>

## SEMESTER-IV

PAPER NO.	COURSES	CREDITS	MARKS		
			INTERNAL	EXTERNAL	TOTAL
CC12	Teaching Aptitude	4	30	70	100
<b>SPECIALIZATION CORE COURSE (ANY ONE)</b>					
SCS2	Status, Issues and Problems at Secondary and Higher Secondary School Stage	2	15	35	50
SCP2	Status, Issues and Problems at Primary School Stage				
<b>SPECIALIZATION ELECTIVE COURSE (ANY ONE)</b>					
ELS3	Guidance and Counseling	4	30	70	100
ELS4	Higher Education				
ELP3	Value Education				
ELP4	Childhood Education				
<b>SPECIALIZATION ELECTIVE COURSE (ANY ONE)</b>					
ELS5	ICT in Education	4	30	70	100
ELS6	Qualitative Research				
ELP5	Special Education				
ELP6	Teaching Learning Material Development for Primary Education				
<b>PRACTICAL</b>					
P19	Computerized Data Analysis	1	25		25
P20	Functional English	2	25	25	50
P21	Dissertation	8	125	75	200
<b>TOTAL</b>		<b>25</b>	<b>280</b>	<b>345</b>	<b>625</b>



## SUMMARY OF EVALUATION

### THEORY AND PRACTICAL

	<b>THEORY</b>	<b>PRACTICAL</b>	<b>TOTAL</b>
SEMESTER-1	400	225	625
SEMESTER-2	400	225	625
SEMESTER-3	350	275	625
SEMESTER-4	350	275	625
<b>TOTAL</b>	<b>1500</b>	<b>1000</b>	<b>2500</b>

### EXTERNAL AND INTERNAL

	<b>EXTERNAL</b>	<b>INTERNAL</b>	<b>TOTAL</b>
SEMESTER-1	280	345	625
SEMESTER-2	330	295	625
SEMESTER-3	295	330	625
SEMESTER-4	345	280	625
<b>TOTAL</b>	<b>1250</b>	<b>1250</b>	<b>2500</b>

#### **IV PASSING STANDARDS AND GRADE DISTRIBUTION FOR M.ED.**

The performance of each candidate in all the programmes will be evaluated on 7 point scale in terms of grades. The details regarding the grades along with its Grade Points, equivalent range of percentage and qualitative meaning are as under:

<b>GRADE</b>	<b>GRADE POINT</b>	<b>PERCENTAGE</b>	<b>QUALITATIVE MEANING</b>
A+	10	90 to 100	Outstanding
A	9	80 to 89	Excellent
A <sup>-</sup>	8	70 to 79	Very Good
B+	7	60 to 69	Good
B	6	50 to 59	Average
B <sup>-</sup>	5	40 to 49	Fair
F	0	Less than 40	Not Qualified
I		Term not Granted	

The Grade (mark) Sheet will contain separate grade for each of core compulsory course, elective course, practical work and an overall grade of all the programmes combined. It will also contain percentage and the class obtained. The percentage will be calculated on the basis of cumulative performance index (CPI) obtained by a candidate.

The candidate must obtain not less than 40 percent marks or equivalent grade in each course and 50 percent marks or equivalent grade in practical work. However, in aggregate the candidate must secure atleast 50% marks or equivalent grade to qualify the programme.

## **RULES FOR PROMOTION**

<b>PROMOTION TO</b>	<b>CONDITION FOR PROMOTION</b>
Semester – II	Term of Semester – I is granted
Semester - III	Term of Semester – I and 2 and both are granted
Semester - IV	Pass in all the subjects of Semester – I and Term of Semester – II and III both are granted

### **SEMESTER PERFORMANCE INDEX (SPI):**

The performance of a student in a semester is expressed in terms of semester performance index. The SPI is the weighted average of course grade points obtained by the students in the programme in the semester. The weightage assigned to the course grade points are the credits carried by the respective course.

### **CUMULATIVE PERFORMANCE INDEX (CPI)**

The cumulative performance of a student is expressed in terms of the cumulative performance index. This index is defined as the weighted average of programme grade points obtained by the students for all programmes taken since the admission to the programme. If a student reappears in any of the exams of the programme, only the grade points obtained in the latest attempt are counted towards the CPI.

### **AWARD OF CLASS:**

The class awarded to a student with M.Ed. degree is decided by his final CPI as per the following table:

Distinction:	CPI not less than 7.50
First Class:	CPI less than 7.50 but not less than 6.50
Second Class:	CPI less than 6.50 but not less than 5.50
Not Qualified:	CPI less than 5.50

## **ABSENCE IN INTERNSHIP AND OTHER PRACTICAL WORK**

If the candidate is absent in internship programme and other practical work , the candidate will be allowed to appear in semester end examination provided that he/she has to attend supplementary Internship and other practical work. Such supplementary Internship and other practical work will be organized by the department at its convenience. There after the Dean will certify it and will send to the university authorities. After certification, the result will be declared. If the candidate fails to appear in supplementary Internship and other practical work, the term will not be granted and candidate will be declared as 'Not Qualified' in the semester end examination.

## **REAPPEARING IN THE EXAMINATION**

Not qualified candidate can reappear in the university examination. He/She can apply for the course/courses in which he/she was not qualified OR he/she can appear for entire examination. Marks or grade obtained in such examination will be treated as final and not the previous one.

In case of Dissertation, if candidate fails to secure minimum percentage of marks or equivalent grade, than he/she has to select a new problem and has to submit a fresh dissertation.

## **V. RULES FOR GRANTING TERM**

1. Eighty percent attendance is required for granting semester and such candidate can appear in the semester end examinations. However in exceptional case, head or dean can grant the term.
2. The candidate has to submit all submissions including dissertation in time and has to remain present in Internship programmes, computer practical if applicable and seminar presentation.
3. The candidate has to appear in internal examinations. In Exceptional cases, the candidate can appear in re examination, held by the department at its convenience.

## **VI. RULES REGARDING DISSERTATION:**

1. A candidate will be allowed to appear in semester-IV examination only after submission of the dissertation. Those who fail to submit the dissertation by the date, have to submit the dissertation within a maximum period of 4 years from the date of registration.
2. The candidate who secures less than 50% marks or equivalent grade in dissertation will be considered fail and has to select new problem and has to submit the dissertation within a maximum period of 2 years from the date of intimation of rejection by the university.
3. Each candidate has to carry out the research work under the supervision of a member of faculty. Three copies of the dissertation and a soft copy of the dissertation on the CD should be submitted.
4. Each examiner has to assess dissertation out of 120 marks. It will be converted into 60 marks.
5. A Viva-voce Examination based on the dissertation of each candidate shall be held after the submission of dissertation. Dissertation marks shall be assigned independently by both the external examiner and the Internal Examiner out of a maximum of 30 Marks; it will be converted into 15 marks.
6. Each candidate has to give 2 presentations (one in each semester in second year) based on his/her dissertation work i.e., Research Proposal and synopsis.
7. Each candidate has to submit draft report of the dissertation after the synopsis presentation but before the submission of dissertation.

## VII. SCHEME OF TEACHING

### SEMESTER-I

PAPER NO.	COURSES	HOURS
CC1	Educational Research-1	64
CC2	Psychology of Learning & Development	64
CC3	Philosophical Foundations of Education	64
CC4	Measurement and Evaluation	64
P1	Communication and Expository Writing	32
P2	Self Development	64
P3	Workshop on Teaching Skills	32
P4	Seminar (On Different areas of Primary/ Secondary and Higher Secondary Level)	32
P5	Assignment	32
P6	Essential of Computer Fundamentals	64
P7	Library work	32
	<b>TOTAL</b>	<b>544</b>

## SEMESTER-II

PAPER NO.	COURSES	HOURS
CC5	Methodology of Educational Research -2	64
CC6	Teacher Education-1	64
CC7	Sociological Foundations of Education	64
CC8	Educational Studies	32
CC9	Curriculum Studies	32
P8	Internship in TEI	128
P9	Assignment	32
P10	Essentials of Computer Fundamentals	64
P11	Library Work	32
P12	Psychological Testing	32
	<b>TOTAL</b>	<b>544</b>

### SEMESTER-III

PAPER NO.	COURSES	HOURS
CC10	Methodology of Educational Research -3	64
CC11	Teacher Education-2	64
<b>SPECIALIZATION CORE COURSE (ANY ONE)</b>		
SCS1	Institutional System & Structure at Secondary and Higher Secondary School Stage	32
SCP1	Institutional System & Structure at Primary School Stage	
<b>SPECIALIZATION ELECTIVE COURSE (ANY ONE)</b>		
ELS1	Advanced level Pedagogy for Secondary and Higher Secondary School Education	64
ELS2	Creative Classroom Techniques in Secondary and Higher Secondary Schools	
ELP1	Advanced level Pedagogy for Primary Education	
ELP2	Creative Classroom Techniques in Primary Schools	
<b>PRACTICAL</b>		
P13	Functional English	64
P14	Assignment	32
P15	Library Work	32
P16	Case Study	32
P17	Internship-2	128
P18	Academic Writing	64
<b>TOTAL</b>		<b>576</b>



### SEMESTER-IV

PAPER NO.	COURSES	HOURS
CC12	Teaching Aptitude	64
<b>SPECIALIZATION CORE COURSE (ANY ONE)</b>		
SCS2	Status, Issues and problems at Secondary and Higher Secondary School Stage	32
SCP2	Status, Issues and problems at Primary School Stage	
<b>SPECIALIZATION ELECTIVE COURSE (ANY ONE)</b>		
ELS3	Guidance and Counseling	64
ELS4	Higher Education	
ELP3	Value Education	
ELP4	Childhood Education	
<b>SPECIALIZATION ELECTIVE COURSE (ANY ONE)</b>		
ELS5	ICT in Education	64
ELS6	Qualitative Research	
ELP5	Special Education	
ELP6	Teaching Learning Material Development for Primary Education	
<b>PRACTICAL</b>		
P19	Computerized Data Analysis	32
P20	Functional English	64
P21	Dissertation	256
<b>TOTAL</b>		<b>576</b>

## TOTAL HOURS, CREDITS AND MARKS OF M.ED. PROGRAMME

NO.	PARTICULARS	TOTAL HOURS	CREDITS	MARKS
1	SEMESTER – I Theory Course & Practical	544	25	625
2	SEMESTER – II Theory Course & Practical	544	25	625
3	SEMESTER – III Theory Course & Practical	576	25	625
4	SEMESTER – IV Theory Course & Practical	576	25	625
	<b>TOTAL</b>	<b>2240</b>	<b>100</b>	<b>2500</b>

### VIII. OBJECTIVES OF M.ED.

#### To enable the Students to:

1. familiarize with different modes of Philosophical Inquiry as a basis of all educational endeavors
2. familiarize students with the sociological Inquiry pertaining to education
3. apply essential elements of psychology in education
4. create awareness regarding information and communication technology and provide them hand on experience
5. conceptualize evolution and development of education
6. get acquainted with various aspects of teacher education
7. carryout research on educational problems and write report
8. understand the basic foundations of educational research
9. advance the command over particular area of specialization pertaining to education
10. perform practical tasks to justify the duty as a teacher educator

# SEMESTER-1

## COURSES FOR SEMESTER – I

### COURSE- CC1

#### METHODOLOGY OF EDUCATIONAL RESEARCH - 1

**CREDITS – 4**

**MARKS: 100**

#### **LEARNING OUTCOMES:**

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Discuss about the concept, nature and Characteristics of Educational Research
- Understand the Ethical Considerations in Educational Research
- Differentiate between types of research
- Review the related literature
- Select research problem for their dissertation
- Follow the steps of Educational Research
- Construct hypothesis
- Prepare a Research Proposal

### SCHEME OF TEACHING AND ASSESSMENT:

UNIT	CONTENT	INSTRUCTIONAL HOURS		WEIGHTAGE (100%)	SUGGESTED METHODOLOGY	TEACHING AIDS	REFERENCES
		SUB UNITS	TOTAL HOURS				
1	<b>Unit – 1 Fundamentals of Educational Research</b>		19	(30%)	Lecture Discussion Group –Discussion	Handouts LCD Projector, Computer,	1. Research Methodology – Dr. Bipin Asthana 2. Research Methodology- Dr. R.S. Patel 3.. શૈક્ષણિક સંશોધન –ડો. દીપિકા શાહ
	1.1 Meaning and Concept of Research	2		3%			
	1.2 Meaning , Nature Characteristics and Importance of Educational Research	6		9%	Assignment & Problems Solving Method		
	1.3 Types of Research - Basic Research: Meaning, Characteristics, Limitations - Applied Research: Meaning, Characteristics, Limitations - Action Research: Meaning, Characteristics, Steps, Limitations	8		13%			
	1.4 Ethical Considerations and barriers in Educational Research	3		5%			

2	<b>Unit – 2 Areas of Educational Research and steps in Research Process</b>  2.1 Areas of Educational Research: Teaching Learning process, Educational Technology, Educational Psychology, Problems Related to Content, Teachers and Teacher Education, Value Education, Mental Measurement & Evaluation  2.2 Steps in Research process	4          9	13          16	(20%)          14%	- Leceture - Group Discussion - Assignment - Library Work          -Discussion, -Group Task, -Reviews of Past Researches          -Group Task,	Handouts, LCD Projector, Computer, Reference Books          Handouts, LCD Projector,	1. શૈક્ષણિક સંશોધનના ક્ષેત્રો - ડો. એમ. એસ. મોલિયા 2..શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનોનું પદ્ધતિશાસ્ત્ર -ડો. ડી.એ.ઉચાટ. 3. Research Methodology- Dr. R.S. Patel
3	<b>Unit – 3 Research Problem and Preparation of the Research Proposal</b>  3.1 Review of Related Literature: Concept, Objectives, Approaches/ nature, Sources, Essential Skills, Competencies and qualities in Researcher for the Review.  3.2 Selection of the Problem: Definition of research problem, Characteristics of Research Problems ,	5          5	16	(25%)          8%	-Discussion, -Group Task, -Reviews of Past Researches          -Group Task,	Handouts, LCD Projector,	1.શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનોનું પદ્ધતિશાસ્ત્ર -ડો. ડી.એ.ઉચાટ. 2. Research Methodology- Dr. R.S. Patel 3 .શૈક્ષણિક સંશોધન -ડો. દીપિકા શાહ

	Evaluation of the Problem, Criteria and sources for identifying the problem, Delimitations of Research Problem. 3.3 Steps in Preparation of Research Proposal	6		9%			
4	<b>Unit – 4 Variables ,Hypothesis and Sampling</b> 4.1 Variables: Definition, Types- Dependent, Independent, Moderator, Intervening and Control, Operational Definition of variables 4.2 The Hypothesis: Definition, sources and Importance of Hypothesis, Characteristics of Good Hypothesis, Various types of hypothesis- Directional and Non Directional, Research and Null , Classical and practical Hypothesis, suggestions for construction of hypothesis 4.3 <b>Sampling:</b> Concept of Population ,universe, Sample and sampling frame, Need of Sampling, Characteristics of a	3 5 8	<b>16</b>	<b>(25%)</b> 5% 8% 12%	-Discussion, -Problem Solving - Simulation, - Group Task, - Assignment  -Discussion, -Problem Solving  - Group Task, - Assignment	Handouts, LCD Projector, Computer,	1.શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનોનું પદ્ધતિશાસ્ત્ર -ડો . ડી.એ.ઉચાટ. 2. Research Methodology- Dr. R.S. Patel 3. .Research Methodology – Dr. Bipin Asthana 4.Research in Education- Best and Kahn

	Good Sample, various techniques of sampling (Probability Sampling: Simple random, Stratified random, Cluster, Systematic Non Probability Sampling : Convenient , Purposive, Quota Sampling Specific Sampling: Snowball, sequential , Multi Stage) Biases in sampling, Sampling Errors and how to Reduce them.						
	<b>TOTAL</b>	<b>64 HOURS</b>	<b>100%</b>				

**OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE :**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

**UNIT – 1 FUNDAMENTALS OF EDUCATIONAL RESEARCH**

**30%**

1.1 Meaning and Concept of Research

1.2 Meaning , Nature, Characteristics and Importance of Educational Research

1.3 Types of Research

- Basic Research: Meaning, Characteristics, Limitations
- Applied Research: Meaning, Characteristics, Limitations
- Action Research: Meaning, Characteristics,  
Steps, Limitations

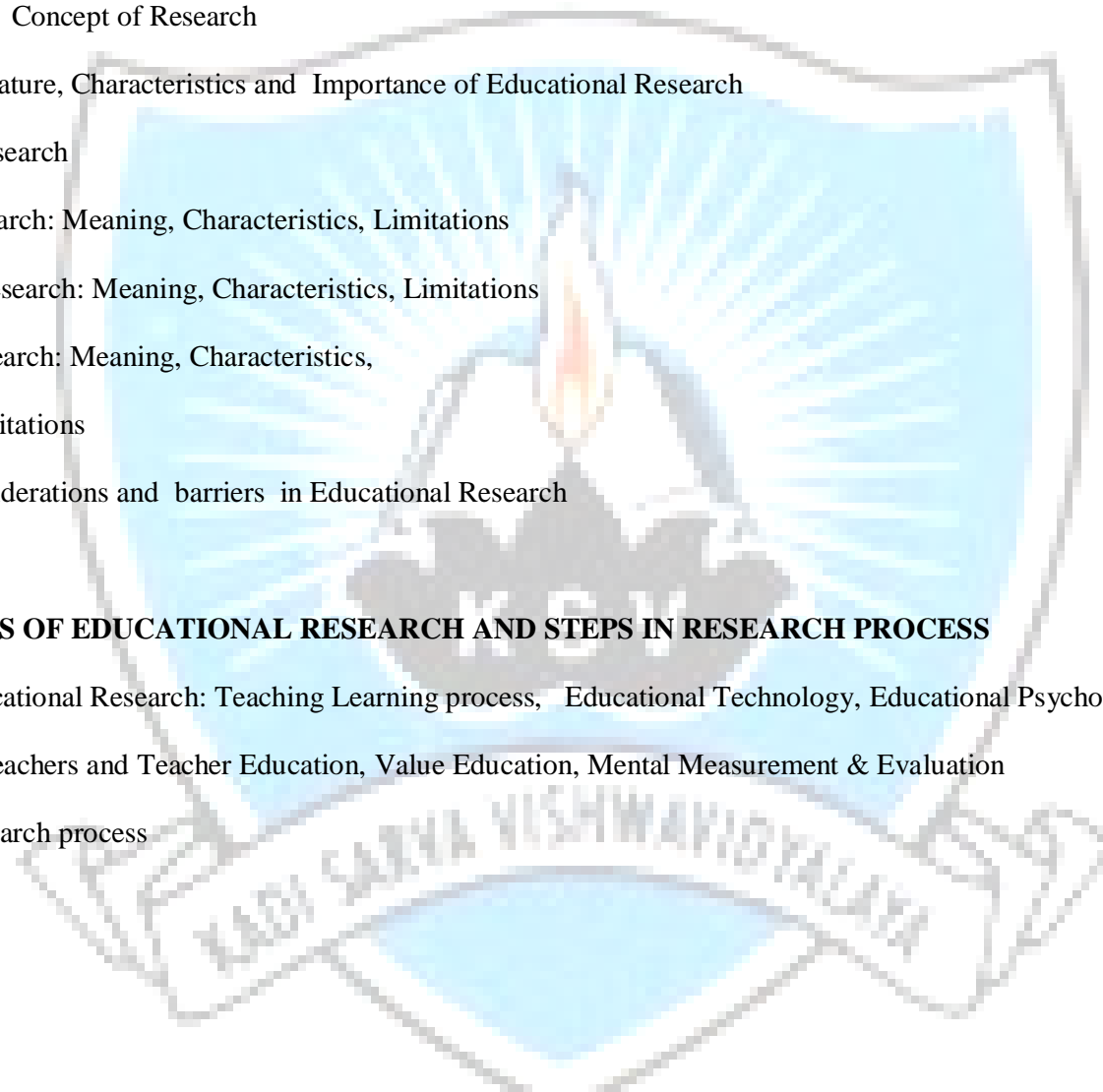
1.4 Ethical Considerations and barriers in Educational Research

**UNIT – 2 AREAS OF EDUCATIONAL RESEARCH AND STEPS IN RESEARCH PROCESS**

**20%**

2.1 Areas of Educational Research: Teaching Learning process, Educational Technology, Educational Psychology, Problems Related to Content, Teachers and Teacher Education, Value Education, Mental Measurement & Evaluation

2.2 Steps in Research process





### UNIT – 3 RESEARCH PROBLEM AND PREPARATION OF THE RESEARCH PROPOSAL

25%

3.1 Review of Related Literature: Concept, Objectives, Approaches/ nature, Sources, Essential Skills, Competencies and qualities in Researcher for the Review.

3.2 Selection of the Problem: Definition of research problem, Characteristics of Research Problems , Evaluation of the Problem, Criteria and sources for identifying the problem, Delimitations of Research Problem.

3.3 Steps in Preparation of Research Proposal

### UNIT – 4 VARIABLES, HYPOTHESIS AND SAMPLING

25%

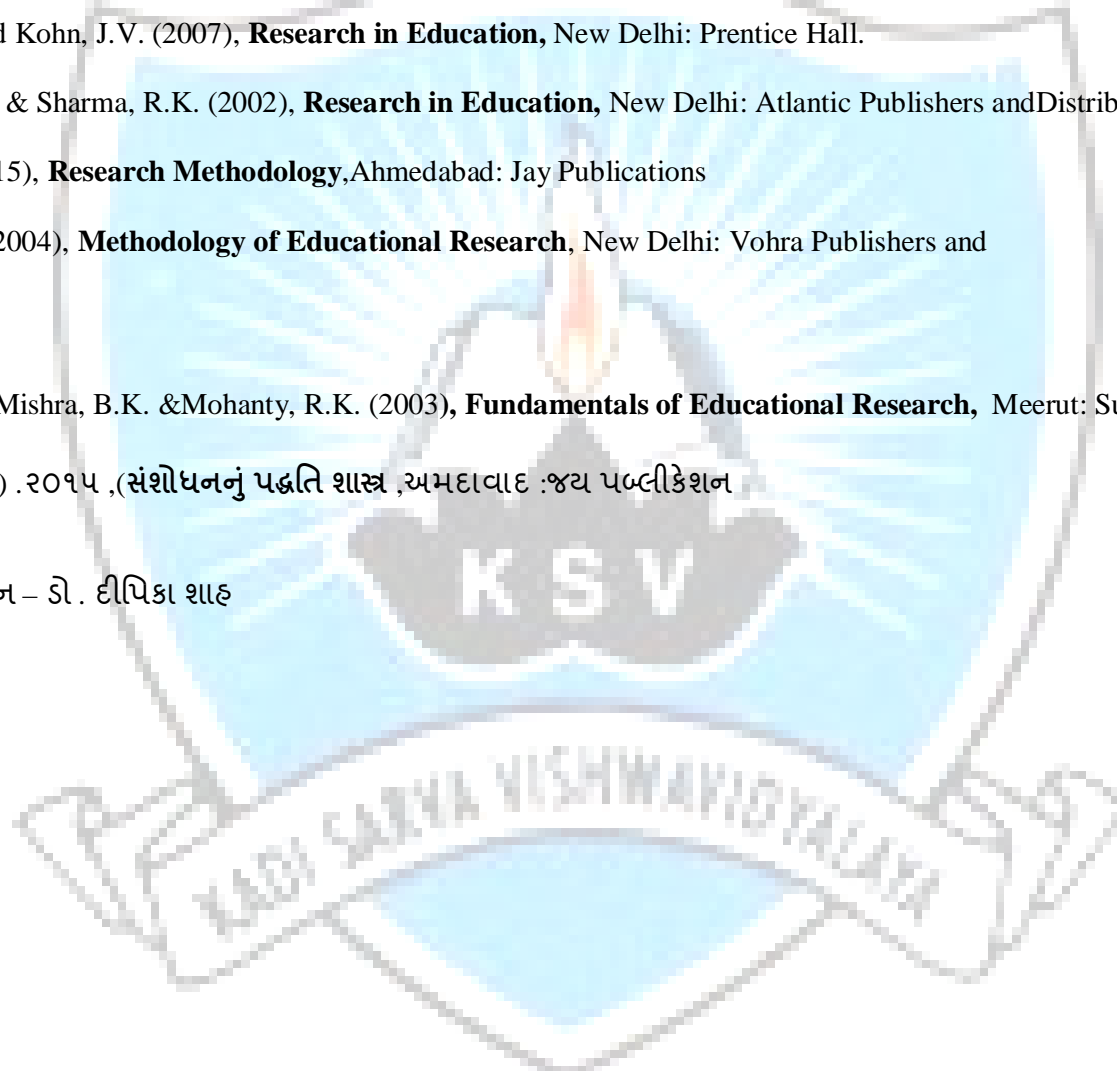
4.1 **Variables:** Definition, Types- Dependent, Independent, Moderator, Intervening and Control, Operational Definition of variables

4.2 **The Hypothesis:** Definition, sources and Importance of Hypothesis, Characteristics of Good Hypothesis, Various types of hypothesis-Directional and Non Directional, Research and Null , Classical and practical Hypothesis, Suggestions for construction of hypothesis

4.3 **Sampling:** Concept of Population ,universe, Sample and sampling frame, Need of Sampling, Characteristics of a Good Sample, various techniques of sampling (**Probability Sampling:** Simple random, Stratified random, Cluster, Systematic), (**Non Probability Sampling** : Convenient ,Purposive, Quota Sampling),( **Specific Sampling:** Snowball, sequential , Multi Stage) Biases in sampling, Sampling Errors and how to Reduce them.

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4. Patel R.S.(2015), **Research Methodology**,Ahmedabad: Jay Publications
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- ૮ .શૈક્ષણિક સંશોધન – ડો . દીપિકા શાહ



## **COURSES FOR SEMESTER – I**

### **CORE COURSE - CC2**

#### **PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

**CREDITS – 4**

**MARKS: 50**

#### **LEARNING OUTCOMES:**

#### **AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Divide learners as per their inherent intelligences and use compatible strategies accordingly
- Utilize teaching strategies to enhance Multiple Intelligences of learners
- Employ 'laws of learning' in teaching learning process
- Proffer creativity supportive environment to the learner in classroom
- Create emotionally equipped setting in the classroom
- Enhance adversity quotient of learners in classroom
- Do ego adjustment with child, adult and parents for successful interaction
- Employ psychological methods to study the learners individually
- Assess the personality of learners using personality assessment techniques and tests

**SCHEME OF TEACHING AND ASSESSMENT:**

UNIT	CONTENT	INSTRUCTIONAL HOURS		WEIGHTAGE (100%)	SUGGESTED METHODOLOGY	TEACHING AIDS	REFERENCES
		SUB UNITS	TOTAL HOURS				
1	<p><b>Unit: - 1 Introduction to educational psychology and Developmental Psychology</b></p> <p>1.1 Educational psychology- Concept and Aims of Educational Psychology, Growth and Development</p> <p>1.2 Methods of educational psychology: Observation, Experimental, Case study Methods</p> <p>1.3 Concept and Educational Implications of Cognitive (Piaget), Moral (Kohlberg) and Social (Bandura) Development</p>	4	13	(20%)	Probing Illustrating Discussion Narrating Lecturing Brain storming Problem Solving Method, Kinesthetic concepts	Handouts, LCD Projector, Open web assignment	Kaur Rajpal., Adolescent Psychology Sharma Yogendra., A textbook of educational Psychology Singh Yogesh Kumar.& Nath R., Psychology in Education T. Shankar, Methods of teaching Educational psychology Yadav Neelam, A handbook of

						Educational psychology	
2	<p><b>Unit: - 2 Multiple Intelligences and Transactional Analysis</b></p> <p>2.1 Multiple Intelligence: Meaning and types, Teaching strategies suitable to teach students with different intelligences</p> <p>2.2 Strategies to enhance multiple intelligences of students</p> <p>2.3 Transactional Analysis: Meaning and types, Advantages of Transactional Analysis, Mechanism of TA Psychotherapy</p>	8 4 4	<b>16</b>	<b>(25%)</b> 11% 7% 7%	<p>Group Discussion, Assignment</p> <p>Lecturing</p> <p>Narrating</p> <p>Ego grams</p> <p>Peer Sharing</p> <p>Nature walk</p> <p>Film movies</p> <p>Videos</p> <p>Kinesthetic concepts</p> <p>Body answers</p> <p>Body maps</p>	<p>Handouts, LCD</p> <p>Projector, Computer, Open web assessment</p>	<p>Agarwal, J.C.</p> <p>Basic ideas in Educational psychology</p> <p>Bhatia H.R., A textbook of educational Psychology</p> <p>Chauhan.S.S, Advanced Educational Psychology</p>
3	<p><b>Unit: - 3 Creativity, Emotional Intelligence and Adversity Quotient</b></p> <p>3.1 Creativity: Concept, levels of creativity, Education for concurring creativity in classroom</p>	6	<b>19</b>	<b>(30%)</b> 9%	<p>Probing Discussion, Dramatization,</p> <p>Group Task, Project work</p> <p>Story telling</p>	<p>Developing techniques in classrooms</p> <p>Scripts,</p>	<p>Dandpani, S,</p> <p>Advanced Educational psychology</p> <p>Mangal.S.K</p>

	<p>3.2 Emotional intelligence- Meaning, Relation between Creativity and Intelligence, characteristics of an emotionally matured person and way to foster emotional intelligence.</p> <p>3.3 Adversity Quotient: - Concept and Components, Levels and ways to enhance Adversity Quotient</p>	7		12%	<p>Hands on activities</p> <p>Music</p> <p>Reflection period</p> <p>Personal connections</p> <p>Co-operative groups</p> <p>Peer sharing</p> <p>Visualization</p> <p>Classroom theatre</p> <p>Creative day</p> <p>dreaming</p> <p>Publishing</p> <p>Journal keeping</p> <p>Classification and categorization</p>	<p>Handouts,</p> <p>LCD</p> <p>Projector,</p>	<p>Essentials of Educational psychology</p> <p>Mangal. S. K,</p> <p>Advanced Educational Psychology</p> <p>Weisinger Hendrie,</p> <p>Emotional Intelligence at work</p>
4	<p><b>Unit: - 4 Theory of Learning, Personality, Adjustment and mental Health</b></p> <p>4.1 Stimulus- Response Theory of Learning: Watson and Guthrie's experiments and contribution, Cognitive Theory of Learning: <b>Tolman's theory</b></p> <p>4.2 Conditional Theory of</p>	6	16	(25%)	<p>Problem Solving</p> <p>Method, Simulation, Group Task, Project</p> <p>Drilling</p> <p>Story telling</p> <p>Personality</p> <p>Assessment test</p>	<p>Handouts,</p> <p>LCD</p> <p>Projector,</p> <p>Computer,</p> <p>Text- Print material</p>	<p>Dandpani, S,</p> <p>Advanced Educational psychology</p> <p>Mangal. S. K,</p> <p>Advanced Educational Psychology</p>

	Learning: <b>Gagne's Hierarchy of Learning</b> 4.3 Comparison of classical and operant conditioning, Comparison of S-R theories and Field theories 4.4 Techniques and tests of Personality assessment	3		5%	Reflection period Picture metaphors Idea sketching Graphic symbols Color cues		Chauhan. S.S Advanced Educational Psychology
		4		6%	Tape recording Brain storming		
<b>TOTAL</b>		<b>64 HOURS</b>		<b>100%</b>			

**OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE (PERCENTAGE)**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	15	20	20	20	15	100

**UNIT: - 1 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY AND DEVELOPMENTAL PSYCHOLOGY**

**20%**

- 1.1 Educational psychology:
  - 1.1.1 Concept and
  - 1.1.2 Aims of Educational Psychology,
  - 1.1.3 Growth and Development
- 1.2 Methods of educational psychology:
  - 1.2.1 Observation
  - 1.2.2 Experimental
  - 1.2.3 Case study Methods
- 1.3 Concept and Educational Implications of:
  - 1.3.1 Cognitive (Piaget),
  - 1.3.2 Moral (Kohlberg) and
  - 1.3.3 Social (Bandura) Development

**UNIT: - 2 MULTIPLE INTELLIGENCES AND TRANSACTIONAL ANALYSIS**

**25%**

- 2.1 Multiple Intelligence
  - 2.1.1 Meaning
  - 2.1.2 Types
  - 2.1.3 Teaching strategies suitable to teach students with different intelligences
- 2.2 Strategies to enhance multiple intelligences of students
- 2.3 Transactional Analysis:
  - 2.3.1 Meaning
  - 2.3.2 Types
  - 2.3.3 Advantages of Transactional Analysis
  - 2.3.4 Mechanism of TA Psychotherapy



**UNIT: - 3 CREATIVITY, EMOTIONAL INTELLIGENCE AND ADVERSITY QUOTIENT**

**30%**

3.1 Creativity:

- 3.1.1 Concept
- 3.1.2 levels of creativity
- 3.1.3 Education for concurring creativity in classroom

3.2 Emotional intelligence:

- 3.2.1 Meaning
- 3.2.2 Relation between Creativity and Intelligence
- 3.2.3 Characteristics of an emotionally matured person
- 3.2.4 Ways to foster emotional intelligence

3.3 Adversity Quotient:

- 3.3.1 Concept
- 3.3.2 Components
- 3.3.3 Levels
- 3.3.4 Ways to enhance Adversity Quotient

**UNIT: - 4 THEORY OF LEARNING, PERSONALITY, ADJUSTMENT AND MENTAL HEALTH**

**25%**

4.1 Stimulus- Response Theory of Learning:

- 4.1.1 Watsons experiments and contribution
- 4.1.2 Guthrie's experiments and contribution
- 4.1.3 Cognitive Theory of Learning: Tolman's theory

4.2 Conditional Theory of Learning: Gagne's Hierarchy of Learning

4.3 Comparison of classical and operant conditioning, Comparison of S-R theories and Field theories

4.4 Techniques and tests of Personality assessment

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## **COURSES FOR SEMESTER – I**

### **CORE COURSE – CC3**

#### **PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

**CREDITS – 4**

**MARKS : 100**

#### **LEARNING OUTCOMES:**

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Write about the scope and application of educational philosophy
- Explain the relationship existing between education and philosophy
- Explore the different mode of philosophical branches
- Compare the Indian and Western Schools of Philosophy
- Identify the contributions of Eastern and Western philosophers
- Analyze and synthesize various aspects of effective role of educational philosophy in life
- Identify and analyze the current issues and research in educational philosophy
- Acquaint oneself with the philosophical theories underlying educational principles
- Appreciate the role of education in development on and individual in their cultural perspective

**SCHEME OF TEACHING AND ASSESSMENT:**

UNIT	CONTENT	INSTRUCTIONAL HOURS		WEIGHTAGE (100%)	SUGGESTED METHODOLOGY	TEACHING AIDS	REFERENCES
		SUB UNITS	TOTAL HOURS				
1	<p><b>Educational Philosophy</b></p> <p>1.1 Concept and nature of educational philosophy,</p> <p>1.2 Scope and function of educational philosophy,</p> <p>1.3 Relationship between philosophy and education,</p> <p>1.4 Research in educational philosophy,</p> <p>1.5 Branches of philosophy: Metaphysics, Epistemology and Axiology,</p> <p>With reference to Origin and Meaning, their educational implication</p>	3 3 3 3 4	16	(25%) 5% 5% 5% 5%	Lecture, Group Discussion and Presentation	Handouts, LCD Projector, Computer, Scripts	Ruhela, S.P. & Nayak, R.K. (2013) <b>Philosophical Foundations of Education</b> , माथुर एस. एस. (२०१०) <b>शिक्षा के दार्शनिक तथा सामाजिक आधार</b> , रावल, नटुभाई वी . (२००७) <b>डेववर्णीनी तात्विक अने समाजशास्त्रीय आधारशीलाओ.</b>
2	<p>Educational Contributions of Thinkers</p> <p>2.1 J. Krishnamurthy</p> <p>2.2 Gijubhai Badheka</p> <p>2.3 Swami Vivekananda</p>	3 3.5 3.5	16	(25%) 5% 5% 5%	Group Discussion, Assignment, Case Study, Book Reviews and Presentation	Handouts, LCD Projector, Computer,	Aggarwal , J.C. & Gupta, S., (2007) <b>Great Philosophers and Thinkers on Education</b> , रावल, नटुभाई वी.( २००७)

	2.4 Aristotle 2.5 Froebel With reference to Concept of education, Principles, Aims, Effect of their contribution on philosophies.	3 3		5% 5%			केलवर्णीनी तलविक अने सडलशसुीत आधलरशीललओ
3	<b>Indian School of Philosophy</b> 3.1 Shrimad Bhagvad Geeta 3.2 Vedant 3.3 Sankhya 3.4 Buddhism 3.5 Islamic With reference to aims of education, Curriculum, Teaching methods, Discipline, Educational Implications and emerging values.	3.5 3.5 3 3 3	<b>16</b>	<b>(25%)</b> 5% 5% 5% 5%	Lecture, Group Discussion, Assignment and Presentation	Handouts, LCD Projector, Computer,	डलथुर एस. एस. (२०१०) शलकुल के दलरुनलक तथल सलडलकल आधलर, डुटेल, डुतेलीललरुड ड. तथल अनुत, (२००७) वलकुलसडलन ललरतुत सडलशडलं शलकुल
4	<b>Western School of Philosophy</b> 4.1 Idealism 4.2 Naturalism 4.3 Existentialism 4.4 Pragmatism 4.5 Humanism	3.5 3.5 3 3 3	<b>16</b>	<b>(25%)</b> 5% 5% 5% 5%	Lecture, Group Discussion, Group Task, Project	Handouts, LCD Projector, Computer,	Chalbe S. P, (1993) <b>Educational Philosophies in India</b> , तुतलगी गुरुसरनदलस (१९९६) शलकुल के दलरुनलक एतं सलडलकल

With reference to aims of education, Curriculum, Teaching methods, Discipline and Educational Implications							આધાર, પટેલ, મોતીભાઈ મ. તથા અન્ય, (૨૦૦૭) વિકાસમાન ભારતીય સમાજમાં શિક્ષક.
<b>TOTAL</b>	<b>64 HOURS</b>	<b>100%</b>					

**OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	25	20	15	15	15	100

**UNIT: - 1 EDUCATIONAL PHILOSOPHY**

**25%**

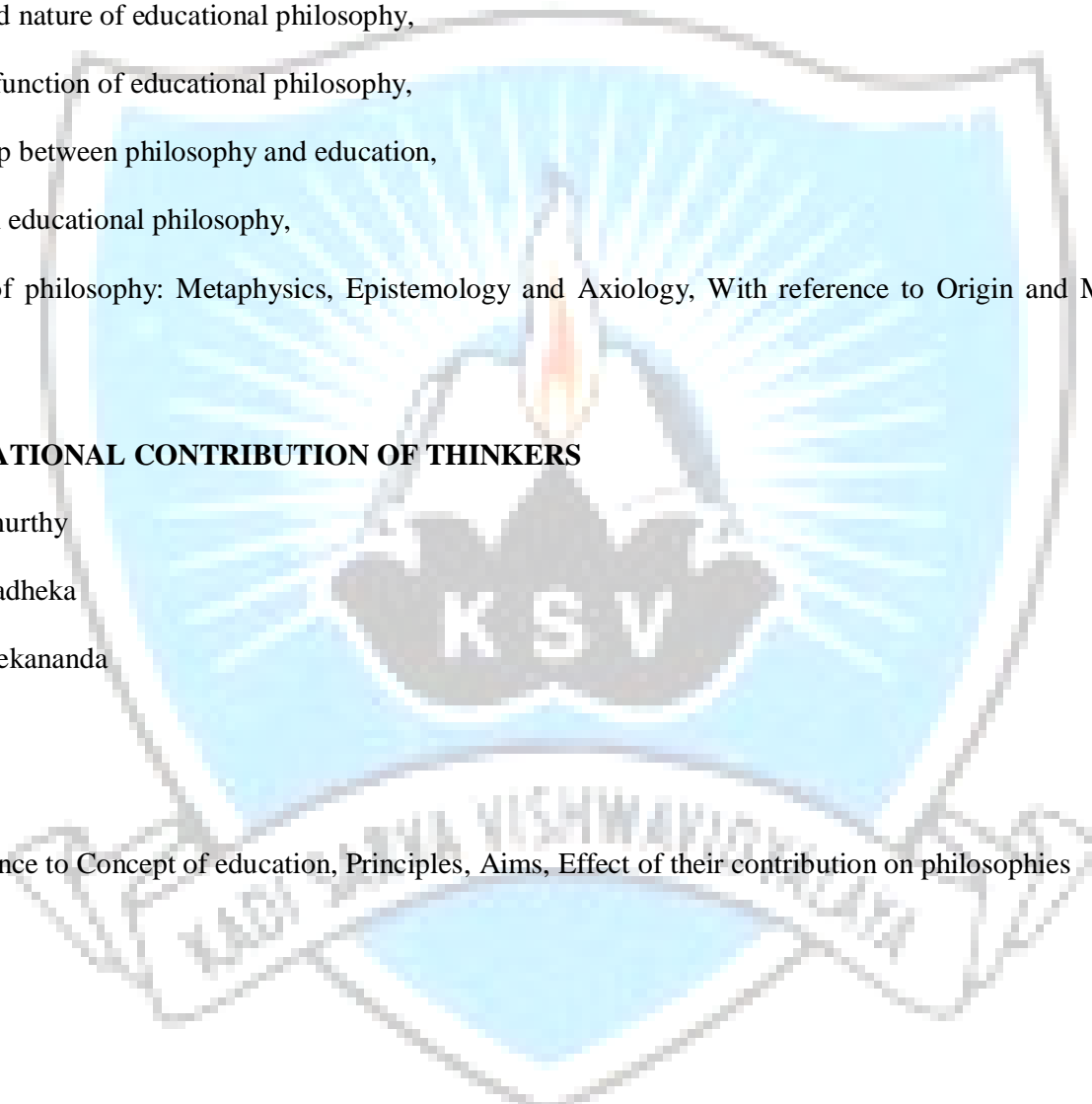
- 1.1 Concept and nature of educational philosophy,
- 1.2 Scope and function of educational philosophy,
- 1.3 Relationship between philosophy and education,
- 1.4 Research in educational philosophy,
- 1.5 Branches of philosophy: Metaphysics, Epistemology and Axiology, With reference to Origin and Meaning, their educational implication

**UNIT: - 2 EDUCATIONAL CONTRIBUTION OF THINKERS**

**25%**

- 2.1 J. Krishnamurthy
- 2.2 Gijubhai Badheka
- 2.3 Swami Vivekananda
- 2.4 Aristotle
- 2.5 Froebel

With reference to Concept of education, Principles, Aims, Effect of their contribution on philosophies



**UNIT: - 3 INDIAN SCHOOL OF PHILOSOPHY**

**25%**

**3.1** Shrimad Bhagvad Geeta

**3.2** Vedant

**3.3** Sankhya

**3.4** Buddhism

**3.5** Islamic

With reference to aims of education, Curriculum, Teaching methods, Discipline, Educational Implications and emerging values.

**UNIT: - 4 WESTERN SCHOOL OF PHILOSOPHY**

**25%**

**4.1** Idealism

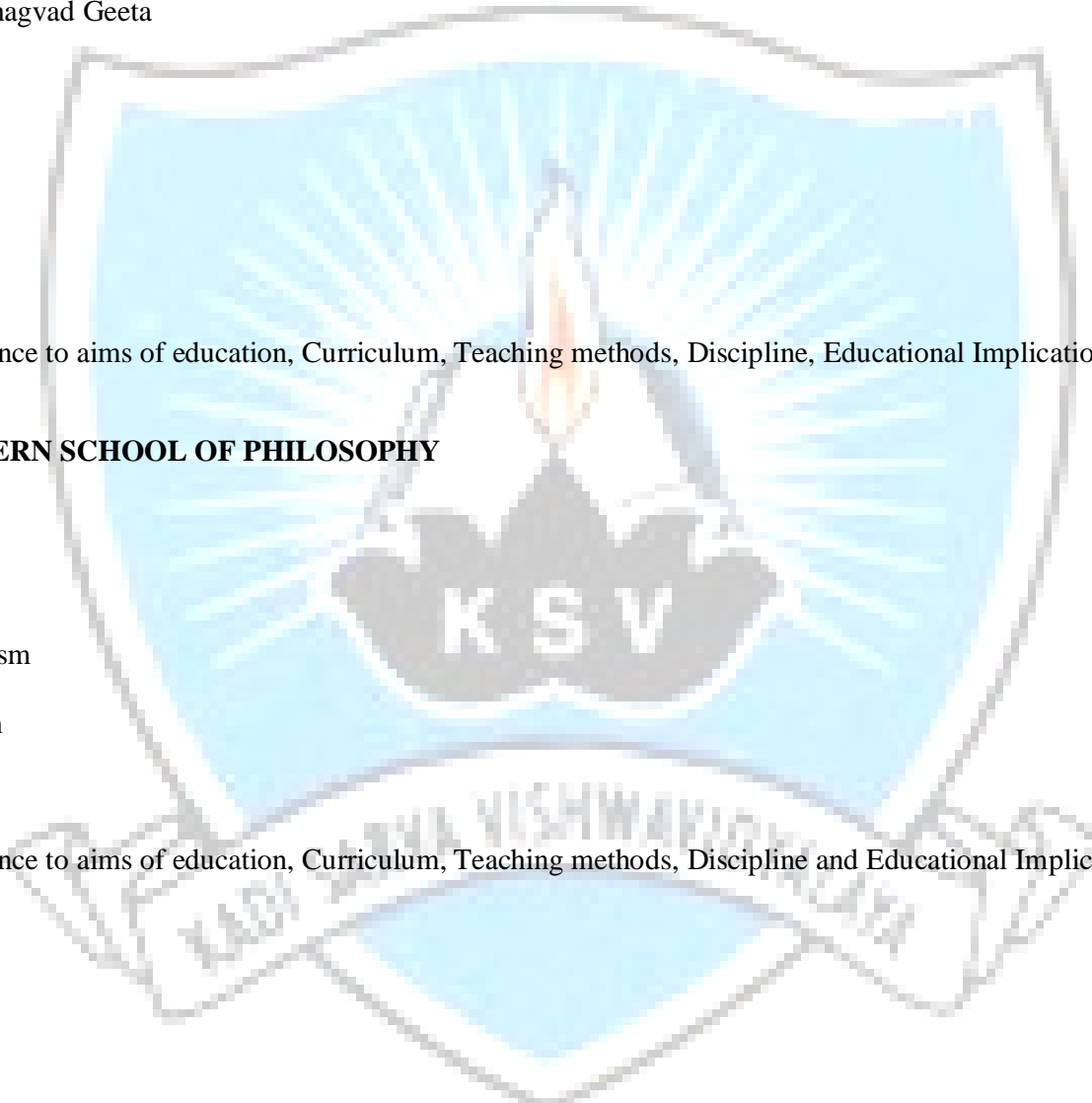
**4.2** Naturalism

**4.3** Existentialism

**4.4** Pragmatism

**4.5** Humanism

With reference to aims of education, Curriculum, Teaching methods, Discipline and Educational Implications

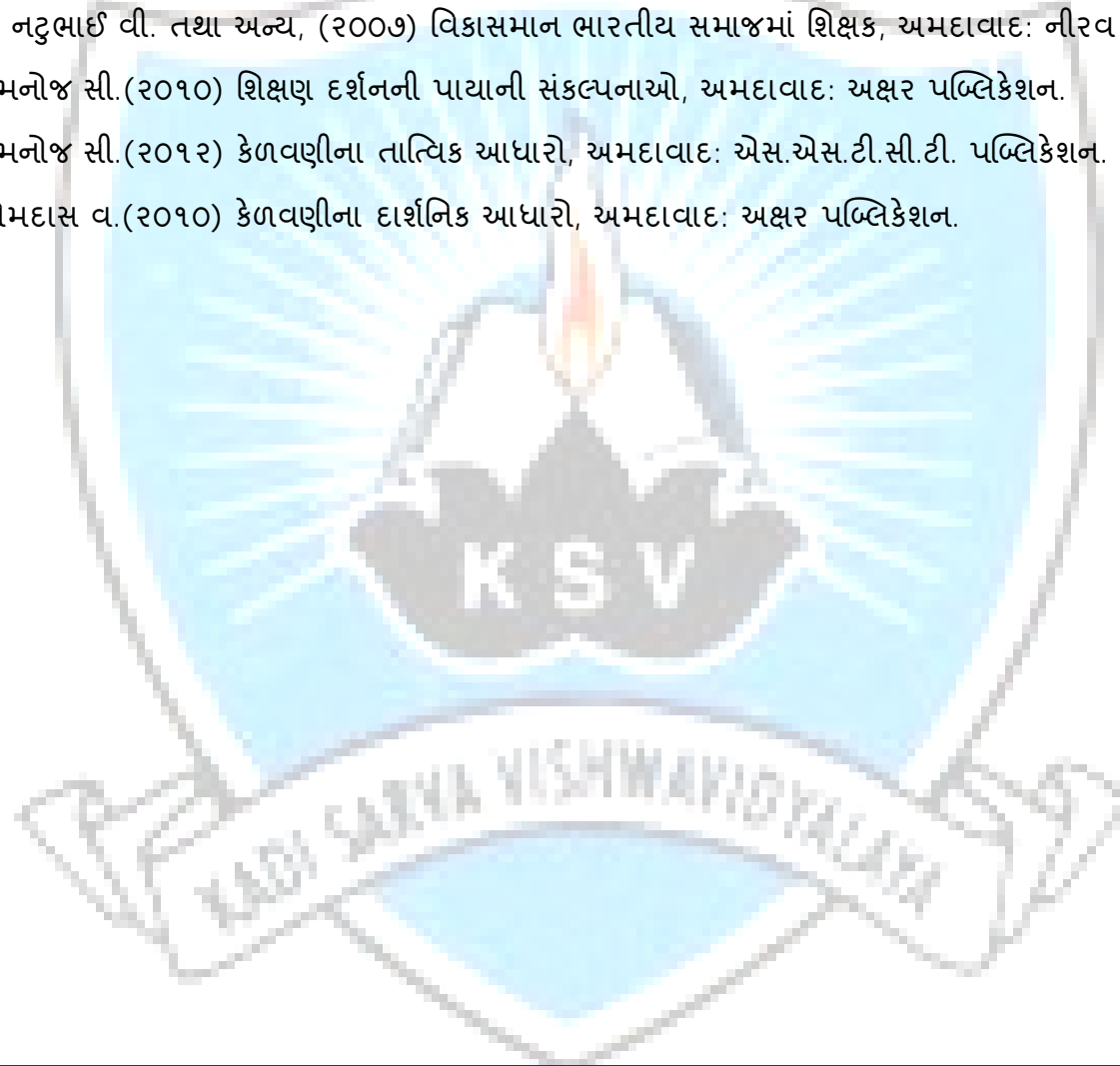




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## COURSES FOR SEMESTER – I

### CORE COURSE – CC4

#### MEASUREMENT AND EVALUATION

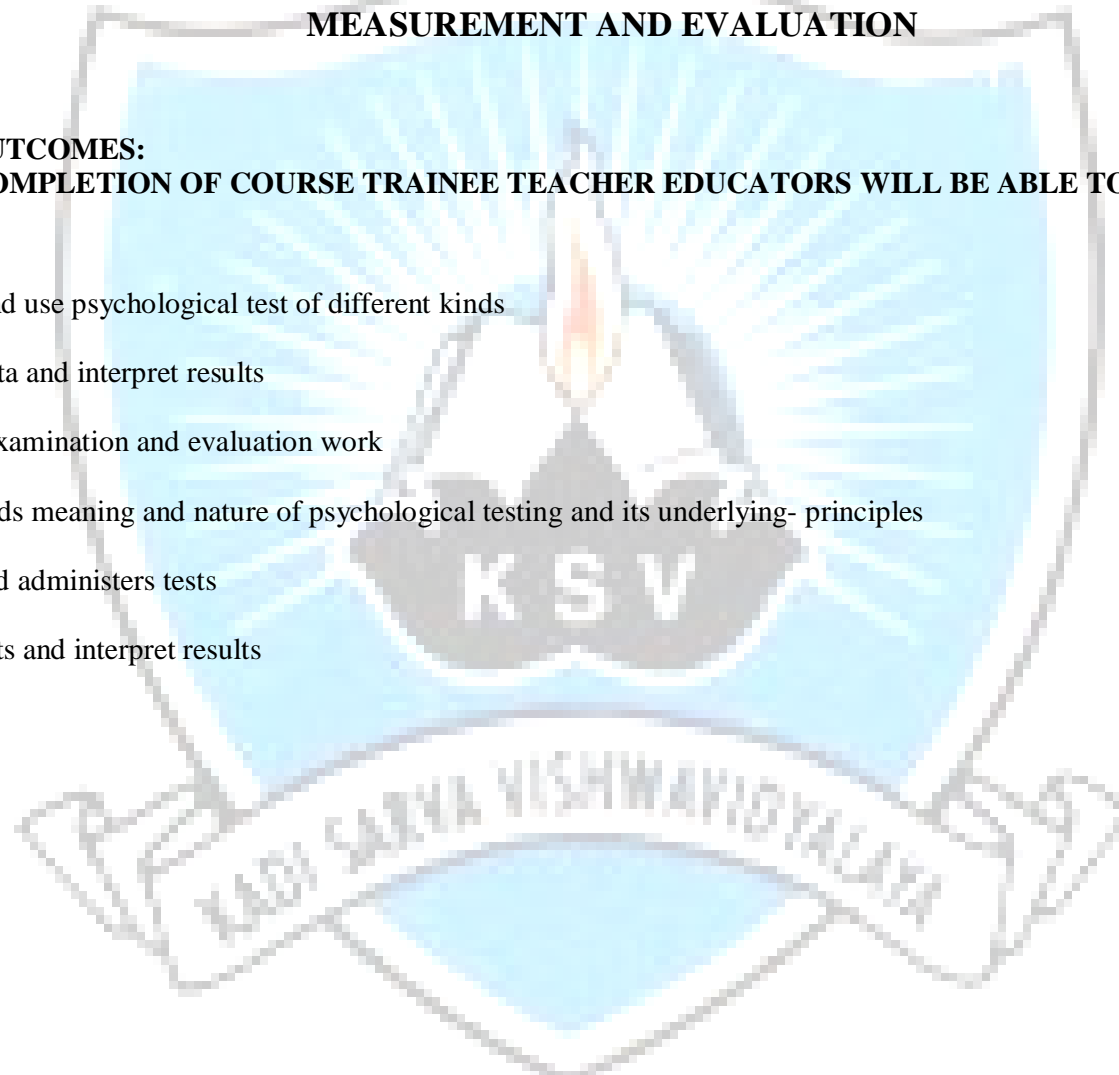
CREDITS – 4

MARKS : 100

#### LEARNING OUTCOMES:

AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:

- Prepare and use psychological test of different kinds
- Handle data and interpret results
- Carry to examination and evaluation work
- Understands meaning and nature of psychological testing and its underlying- principles
- Selects and administers tests
- Scores tests and interpret results



**SCHEME OF TEACHING AND ASSESSMENT:**

UNIT	CONTENT	INSTRUCTIONAL HOURS		WEIGHTAGE (100%)	SUGGESTED METHODOLOGY	TEACHING AIDS	REFERENCES
		SUB UNITS	TOTAL HOURS				
1	<p><b>Unit – 1 Educational evaluation</b></p> <p>1.1 Meaning and Concept of Measurement &amp; evaluation</p> <p>1.2 Evaluation:</p> <ul style="list-style-type: none"> <li>• Need</li> <li>• Principles</li> <li>• Role of evaluation in education</li> </ul> <p>1.3 Types of evaluation</p> <ul style="list-style-type: none"> <li>• Maximum/Typical</li> <li>• Formative , Summative and Diagnostic Evaluation</li> <li>• Continuous &amp; Comprehensive Evaluation</li> </ul> <p>1.4 Purpose of Evaluation : Selection Decision, Placement decision, classification decision, diagnosis and remedial decision, Feedback, Motivation and guidance of learning, Programme evaluation, Theory development, Assigning marks to students.</p>	2	16	(25%)	Lecture Discussion	Handouts LCD Projector, Computer,	<p>1.Measurement &amp; Evaluation in education- R.P.Pathak</p> <p>2.Role of Evaluation in Education- Edited by S.R.Naik</p> <p>3.Measurement &amp; Evaluation in Education- R.P.Pathak</p> <p>4.School Evaluation- Mohd.Sharifkhan</p>
		6		3%			
		4		10%			
		4		6%			
		4		6%			

2	<p><b>Unit – 2 Tools &amp; Technique of Evaluation</b></p> <p>2.1 Measurable dimensions of a performance in progress Speed, accuracy, Discrimination, Economy of Effort, timing, intensity, coherency</p> <p>2.2 Classification of the test: tools &amp; techniques in education &amp; mental measurement:</p> <p>2.2.1 General classification of education &amp; mental test - Test, scales &amp; scaled tests - Verbal-nonverbal &amp; performance test - Teacher made &amp; standardized test</p> <p>2.2.2 Education Tests: - Oral Examination - Essay Examination - Objective examination &amp; scale - Performance test &amp; scales</p> <p>2.2.3 Innovations in Examination: Concept: - Open book Examination, - Open web Examination, - Take home examination, - Project examination, - Online examination on demand examination, - E-Tools of evaluation</p>	4	16	(25%)	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- demonstration</li> <li>- Practical work</li> </ul>	Sample of tools	<p>1. Measurement &amp; Evaluation in secondary schools- D. Smith</p> <p>2. Measurement and evaluation in elementary schools- D. Smith</p> <p>3. Constructing classroom examinations – David George</p>
		4		5%			
		6		10%			

	2.3 Standardized evaluation test (meaning, nature , type & administration) <ul style="list-style-type: none"> <li>• Intelligence Test</li> <li>• Interest Inventory</li> <li>• Aptitude Test</li> <li>• Attitude Scale</li> <li>• Adjustment inventory</li> </ul>	6		10%			
3	<b>Unit – 3 Construction and uses of standardized test</b> 3.1 Meaning of standardized test <ul style="list-style-type: none"> <li>• Establishing validity and reliability of test</li> <li>• Deriving norms of standardized test</li> </ul> 3.2 Uses of standardized test in instruction, guidance, supervision and administration <ul style="list-style-type: none"> <li>• planning the testing programme</li> <li>• selection and administration of the test</li> <li>• Securing and using the results in the classroom</li> </ul> 3.3 Cumulative records	6 8 2	<b>16</b>	<b>(25%)</b> 9% 13% 3%	-Lecture -Group discussion -	Handouts, LCD Projector,	1.Measurment and Evaluation in psychology and education Dr.Bipin Asthana
4	<b>Unit – 4 Test of Scholastic Achievement &amp; Evaluation</b> 4.1 Test items: <ul style="list-style-type: none"> <li>• Essay types (Meaning, Drawbacks of essay items and measure to</li> </ul>	4	<b>16</b>	<b>(25%)</b> 6%	Lecture -Practical work -demonstration -Group work	Handouts, LCD Projector, Computer,	1.Educational Technology and Evaluation- Dr.Sanjay Gupta

	<p>improve essay items)</p> <ul style="list-style-type: none"> <li>• Short answer types ( Meaning &amp; advantages)</li> <li>• Objective types ( with reference to kinds, construction, characteristics &amp; what they measure)</li> </ul> <p>4.2 Tools of Evaluation :Rating Scale, Check list , observation, Self-Evaluation, sociogram, interview, anecdote</p> <p>4.3 Evaluation results:</p> <ul style="list-style-type: none"> <li>• Marks and marking system: Concept and problem</li> <li>• Grading: Concept, types and comparison between absolute and relative grading and calculation of CGPA in different types of grading.</li> <li>• Semester system: Concept, need , strength, &amp; limitations</li> <li>• Uses of computers in evaluation</li> </ul>	8	4	13%	6%		<p>,Ms.Supria Banerjee</p> <p>2.School Evaluation- Mohammad Sharifkhan</p>
	<b>TOTAL</b>	<b>64 HOURS</b>		<b>100%</b>			

### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION	TOTAL
10	20	20	20	10	20	100

#### UNIT: 1 EDUCATIONAL EVALUATION

25%

1.1 Meaning and concept of Educational Measurement & Evaluation

1.2 Evaluation:

- Need of Evaluation
- Principles of Evaluation in Education
- Roll of Evaluation in Education

1.3 Type of Evaluation

- Maximum / Typical
- Formative, Summative & Diagnunostic Evaluation
- Continuous & Comprehensive Evaluation

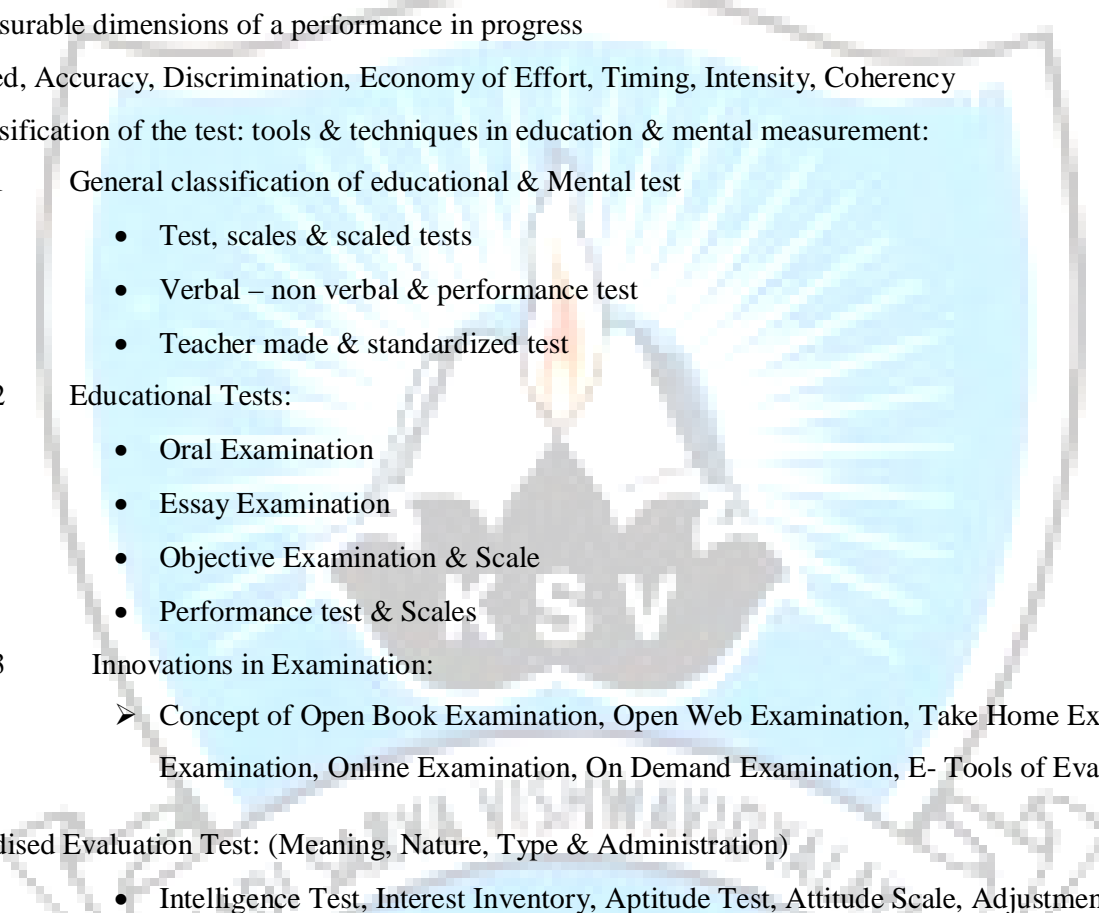
1.4 Purpose of Evaluation

- i. Selection decision
- ii. Placement decision
- iii. Classification decision
- iv. Diagnosis & Remedial decision
- v. Feedback
- vi. Motivation & Guidance of learning
- vii. Programme evaluation
- viii. Theory development
- ix. Assigning marks to students.



## UNIT: 2 TOOLS & TECHNIQUES OF EVALUATION

25%

- 
- 2.1 Measurable dimensions of a performance in progress
- Speed, Accuracy, Discrimination, Economy of Effort, Timing, Intensity, Coherency
- 2.2 Classification of the test: tools & techniques in education & mental measurement:
- 2.2.1 General classification of educational & Mental test
- Test, scales & scaled tests
  - Verbal – non verbal & performance test
  - Teacher made & standardized test
- 2.2.2 Educational Tests:
- Oral Examination
  - Essay Examination
  - Objective Examination & Scale
  - Performance test & Scales
- 2.2.3 Innovations in Examination:
- Concept of Open Book Examination, Open Web Examination, Take Home Examination, Project Examination, Online Examination, On Demand Examination, E- Tools of Evaluation.
- 2.3 Standardised Evaluation Test: (Meaning, Nature, Type & Administration)
- Intelligence Test, Interest Inventory, Aptitude Test, Attitude Scale, Adjustment Inventory

### **UNIT: 3: CONSTRUCTION & USES OF STANDARDIZED TEST**

**25%**

#### 3.1 Meaning of Standardized Test

- Establishing validity & reliability of test
- Deriving norms of standardized test

#### 3.2 Uses of Standardized test in instruction, guidance, supervision and administration

- Planning the testing programme
- Selection and administration of the test
- Securing and using the results in the classroom

#### 3.3 Cumulative Records

### **UNIT: 4 TEST OF SCHOLASTIC ACHIEVEMENT & EVALUATION**

**25%**

#### 4.1 Test Items:

- Essay Types ( Meaning, Drawbacks of essay items and measure to improve essay items)
- Short- Answer types ( Meaning, Advantages)
- Objective types ( with reference to kinds, construction, characteristics & what they measure )

#### 4.2 Tools of Evaluation: Rating Scale, Check list, Observation, Self- Evaluation, Sociogram, interview, anecdote

#### 4.3 Evaluation Results:

- Marks & Marking System: Concept & Problems.
- Grading: Concept, Types, and Comparison between absolute & relative grading and Calculation of CGPA in different types of Grading
- Semester System: Concept, need, strength & limitations.
- Uses of Computers in Evaluation

## REFERENCES:

1. D. Smith, Measurement and Evaluation in Elementary schools, Ajay Verma for Commonwealth Publishers
2. B.V. Verghses, Evaluation in Primary Education, Anmol Publications PVT. LTD.
3. Mohd., Sharif Khan, School Evaluation, Ashish Publishing House
4. David George, Trends in Measurement & Evaluation Techniques, Commonwealth
5. Raj Singh, Techniques of Measurement & Evaluation, Ajay Verma for Commonwealth Publishers
6. S. P. Naik, Role of Evaluation in Education, Anmol Publications PVT. LTD.
7. Educational Interaction & Evaluation, (P.T.C Second Year) Gujarat State Board of School Textbooks
8. S.R. Vashist, Theory of Educational Measurement, Anmol Publications PVT. LTD. New Delhi
9. Educational Technology and Evaluation-Dr.Sanjay Gupta ,Ms.Supria Banerjee
10. School Evaluation-Mohammad Sharifkha



## IX

### COMPETENCIES TO BE DEVELOPED AT THE END OF SEMESTER-1

#### THEORY PAPERS

##### CORE COURSE (CC1): METHODOLOGY OF EDUCATIONAL RESEARCH – 1

###### 1. Identify suitable research problem

###### Tasks:

- Select area of Research
- Explore various sources of research problems
- Delimit the problem
- Compare selected research problems with different criteria
- Maintain diary for the above tasks

###### 2. Prepare research proposal

###### Tasks:

- Review related literature
- Construct Objectives
- Select Variables
- Construct Hypothesis or research Questions
- Define the population
- Decide the scheme of selecting sample
- Decide technique of data analysis

## CORE COURSE (CC2): PSYCHOLOGY OF LEARNING AND DEVELOPMENT

### 1. Adjusting with parents, child and adult ego

#### Tasks:

- Develop the tool to study ego state of persons
- Drawing ego grams
- Exercises for adjusting ego states for better transacting

### 2. Assess multiple intelligences and developing pedagogy

#### Tasks:

- Develop the instrument to study various intelligences
- Assess various intelligences (pre instructional)
- Devise pedagogy suitable to teach in accordance with the intelligence predisposition

### 3. Raise the level of adversity quotient

#### Tasks:

- Develop the scale to assess adversity quotient
- Assess the adversity quotient (pre instructional)
- Conduct the activities to enhance the level of adversity quotient
- Assess the adversity quotient (post instructional)

## CORE COURSE (CC3): PHILOSOPHICAL FOUNDATIONS OF EDUCATION

### 1. Critically compare the contribution of different schools of philosophy and thinkers according to their ideas of education.

#### Tasks:

- Prepare a report on comparison of different schools of philosophy.
- Compare the concepts of education in Indian and Western Philosophical thoughts and to synthesize them.
- Compare and discuss the contributions made to education by different educational thinkers.
- Prepare a short note on own educational philosophy.

### 2. Identify and utilize all the knowledge resources.

#### Tasks:

- Present their ideas and discuss them for knowledge sharing and knowledge generation.
- Prepare Book review on any one book of Indian thinker.
- Prepare presentation on any one western philosopher.

### 3. Compare different values in life.

#### Task:

- Expand and develop the values of life according to his/her ideal philosopher.

## CORE COURSE (CC4): MEASUREMENT AND EVALUATION

### 1. Student carry Examination, Evaluation works & interprets results.

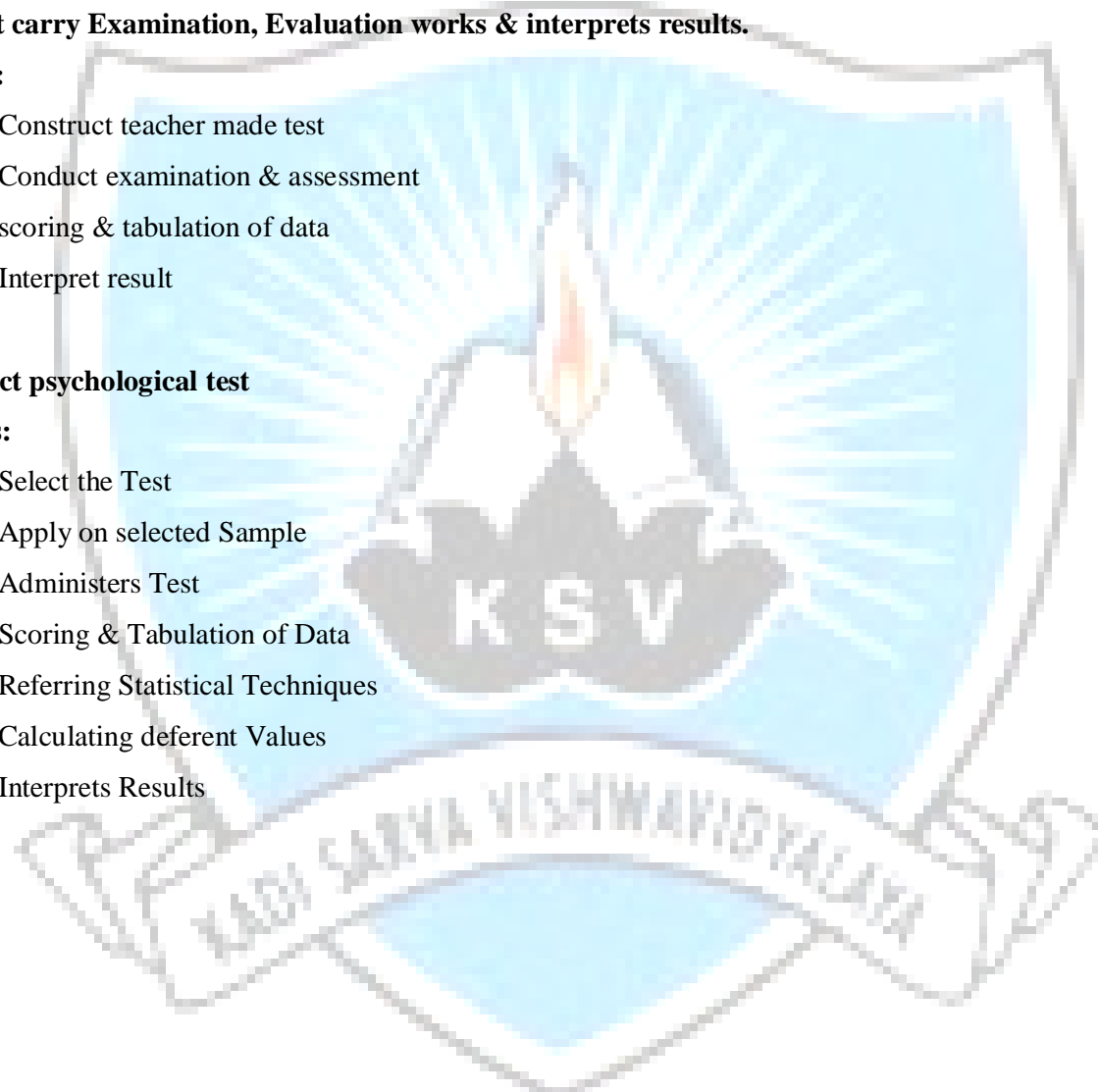
#### Tasks:

- Construct teacher made test
- Conduct examination & assessment
- scoring & tabulation of data
- Interpret result

### 2. Conduct psychological test

#### Tasks:

- Select the Test
- Apply on selected Sample
- Administers Test
- Scoring & Tabulation of Data
- Referring Statistical Techniques
- Calculating deferent Values
- Interprets Results



# PRACTICAL

## Semester-1

### P 1- COMMUNICATION AND EXPOSITORY WRITING

**Task:**

- Develop effective Communication
- Organize the points in chronological order
- Analyze various expository writing
- Learn to write an Essay

### EVALUATION SCHEME- P 1- COMMUNICATION AND EXPOSITORY WRITING

(CREDIT: 1, TOTAL MARKS: 25)

No	Criteria for Assessment	Marks (out of 25)	Percentage (%)
1	Present the main idea	5	20%
2	Provide supportive evidences or details	5	20%
3	Organize the points in chronological order	10	40%
4	Submission of the Report	5	20%
	Total	25	100%



## P 2- SELF DEVELOPMENT

### Task:

- Assess personality factors
- Participate in activities to develop personality
- Examine emotional Intelligence
- Study body Gesture/ posture
- Assess public speaking skills
- Develop public speaking skills
- Positive Attitude

### EVALUATION SCHEME- P 2- SELF DEVELOPMENT

(CREDIT: 2, TOTAL MARKS: 50)

No	Criteria for Assessment	Marks (out of 50)	Percentage (%)
1	Seminar Presentation	10	20%
2	Group Discussion	10	20%
3	Reflecting Writing	10	20%
4	Interview on Self Awareness	10	20%
5	Submission of SWOT Analysis Report	10	20%
	Total	50	100%

## P 3- WORKSHOP ON TEACHING SKILLS

### Task:

- Ask various types of questions
- Gives clear and specific instructions.
- Establish excellent rapport with class
- Uses praise appropriately
- Selects and adapts materials appropriately
- Makes wise judgments in class about how and when to deal with learners' questions
- Use various illustrations
- Contributes to the training and development of other classmates in this area.
- Uses a range of strategies and techniques for focusing on language, language use and skills.
- Integrates a variety of teaching – learning technologies

### EVALUATION SCHEME- P 3- WORKSHOP ON TEACHING SKILLS

(CREDIT: 1, TOTAL MARKS: 25)

No	Criteria for Assessment	Marks (out of 25)	Percentage (%)
1	Planning and Preparation	5	20%
2	Presentation	10	40%
3	Feedback and Follow up	5	20%
4	Submission of Report	5	20%
	Total	25	100%

## P 4- SEMINAR

### Task:

- Select Topic & Present Title
- Search Various Resources for Preparation of Presentation
- Refers Various related Literature
- Preparation & Presentation of Topic
- Expand Content with reference
- Deliver the content using various techniques
- Give Presentation with Confidence
- Use Various Media
- Learn time management

### EVALUATION SCHEME- P 4- SEMINAR

(CREDIT: 1, TOTAL MARKS: 25)

No	Criteria for Assessment	Marks (out of 25)	Percentage (%)
1	Content	5	20%
2	Content Delivery	5	20%
3	Confidence	5	20%
4	Use of Media	2	08%
5	Time Management	3	12%
6	Participation / Interaction	5	20%
	Total	25	100%

## P 5- ASSIGNMENT

### Task:

- Identification and selection of the suitable topic.
- Framing down various related objectives.
- Referring various related references and to note down in said form.
- Develop critical thinking for the assignment.
- Develop the skill of self learning and reporting.
- Appreciate the time frame for submission.

### EVALUATION SCHEME- P 5- ASSIGNMENT

(CREDIT: 1, TOTAL MARKS: 25)

No	Criteria for Assessment	Marks (out of 25)	Percentage (%)
1	Objectivity, Knowledge and organization of subject matter	5	20%
2	Classification , depth, strength of subject matter with appropriate example	5	20%
3	Use of pictures, figures, tables, charts, graphs etc.	5	20%
4	Use of references	5	20%
5	Duration of submission	5	20%
	Total	25	100%

## P 6 - ESSENTIALS OF COMPUTER FUNDAMENTALS

### Task:

- Identify different hardware and software.
- Orient with the basic operations of M. S. Office.
- Involve in practical work related with various skills of computer application.
- Develop various hardware and software computer application skill.

### EVALUATION SCHEME- P 6 ESSENTIALS OF COMPUTER FUNDAMENTALS

(CREDIT: 2, TOTAL MARKS: 50)

No	Criteria for Assessment	Marks (out of 50)	Percentage (%)
1	M S Word Practical	15	30%
2	M S Excel Practical	10	20%
3	Oral Evaluation	05	10%
4	PPT* Submission	20	40%
	Total	50	100%

\* PPT on any Educational Topic

## P 7 – LIBRARY WORK

### Task:

- To give help for the future research practice
- These skills help the future teacher to develop their future students skills
- To develop or increase their knowledge and interest for their subject or field.
- Help for add different collection of books in the library
- Create one group of few student to help other student in library work

### EVALUATION SCHEME- P 7 LIBRARY WORK

(CREDIT: 1, TOTAL MARKS: 25)

No	Criteria for Assessment	Marks (out of 25)	Percentage (%)
1	Library Attendance	5	20%
2	Review of dissertation at list no. 5	15	60%
3	Use of Library Collection (list out of the collection )	5	20%
	Total	25	100%

# SEMESTER-2

## COURSES FOR SEMESTER – II

### COURSE- CC5

#### METHOLOFOGY OF EDUCATIONAL RESEARCH-2

**CREDITS – 4**

**MARKS: 100**

#### **LEARNING OUTCOMES:**

#### **AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Prepare a research tool for data collection
- Chose an appropriate research tool for their dissertation
- Use different type of research tools and techniques
- Understand the situations for using different type of research methods
- Select appropriate research method for their dissertation
- Present data in Graphical form
- Compute statistical measures like Mean, Median, Mode, Etc.

**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology/ Strategy	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Unit – 1 Tools of Education Research</b>		19	30%	Lecture Discussion Group –Discussion	Handouts LCD Projector, Computer	1. Research Methodology – Dr. Bipin Asthana 2. Research Methodology- Dr. R.S. Patel 3.. शैक्षणिक संशोधन . डी – टीपिका शाह
	1.1 Questionnaire: Meaning, types of giving Questionnaire, Types, construction, Rapport With respondents, Characteristics of good questionnaire	3					
	1.2 Rating scale : Meaning, Types, Suggestions, Advantages, Limitations	2					
	1.3 Interview : Meaning, Types, Essentials of successful interview, faults of interviewer in interviewing, Factors affecting interview	3					
	1.4 Attitude Scale: Meaning of Attitude, Thurston Method, Likert Method	4					
	1.5 Observation : Meaning, Types, Essential of successful observation	2					
	1.6 Checklist: Meaning, Construction, Advantages, Limitations	1					
	1.7 Psychological Test: Meaning, Classification, characteristics Construction of Standardized test, Criteria for selecting a standardized test	4					
2	<b>Unit – 2 Research Methodology-1</b>		13	20%	- Leceture - Group Discussion - Assignment - Library Work	Handouts, LCD Projector, Computer Reference Books	1. Research Methodology – Dr. Bipin Asthana 2. शिक्षण अने सामाजिक विज्ञानोमां संशोधनोनुं
	2.1 Concept of various Methods of Research : Historical, Survey, Content Analysis, Casual- Comparative, Developmental, Ex post Facto Research, Experimental	4					
	2.2 Survey Method: Characteristics, Types, Steps, Advantages, Problems	4					
	2.3 Developmental Method: Concept, Types, Steps, Advantages, Limitations	3					
	2.4 Ex-Post Facto Research Method: Concept, Characteristics,	2					



	Steps, Advantages, Limitations						.ડો -પદ્ધતિશાસ્ત્ર .ઉચાટ.એ.ડી 3. Research Methodology- Dr. R.S. Patel
3	<b>Unit – 3 Research Methodology-2</b>  3.1 Experimental Method: Concept, Components of Experimental Research, Characteristics, Internal and External Validity in Experimental Research, Controlling Extraneous and Intervening Variables, Steps, Various Designs of Experimental Research. 3.2 Qualitative Research: Concept, Characteristics, Advantages, Limitations, Difference between Qualitative and Quantitative Research. 3.3 Mixed Research Methods: Fundamentals, Principles, Strengths and Weakness	7 4 2	13	20%	-Discussion, -Group Task, -Reviews of Past Researches -	Handouts, LCD Projector,	1.શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનોનું પદ્ધતિશાસ્ત્ર .ડો - .ઉચાટ.એ.ડી 2. Research Methodology- Dr. R.S. Patel 3 શૈક્ષણિક . ડો – સંશોધન ટીપિકા શાહ
4	<b>Unit – 4 Introduction to Statistics</b>  4.1 Concepts and Importance of Statistics in Educational Research 4.2 Scales of Measurement: Nominal, Ordinal, Interval, Ratio 4.3 Concepts of Descriptive & Inferential Statistics 4.4 Organization of Data: Drawing up a Frequency Distribution 4.5 Graphical Representation of the Frequency Distribution: Concept, Frequency Polygon, Histogram or Column Diagram, Ogive	1 2 1 2 2	19	30%	-Discussion, -Problem Solving - Simulation, - Group Task, - Assignment	Handouts, LCD Projector, Computer	1. શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ .ડો - .એસ .આર પટેલ

4.6 Measures of Central Tendency: Mean, Median, Mode	4						2.શિક્ષણમાં આંકડાશાસ્ત્ર .ડો- પારેખ .યુ .બી .એમ .અને ડો ત્રિવેદી .ડી 3. Statistics in Psychology & Education- B. L. Sinha
4.7 Measures of Dispersion: Range, Standard Deviation	2						
4.8 Measures of Relative Position: Standard Scores-Z Score and T-Score, Percentile and Percentile Rank	3						
4.9 Karl Person's Correlation: Meaning, Types, Computation	3						
<b>TOTAL</b>		<b>64 HOURS</b>	<b>100%</b>				

#### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	15	30	20	10	15	100

#### Unit – 1 Tools Of Education Research

30%

- 1.1 Questionnaire: Meaning, types of giving Questionnaire, Types, construction, Rapport With respondents, Characteristics of good questionnaire
- 1.2 Rating scale : Meaning, Types, Suggestions, Advantages, Limitations
- 1.3 Interview : Meaning, Types, Essentials of successful interview, faults of interviewer in interviewing, Factors affecting interview
- 1.4 Attitude Scale: Meaning of Attitude, Thurston Method, Likert Method
- 1.5 Observation : Meaning, Types, Essential of successful observation
- 1.6 Checklist: Meaning, Construction, Advantages, Limitations
- 1.7 Psychological Test: Meaning, Classification, characteristics Construction of Standardized test, Criteria for selecting a standardized test

**Unit – 2 Research Methodology-1**

**20%**

- 2.1 Concept of various Methods of Research : Historical, Survey, Content Analysis, Casual- Comparative, Developmental, Ex post Facto Research, Experimental
- 2.2 Survey Method: Characteristics, Types, Steps, Advantages, Problems
- 2.3 Developmental Method: Concept, Types, Steps, Advantages, Limitations
- 2.4 Ex-Post Facto Research Method: Concept, Characteristics, Steps, Advantages, Limitations

**Unit – 3 Research Methodology-2**

**20%**

- 3.1 Experimental Method: Concept, Components of Experimental Research, Characteristics, Internal and External Validity in Experimental Research, Controlling Extraneous and Intervening Variables, Steps, Various Designs of Experimental Research.
- 3.2 Qualitative Research: Concept, Characteristics, Advantages, Limitations, Difference between Qualitative and Quantitative Research.
- 3.3 Mixed Research Methods: Fundamentals, Principles, Strengths and Weakness

**Unit – 4 Introduction to Statistics**

**30%**

- 4.1 Concepts and Importance of Statistics in Educational Research
- 4.2 Scales of Measurement: Nominal, Ordinal, Interval, Ratio
- 4.3 Concepts of Descriptive & Inferential Statistics
- 4.4 Organization of Data: Drawing up a Frequency Distribution
- 4.5 Graphical Representation of the Frequency Distribution: Concept, Frequency Polygon, Histogram or Column Diagram, Ogive
- 4.6 Measures of Central Tendency: Mean, Median, Mode
- 4.7 Measures of Dispersion: Range, Standard Deviation Measures of Relative Position: Standard Scores-Z Score and T-Score, Percentile and Percentile Rank
- 4.8 Karl Person's Correlation: Meaning, Types, Computation

## REFERENCES:

1. Asthana B. and others,(2013), **Research Methodology**,Agra: Agarwal Publications
2. Best, J.W, and Kohn, J.V. (2007), **Research in Education**, New Delhi: Prentice Hall.
3. Chandra, S.S. & Sharma, R.K. (2002), **Research in Education**, New Delhi: Atlantic Publishers andDistributors.
4. Patel R.S.(2015), **Research Methodology**,Ahmedabad: Jay Publications
5. Sharma, B. (2004), **Methodology of Educational Research**, New Delhi: Vohra Publishers andDistributors
6. Saxena, N.R., Mishra, B.K. &Mohanty, R.K. (2003), **Fundamentals of Educational Research**,Meerut: Surya Publication
7. Sinha B. L. (2006) **Statistics in Psychology & Education**, New Delhi: Anmol Publications PVT. LTD.
8. પટેલ આર ,(૨૦૦૯) .એસ.શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ,અમદાવાદજય પબ્લીકેશન :
9. પટેલ આર ,(૨૦૧૫) .એસ.સંશોધનનું પદ્ધતિ શાસ્ત્રજય પબ્લીકેશન :વાદઅમદા ,
10. શૈક્ષણિક સંશોધન ઈપિકા . ડો - શાહ
11. શિક્ષણમાં આંકડાશાસ્ત્રત્રિવેદી .ડી .એમ .પારેખ અને ડો .યુ .બી .ડો-

## COURSES FOR SEMESTER – II

### COURSE- CC6

#### TEACHER EDUCATION-1

CREDITS – 4

MARKS: 100

#### LEARNING OUTCOMES:

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Acquaint the students with the historical development of teacher education in India
- Acquaint the students with the concept, objectives and principles of Teacher Education
- Understand the teaching as a profession
- Acquaint the students with various organizational patterns of teacher education programme in India
- Understand the problems of teacher education

#### **SCHEME OF TEACHING AND ASSESSMENT:**

UNIT	CONTENT	INSTRUCTIONAL HOURS		WEIGHTAGE (100%)	SUGGESTED METHODOLOGY	TEACHING AIDS	REFERENCES
		SUB UNITS	TOTAL HOURS				
1	<b>Teacher Education: Concept, Need, Objectives and Curriculum</b> 1.1 Concept of Teacher Education 1.2 Need and Importance of teacher Education 1.3 General objective of Teacher Education Programme		16	25%	Lecture, Group Discussion and Presentation	Handouts, LCD Projector, Computer, Scripts	Sharma S.P. (2006), Teacher Education principles, theories and practices” ,
		1		2%			
		2		3%			
		1		2%			

	1.4 Objectives of Pre-service Teacher Education at various levels (Primary, Secondary, Higher Secondary levels and Higher Education)	4		6%			NCERT Teacher Education Curriculum A Framework, (1979), New Delhi NCERT
	1.5 Teacher Education Curriculum: Frame work and Present Scenario of teacher education Curriculum in Gujarat	4		6%			
	1.6 Teacher Education Curriculum at different stages: Approaches of Teacher Education– consecutive and integrated	4		6%			
2	<b>Teacher Education in A Changing Society</b>		<b>16</b>	<b>25%</b>			
	2.1 A brief review of historical perspective of the development of Teacher Education in India: ancient, medieval and British.	8		12%	Group Discussion, Assignment, Case Study, Book Reviews and Presentation	Handouts, LCD Projector, Computer,	Mukherji S.N. (1969), “History of Education in India”,  Venkataiah S. (2006), “Teacher Education”
	2.2 Post Independence Period [Recommendations on Teacher Education by Muddaliar Commission, Indian Education Commission report, (1964 - 1966), National Policy on Education (1986), and 9th Five Year Plan]	8		13%			

3	<p><b>Teaching as a Profession</b></p> <p>3.1 Professional Organizations for various levels of teachers and their roles.</p> <p>3.2 Performance appraisal of teachers.</p> <p>3.3 Faculty improvement programme for teacher education.</p> <p>3.4 Competencies and commitment based teacher education – review of NCTE, NCF (2005) documents.</p> <p>3.5 Professional Ethics for Teachers and Qualities of a good teacher – cognitive, affective and psychomotor skills.</p>	3.5 3 3 3 3.5	<b>16</b>	<b>25%</b> 5% 5% 5% 5%	Lecture, Group Discussion, Assignment and Presentation	Handouts, LCD Projector, Computer,	<p>Sharma S.P. (2006), Teacher Education principles, theories and practices” ,</p> <p>Singh A. (2007), Teacher Training A reflective perspective</p>
4	<p><b>Teacher Education Programmes: Type, Problems and Issues</b></p> <p>4.1 In-service Teacher Education- Concept, Meaning, Need, Objectives, Programmes, Problems and Suggestions for Improvement</p> <p>4.2 Pre-Service Teacher Education- Concept, Meaning, Need, and Types</p> <p>4.3 Major problems And Issues of Teacher education programmes: ( Problems relate to Admission process, Quality of student teacher,</p>	5 4 5	<b>16</b>	<b>25%</b> 8% 7% 7%	Lecture, Group Discussion, Group Task, Project	Handouts, LCD Projector, Computer,	<p>Mehta C.S. (etal), (1973), “Principles and problems of Teacher Education”,</p> <p>Venkataiah S. (2006), “Teacher Education”</p> <p>Sidiqui M.K., In-service Teacher Education</p>

Syllabus, Practice teaching and practicing schools, Constrains of time Organizational and Administrative Problems, Isolation of Teacher Education Institutions And Other Current Issues)						
4.4 Remedies to Problems of Teacher Education	2		3%			
<b>TOTAL</b>	<b>64 HOURS</b>		<b>100%</b>			

#### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	25	20	15	15	15	100

#### Unit:-1 Teacher Education: Concept, Need, Objectives and Curriculum

25%

- 1.1 Concept of Teacher Education
- 1.2 Need and Importance of teacher Education
- 1.3 General objective of Teacher Education Programme
- 1.4 Objectives of Pre-service Teacher Education at various levels (Primary, Secondary, Higher Secondary levels and Higher Education)
- 1.5 Teacher Education Curriculum: Frame work and Present Scenario of teacher education Curriculum in Gujarat
- 1.6 Teacher Education Curriculum at different stages: Approaches of Teacher Education– consecutive and integrated



**Unit:-2 Teacher Education in A Changing Society**

**25%**

- 2.1 A brief review of historical perspective of the development of Teacher Education in India: ancient, medieval and British.
- 2.2 Post Independence Period [Recommendations on Teacher Education by Muddaliar Commission, Indian Education Commission report, (1964 - 1966), National Policy on Education (1986), and 9th Five Year Plan]

**Unit:-3 Teaching as a Profession**

**25%**

- 3.1 Professional Organizations for various levels of teachers and their roles.
- 3.2 Performance appraisal of teachers.
- 3.3 Faculty improvement programme for teacher education.
- 3.4 Competencies and commitment based teacher education – review of NCTE, NCF (2005) documents.
- 3.5 Professional Ethics for Teachers and Qualities of a good teacher – cognitive, affective and psychomotor skills.

**Unit-4 Teacher Education Programmes: Type, Problems and Issues**

**25%**

- 4.1 In-service Teacher Education-Concept, Meaning, Need, Objectives, Programmes, Problems and Suggestions for Improvement
- 4.2 Pre-Service Teacher Education- Concept, Meaning, Need, and Types
- 4.3 Major problems And Issues of Teacher education programmes: (Problems relate to Admission process, Quality of student teacher, Syllabus, Practice teaching and practicing schools, Constrains of time Organizational and Administrative Problems, Isolation of Teacher Education Institutions And Other Current Issues)
- 4.4 Remedies to Problems of Teacher Education

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21. Sharma S.P. (2006), Teacher Education principles, theories and practices" Kanishka Publishers Distributors, New Delhi
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## **COURSES FOR SEMESTER – II**

### **COURSE- CC7**

#### **SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

**CREDITS – 4**

**MARKS: 100**

#### **LEARNING OUTCOMES:**

#### **AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Conceptualize the sociology and educational sociology independently and in integrity
- Understand the importance of educational sociology in development of learners
- Appreciate the role of education in social reconstruction
- Internalize the various social changes that have prospective and retrospective effect on education
- Identify the factors that affect socialization of learners
- Inculcate socialization and its importance in education
- Discriminate the concept of equality of educational opportunities at different levels of education
- see the impact of social mobility and social stratification as an integral part of education
- understand the need of education for socially and economically disadvantages section of society from its genesis

**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weigh- tage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Unit:-1 Sociology and Education</b>  1.1 Concept of sociology and Educational sociology 1.2 Relationship between sociology and education 1.3 Educational sociology: Meaning and importance	4 4 2	10	15%	Narration Discussion Probing Illustrating	Handouts, LCD Projector, Open web assignment	Das.P. ( 2007) Sociological foundation of Education, Authorspress, New Delhi. Singh, Y. (2007) Sociological foundation of Education, A.P.H. Publishing Corporation, New Delh
2	<b>Unit: - 2 Educations and Social Change</b>  2.1 Meaning, nature of social change 2.2 Relationship between Education and social change 2.3 Factors promoting social change: Family, religion, school and mass- media 2.4 Social reconstruction through Education	5 3 4 4	16	25%	Group Discussion, Assignment Lecturing	Handouts, LCD Projector, Computer, Open web assessment	Das.P. ( 2007) Sociological foundation of Education, Authorspress, New Delhi. Singh, Y. (2007) Sociological foundation of Education, A.P.H. Publishing Corporation, New Delhi. Sharma, S.R. & Kaushik, V., (2005) Education and Social Change, Anmol Publication, New Delhi.

3	<b>Unit: - 3 Education and Socialization</b>  3.4 Concept and nature of socialization 3.2 Role of education in the process of socialization 3.3 Role of the following factors in the process of socialization: 3.3.1 Politics 3.3.2 Religion 3.3.3 Culture 3.3.4 Democracy 3.3.5 Economy	3  5 8	16	25%	Project work Lecturing Classification and categorization	Developing techniques in classrooms Scripts, Handouts, LCD Projector,	Venkataiah, S. (2005) Education Culture and society, Anmol Publication, New Delhi.
4	<b>Unit: - 4 Equality of Educational opportunities, Social Stratification and Social Mobility</b>  4.1 Equality of educational opportunities: Primary level, Secondary and Higher Secondary level and Higher Education level 4.2 Meaning and factors responsible for social stratification, Impact of social	3  5	22	35%	Problem Solving Group Task, Drilling Brain storming Lecturing	Handouts, LCD Projector, Computer, Text- Print material	Singh, Yogendra, (1977) Social Stratification and change in India, Manohar Book Service, New Delhi Anand, C. I. and Et.al., (1983) The Teacher and Education in Emerging Indian society, NCERT, New Delhi.

	stratification on society, Role of education to minimize adverse impact of social stratification					
	4.3 Meaning, types and factors responsible for social mobility	4				
	4.4 Role of education in social mobility	3				
	4.4 Education of socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population.	7				
<b>TOTAL</b>		<b>64 HOURS</b>	<b>100%</b>			

**Objective – wise distribution of weightage (percentage)**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	15	25	15	15	20	100

**Unit: -1 Sociology and Education**

**15%**

- 1.2 Concept of sociology and Educational sociology
- 1.2 Relationship between sociology and education
- 1.3 Educational sociology: Meaning and importance

**Unit: - 2 Educations and Social Change**

**25%**

2.2 Meaning, nature of social change

2.2 Relationship between Education and social change

2.3 Factors promoting social change: Family, religion, school and mass- media

2.4 Social reconstruction through Education

**Unit: - 3 Education and Socialization**

**25%**

3.5 Concept and nature of socialization

3.2 Role of education in the process of socialization

3.3 Role of the following factors in the process of socialization:

3.3.1 Politics

3.3.2 Religion

3.3.3 Culture

3.3.4 Democracy

3.3.5 Economy

**Unit: - 4 Equality of Educational opportunities, Social stratification and Social Mobility**

**35%**

4.1 Equality of educational opportunities: Primary level, Secondary and Higher Secondary level and Higher Education level

4.3 Meaning and factors responsible for social stratification, Impact of social stratification on society, Role of education to minimize adverse impact of social stratification

4.3 Meaning, types and factors responsible for social mobility

4.4 Role of education in social mobility

4.4 Education of socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population.

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1. Brown, S. I. (1947) Educational sociology, Prentice Hall, New Delhi.
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## **COURSES FOR SEMESTER – II**

### **COURSE- CC8**

#### **EDUCATIONAL STUDIES**

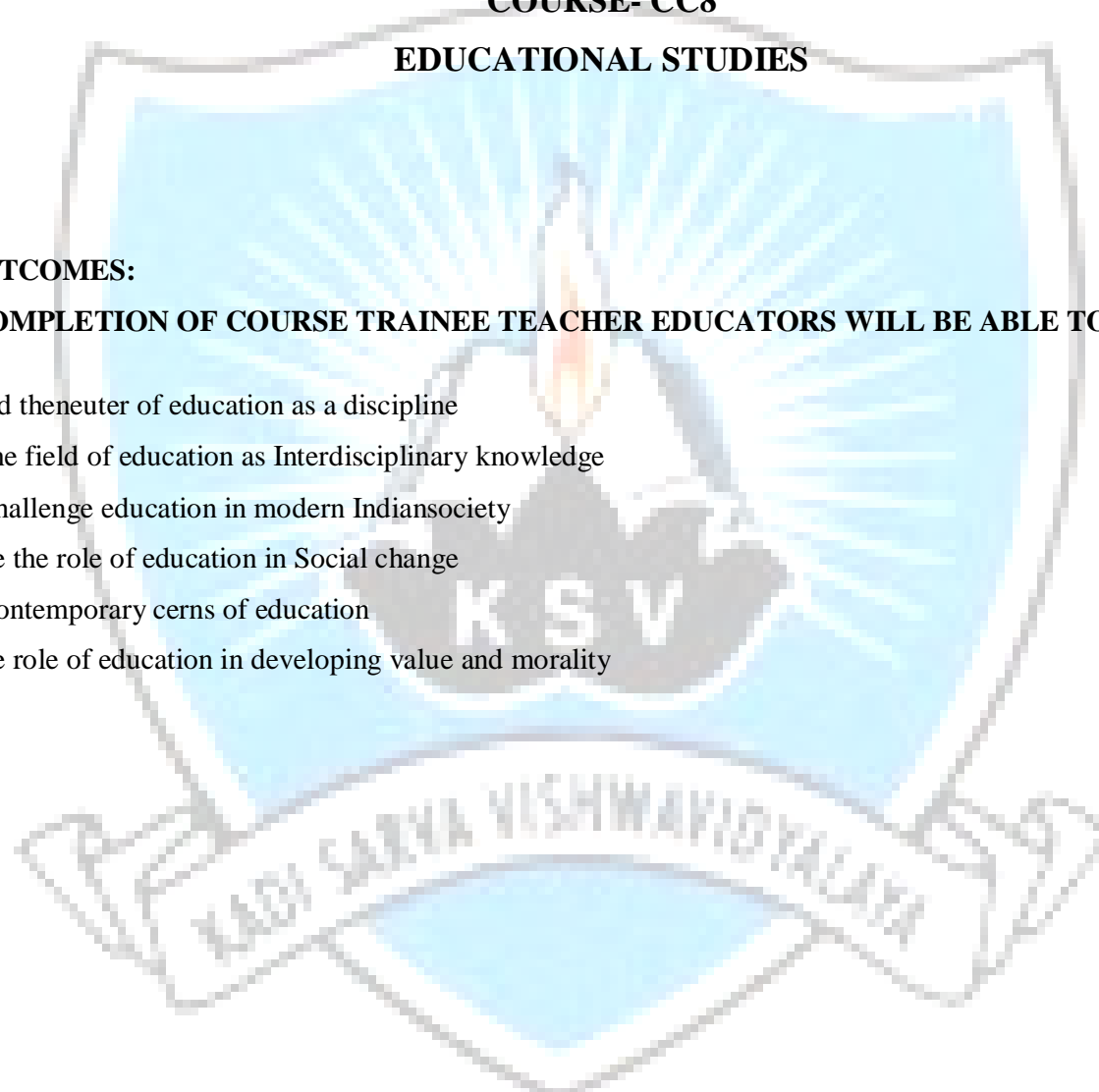
**CREDITS – 2**

**MARKS : 50**

#### **LEARNING OUTCOMES:**

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Understand the nature of education as a discipline
- Analyze the field of education as Interdisciplinary knowledge
- Examine the challenges of education in modern Indian society
- Appreciate the role of education in Social change
- Analyze contemporary trends of education
- Appreciate the role of education in developing value and morality



**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology/ Strategy	Teaching Aids	References
		Sub Units	Total Hours				
1	<p><b>Unit – 1 Understanding Education as a discipline</b></p> <p>1.8 Concept, Need, Scope and process of education</p> <p>1.9 Brief introduction to foundations of education: Philosophical, Sociological, cultural, and economical.</p> <p>1.10 Aims of Education</p> <p>1.11 Types of education: Formal, Informal and non-formal.</p>	2 2 2 2	08	25%	Lecture Discussion Group –Discussion	Handouts LCD Projector, Computer	1. Teacher in developing Indian Society -- Dr. Ramsakal Pande 2. विकासमान भारतीय समाजमा शिक्षण અને शिक्षक डो - मोतीबाई पटेल
2	<p><b>Unit – 2 Reconstructing the Modern Indian society through education</b></p> <p>2.5 Modern Indian society a) Characteristics of modern Indian society b) Need of education in modern Indian society</p> <p>2.6 Introduction to challenges of education with respect to modern Indian society: Urbanization, Liberalization, Privatization and Globalization.</p> <p>2.7 Barriers to social development in modern India: Poverty, Multicultural and Multilingual society, and Illiteracy.</p> <p>2.8 Role of education in Social change in modern Indian society.</p>	2 3 3 2	10	30%	- Lecture - Group Discussion - Assignment - Library Work	Handouts, LCD Projector, Computer Reference Books	1. Modern Indian education and its problems – K. K. Bhatia 2. विकासमान भारतीय समाजमा शिक्षण અને शिक्षक - नटुबाई रावल

3	<b>Unit – 3 Contemporary concerns of education</b> 5.1 Right to Education Act 2009 – Brief Introduction 5.2 Implications for universalizing secondary education in India. 5.3 Private Public partnership in education : objectives and benefits 5.4 Educational Programs : Concepts and objectives of a) Sakshar Bharat Mission b) Sarva Sikhsha Abhiyan (SSA) c) Rashtriya Madhyamic Siksha abhiyaan(RMSA)	2 2 1 3	8	25%	-Discussion, -Group Task, -Reviews of Past Researches	Handouts, LCD Projector,	1.  2.
4	<b>Unit – 4 Role of Education in Developing following values :</b> 4.10 International Understanding 4.11 National integration 4.12 Morality 4.13 Secularism	1.5 1.5 1.5 1.5	06	20%	-Discussion, -Problem Solving - Simulation, - Group Task, - Assignment	Handouts, LCD Projector, Computer	1.Modern Indian education and its problems – K. K. Bhatia  2. વિકાસમાન ભારતીય સમાજમા શિક્ષણ અને શિક્ષક – નટુભાઈ રાવલ
<b>TOTAL</b>			<b>32 HOURS</b>	<b>100%</b>			

#### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	10	20	100

**Unit – 1 Understanding Education as a discipline**

**25%**

- 1.1 Concept, Need, Scope and process of education
- 1.2 Brief introduction to foundations of education: Philosophical, Sociological, cultural, and economical.
- 1.3 Aims of Education
- 1.4 Types of education: Formal, Informal and non-formal.

**Unit – 2 Reconstructing the Modern Indian society through education**

**30%**

- 2.1 Modern Indian society
  - a. Characteristics of modern Indian society
  - b. Need of education in modern Indian society
- 2.2 Introduction to challenges of education with respect to modern Indian society: Urbanization, Liberalization, Privatization and Globalization.
- 2.3 Barriers to social development in modern India: Poverty, Multicultural and Multilingual society, and Illiteracy.
- 2.4 Role of education in Social change in modern Indian society.

**Unit – 3 Contemporary concerns of education**

**25%**

- 3.1 Right to Education Act 2009 – Brief Introduction
- 3.2 Implications for universalizing secondary education in India.
- 3.3 Private Public partnership in education : objectives and benefits
- 3.4 Educational Programs : Concepts and objectives of
  - a) Sakshar Bharat Mission
  - b) Sarva Sikhsha Abhiyan (SSA)
  - c) Rashtriya Madhyamic Siksha abhiyaan(RMSA)

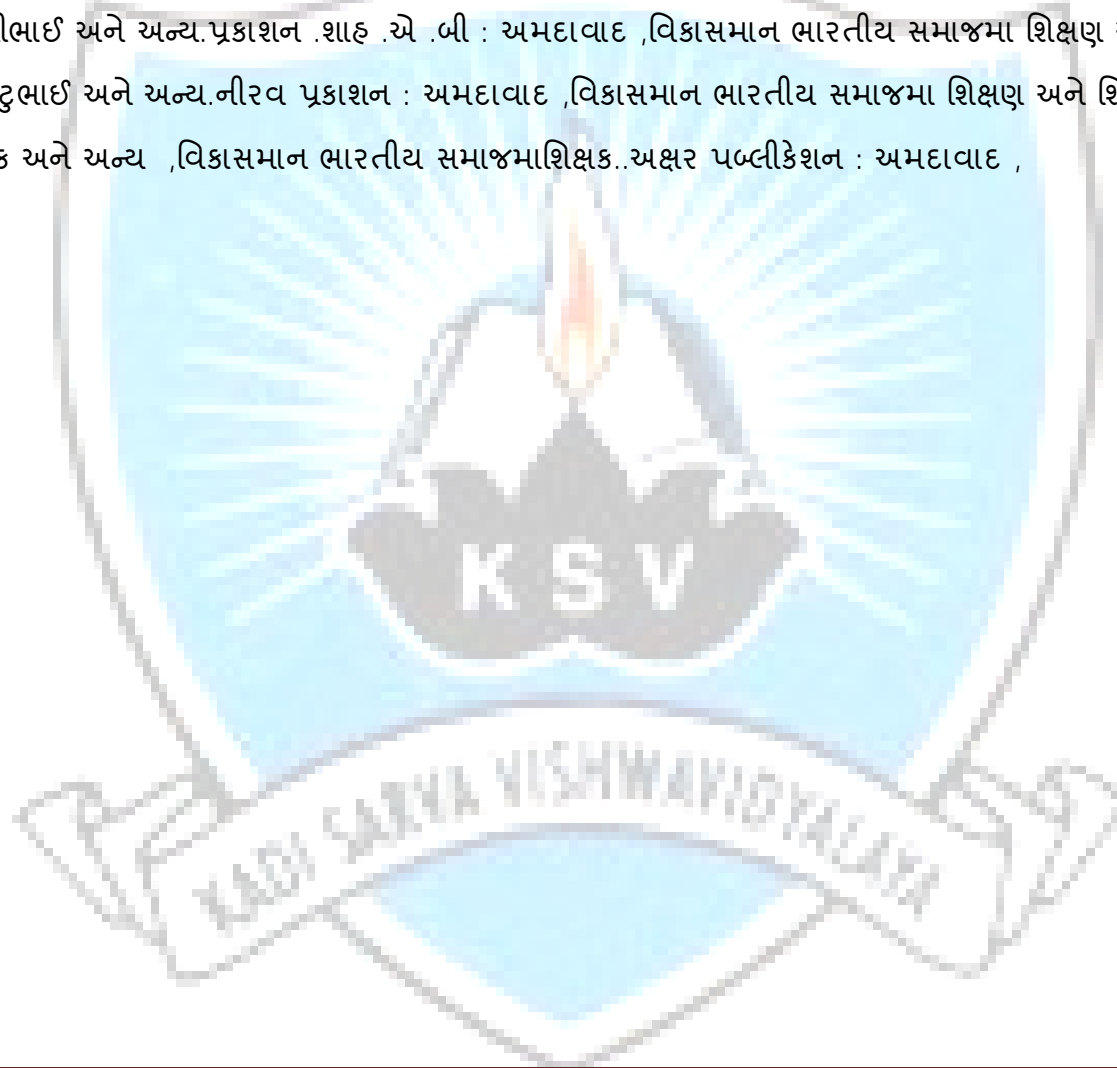
**Unit – 4 Role of Education in Developing following values:**

**20%**

- 4.1 International Understanding
- 4.2 National integration
- 4.3 Morality
- 4.4 Secularism

**REFERENCES:**

1. Murthy H. S. : Philosophical and sociological foundations of education, Prakash Brothers, Ludhiana.
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4. રાવલ નાટુભાઈ અને અન્ય.નીરવ પ્રકાશન : અમદાવાદ ,વિકાસમાન ભારતીય સમાજમા શિક્ષણ અને શિક્ષક,
5. શાહ ભાવિક અને અન્ય ,વિકાસમાન ભારતીય સમાજમાશિક્ષક..અક્ષર પબ્લીકેશન : અમદાવાદ ,



## **COURSES FOR SEMESTER – II**

### **COURSE- CC9**

#### **CURRICULUM STUDIES**

**CREDITS – 2**

**MARKS: 50**

#### **LEARNING OUTCOMES:**

#### **AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Understand the meaning and concept of curriculum
- Define the concept and types of curriculum
- Appreciate the role of the philosophical , sociological and psychological bases as the foundations of curriculum
- Identify the steps involved and interrelate the key elements in curriculum planning and development
- Develop understanding of the principles and foundation of curriculum
- Develop understanding about the determinates and stages of curriculum
- Be familiar with different aspects of Curriculum Transaction
- Inculcate the skill and aptitude for curriculum evaluation
- Analyze and synthesize various aspects National Curriculum Framework

## SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weigh- tage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Curriculum Concept and Correlates</b> 1.1 Meaning and concept of curriculum 1.2 Philosophical Bases of Curriculum 1.3 Psychological Bases of Curriculum 1.4 Sociological Bases of Curriculum 1.5 Issues related to curriculum	1 1 1 1 2	6	20%	Lecture Discussion	Handouts, LCD Projector,	Aggrawal, J. C., & Gupta, S. (2005). <i>Curriculum Development</i> . New Delhi: Shipra Publisher.  Jenkins, D., & Shifrnan, D. M. (1976). <i>Curriculum an introduction</i> . London: Pitman Publishing House.
2	<b>Unit: -2 Development of Curriculum</b> 2.1 Principles of curriculum planning 2.2 Subject centered models 2.3 Activity centered models 2.4 Hilda Taba's Model of curriculum	2 2 3 3	10	30%	Discussion Group Activity	Handouts, Computer, Open web assessment	Taba, H. (1962). <i>Curriculum development theory &amp; practice</i> . New York: Harcourt, Brace & World Inc.  Sharma, R. (2002). <i>Modern methods of Curriculum Organisation</i> . Jaipur: Book Enclave.
3	<b>Unit: -3 Curriculum Transaction</b> 3.1 Instructional systems 3.2 Instructional media 3.3 Instructional techniques and material	2 2 2	6	20%	Lecture Library Work	Scripts, Handouts, LCD Projector	Kumari, S., and Srivastava, D. S. (2005). <i>Curriculum and Instruction</i> . New Delhi: Shipra Publishers.  Sharma, S. R. (1999). <i>Issues in Curriculum Administration</i> . New Delhi: Pearl Publishing House.

4	<b>Unit: - 4 Curriculum Evaluation</b> 4.1 Concept of curriculum evaluation 4.2 Curriculum evaluation; Nature and purpose 4.3 Types to curriculum evaluation 4.4 Textbook evaluation	2 2 3 3	10	30%	Discussion Review of Report Library Work	Handouts, LCD Projector, Computer, Text- Print material	Candra, A. (1977). <i>Curriculum Development and Evaluation in education</i> . New Delhi: Sterling Publishers. Sharma, S. R. (1999). <i>Issues in Curriculum Administration</i> . New Delhi: Pearl Publishing House.
<b>TOTAL</b>		<b>32 HOURS</b>		<b>100%</b>			

**OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE (PERCENTAGE)**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	10	20	15	20	25	100

**UNITS**

**WEIGHTAGE**

**20%**

**Unit-1 Curriculum Concept and Correlates**

- 1.6 Meaning and concept of curriculum
- 1.7 Philosophical Bases of Curriculum
- 1.8 Psychological Bases of Curriculum
- 1.9 Sociological Bases of Curriculum
- 1.10 Issues related to curriculum



**Unit: -2 Development of Curriculum**

**30%**

- 2.1 Principles of curriculum planning
- 2.2 Subject centered models
- 2.3 Activity centered models
- 2.4 Hilda Taba's Model of curriculum

**Unit: - 3 Curriculum Transaction**

- 3.1 Instructional systems
- 3.2 Instructional media
- 3.3 Instructional techniques and material

**20%**

**Unit: - 4 Curriculum Evaluation**

- 4.1 Concept of curriculum evaluation
- 4.2 Curriculum evaluation; Nature and purpose
- 4.3 Types to curriculum evaluation
- 4.4 Textbook evaluation

**30%**



## REFERENCES:

1. Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.
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17. Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
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19. Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
20. Taba, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.

# X

## COMPETENCIES TO BE DEVELOPED AT THE END OF SEMESTER-2

### THEORY PAPERS

#### CORE COURSE (CC5): METHODOLOGY OF EDUCATIONAL RESEARCH – 2

##### COMPETENCIES DEVELOPED THROUGH THIS COURSE:

- Prepare a Research Tool
- Administrate psychological test
- Apply steps of several research methodologies
- Can use mix methodology in educational research
- Compute various measurements of central tendency
- Compute correlation

#### CORE COURSE (CC6): TEACHER EDUCATION-1

##### COMPETENCIES DEVELOPED THROUGH THIS COURSE & TASKS:

- Prepare a report on historical perspective of the development of Teacher Education in India: ancient, medieval and British
- Compare the concepts of Pre-service and In-service Teacher Education.
- Discuss the recommendations of different Commission on Teacher Education.
- Prepare a short note on Major problems And Issues of Teacher education programmes.
- Present their ideas and discuss them for remedies to problems of Teacher Education.

**CORE COURSE (CC7): SOCIOLOGICAL FOUNDATION OF EDUCATION**

**COMPETENCIES TO BE DEVELOPED THROUGH THIS COURSE :**

- Integrate education and sociology
- Internalize prospective and retrospective effect of social changes
- Develop socialization in society
- Discriminate the concept of equality of educational opportunities at different levels of education
- Identify the need of deprived children and panacea

**CORE COURSE (CC8): EDUCATIONAL STUDIES**

**COMPETENCIES DEVELOPED THROUGH THIS COURSE :**

- Differentiate formal informal in none formal education.
- Discuss berries to social development in modern India.
- Enlist objectives of SSA and RMSA
- Discuss benefits of privet public partnership in education.
- Explain role of education in developing various **types of values.**

**CORE COURSE (CC9): CURRICULUM STUDIES**  
**COMPETENCIES DEVELOPED THROUGH THIS COURSE:**

**1. Develop/Revise curriculum**

**Tasks:**

- Participate in curriculum development committee
- Analyze the existing curriculum
- Prepare draft syllabus
- Design curriculum document
- Conduct need analysis

**2. Inculcate Learning Skills in Students**

**Tasks:**

- Develop students study habits
- Develop students reading skills
- Promote students critical thinking
- Acquire more knowledge from different sources
- Train the students in note taking

**3. Evaluate Institution & Program**

**Tasks:**

- Prepare evaluation report for stakeholders
- Cooperate with external evaluation agency
- Analyze institutional and program evaluations
- Obtain and analyze feedback from stakeholders about the program
- Implement the changes in the institution

## **PRACTICAL**

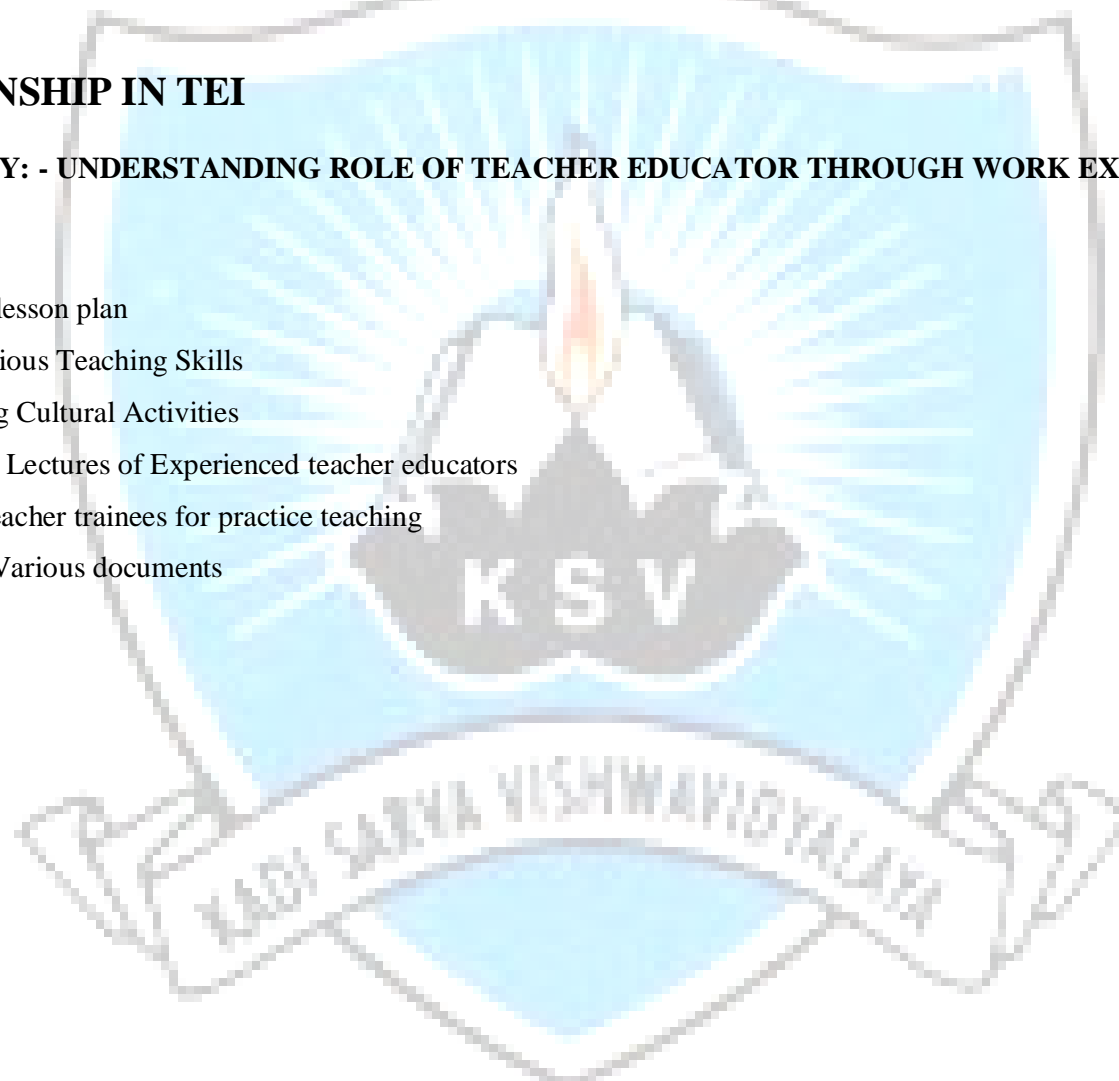
### **Semester-2**

#### **P 8- INTERNSHIP IN TEI**

**COMPETENCY: - UNDERSTANDING ROLE OF TEACHER EDUCATOR THROUGH WORK EXPERIENCE**

**Task:**

- Prepare a lesson plan
- Using Various Teaching Skills
- Organizing Cultural Activities
- Observing Lectures of Experienced teacher educators
- Guiding teacher trainees for practice teaching
- Studying Various documents



**EVALUATION SCHEME- P 8 INTERNSHIP IN TEI  
(CREDIT: 4, TOTAL MARKS: 100)**

SR. NO	COMPONENTS	INTERNAL	EXTERNAL
1	Lessons : -Minimum 10 Lessons should be given by the trainee. 10 marks for each lesson. Then total 100 marks will be converted in to 10 marks.		10
2	Attendance		05
3	Organizing cultural Activities		05
4	Overall Impression on Counselor		05
5	Maintaining daily book	10	
6	A notes containing guidance given to B.Ed./ D.LED trainees duly signed by the counselor	10	
7	Internship Report	40	
8	Viva voce Regarding Internship Report	15	
<b>Total</b>		<b>75</b>	<b>25</b>
<b>Grand Total</b>		<b>100</b>	

## P 9 - ASSIGNMENT

### Task:

- Identification and selection of the suitable topic.
- Framing down various related objectives.
- Referring various related references and to note down in said form.
- Develop critical thinking for the assignment.
- Develop the skill of self learning and reporting.
- Appreciate the time frame for submission.

### EVALUATION SCHEME- P 9 ASSIGNMENT

(CREDIT: 1, TOTAL MARKS: 25)

No	Criteria for Assessment	Marks (out of 25)	Percentage (%)
1	Objectivity, Knowledge and organization of subject matter	5	20%
2	Classification , depth, strength of subject matter with appropriate example	5	20%
3	Use of pictures, figures, tables, charts, graphs etc.	5	20%
4	Use of references	5	20%
5	Duration of submission	5	20%
	Total	25	100%



## P 10 - ESSENTIALS OF COMPUTER FUNDAMENTALS

### Task:

- Create table formatted data. Understand Workbook and Worksheets.
- Organizing and formatting the table.
- Prepare formulas and use of library functions for simple to complex calculations.
- Use of Charts.
- Analyze the data using different tools.
- Prepare summary reports for the data.
- Prepare views to view organized data.
- Set up the worksheet and Print the worksheet.
- Understand Computer Networking terminologies.
- Use of the Internet. Surf the Internet for references of Education.
- Search using Web based search engine for research done in education.
- Download /upload the relevant material from/to the Internet.

### EVALUATION SCHEME- P 10 ESSENTIALS OF COMPUTER FUNDAMENTALS (CREDIT: 2, TOTAL MARKS: 50)

Sr. No.	Topic	Marks (out of 50)	Percentage (%)
1	Creating Excel worksheet with proper formatting and basic formulas(Ex. Marksheet, PaySlip, Invoice...)	10	20%
2	Using Sort, Filter, Views and Data table, Lookup Functions	10	20%
3	Preparing effective Chart with proper formatting and options available	10	20%
4	Create Sales datasheet, Preparing Subtotal, Pivot table/chart	10	20%
5	Tutorial work on given topic by using references of relevant Internet websites.	10	20%
	<b>Total</b>	<b>50</b>	<b>100%</b>

## P 11 – LIBRARY WORK

### Task:

- To give help for the future research practice
- These skills help the future teacher to develop their future students skills
- To develop or increase their knowledge and interest for their subject or field.
- Help for add different collection of books in the library
- Create one group of few student to help other student in library work

### EVALUATION SCHEME- P 11 LIBRARY WORK (CREDIT: 1, TOTAL MARKS: 25)

Sr. No.	Nature Of Work	Obtained marks (Out of 25)	Percentage (%)
1	Review of Research Article any one	5	20%
2	Development of Reading, Writing and listening Skills	5	20%
3	Use of Reference Books	5	20%
4	Collection Development	5	20%
5	Establish 'Friends of the Library group'	5	20%
	Total	25	100%

## P 12 – PSYCHOLOGICAL TESTING

### Task:

- Develop criteria for qualifying ‘Psychological aspect to explore’
- Assess the relevance of data collection tools through constructing questionnaire for the same
- Constructing guidelines for data collection
- Judging the data collection procedure on constructed guidelines
- Constructing chart pertaining to nature of data, scales of measurement and data analysis techniques wrt parametric and non parametric test
- Developing criteria for

### EVALUATION SCHEME- P 12 PSYCHOLOGICAL TESTING (CREDIT: 1, TOTAL MARKS: 25)

Components	Marks
Identification of Psychological aspect to explore	5
Tools and Data collection	10
Data Analysis	5
Report Writing	5
<b>Total</b>	<b>25</b>

# **SEMESTER-3**

**COURSE FOR SEMESTER – III**

**COURSE- CC10**

**METHODOLOGY OF EDUCATIONAL RESEARCH-3**

**CREDITS – 4**

**MARKS: 100**

**LEARNING OUTCOMES:**

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Understand purpose of research report.
- Comprehend different parts research report.
- Prepare a research report.
- Understand concept of normal distribution.
- Apply concept of normal distribution practically.
- Select appropriate statistical techniques for their dissertation.
- Test various hypotheses.
- Compute and interpret various parametric and non- parametric statistical tests and data.

**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology/ Strategy	Teaching Aids	References
		Sub Units	Total Hours				
1.	<p><b>Unit – 1 Research Report</b></p> <p>1.1 Purposes of Research Report                      1.2 Characteristics of Good Research Report                      1.3 Format of Research Report                      1.4 Bibliography, Footnote/End note , Appendices                      1.5 Probable errors aroused while report writing                      1.6 Criteria for evaluating research report</p>		13	20%	Lecture Discussion Group –Discussion	Handouts LCD Projector, Computer	<p>1. શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનોનું પદ્ધતિશાસ્ત્ર -ડો . ડી.એ.ઉચાટ.</p> <p>2. Research Methodology- Dr. R.S. Patel</p> <p>3.. શૈક્ષણિક સંશોધન . ડો – દીપિકા શાહ</p>

2.	<b>Unit – 2 Normal Distribution &amp; Measures of Relationship</b>		19	30%	- Leceture - Group Discussion - Assignment - Library Work	Handouts, LCD Projector, Computer Reference Books	1 શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ .ડો - .એસ .આર પટેલ 2.શિક્ષણમાં આંકડાશાસ્ત્ર .ડો- પારેખ .યુ .બી .એમ .અને ડો ત્રિવેદી .ડી 3. Statistics in Psychology & Education- B. L. Sinha 4. Statistics in Psychology and Educational - H. E. Gerrett
	2.1 The Normal Distribution: concept and Properties of Normal Distribution	2					
	2.2 Measuring Divergence from Normality: Skewness and Kurtosis(Concept, Computation)	3					
	2.3 Practical Applications of Normal Probability Curve	8					
	2.4 Measures of Relationship: Coefficient of CorrelationProduct Moment Correlation, Rank	3					
	2.5 Rank Order Correlation, Phi-Correlation, Contentingency coefficient	3					

3	<p><b>Unit – 3 Data Analysis-1 (Parametric)</b></p> <p>3.1 Concept of Inferential Statistics, Level of Significance, Two Tailed and One Tailed Tests of Significance and Degree of Freedom, Types of Errors in testing of hypothesis</p> <p>3.2 Meaning of Parametric and Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques</p> <p>3.3 Testing Statistical Significance: The Significance of the Difference between the Means of Two Independent Groups as well as correlated group, Significant Difference of Median, Significant Difference of Percentile, Significant Difference of Co-Relation</p>	4 4 8	16	25%	<p>-Discussion, -Group Task, -Reviews of Past Researches</p>	Handouts, LCD Projector,	<p>1 શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ .ડો - .એસ .આર પટેલ</p> <p>2.શિક્ષણમાં આંકડાશાસ્ત્ર .ડો- .યુ .બીપારેખ અને ડો .એમ . ત્રિવેદી .ડી</p> <p>3. Statistics in Psychology &amp; Education- B. L. Sinha</p> <p>4. Statistics in Psychology and Educational - H. E. Gerrett</p>
4	<p><b>Unit – 4 Data Analysis-2 (Non-Parametric)</b></p> <p>4.1 Non-Parametric Test: Advantages, Limitations, Conditions for Using Non-Parametric Test</p> <p>4.2 Chi Square (single strata and 2x2 small sample only)</p> <p>4.3 Sign Test</p> <p>4.4 Median Test</p>	2 4 2 2	16	25%	<p>-Discussion, -Problem Solving - Simulation, - Group Task, - Assignment</p>	Handouts, LCD Projector, Computer	<p>1 શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ .ડો -</p>

4.5 The Mann-Whitney U-Test	3						.એસ .આર પટેલ
4.6 Kendal's W-Test	3						2.શિક્ષણમાં આંકડાશાસ્ત્ર .ડૉ- પારેખ .યુ .બી .એમ અને ડૉ ત્રિવેદી .ડી
							3. Statistics in Psychology & Education- B. L. Sinha
							4. Statistics in Psychology and Educational - H. E. Gerrett
<b>TOTAL</b>		<b>64 HOURS</b>		<b>100%</b>			

**Objective – wise distribution of weightage**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	15	30	20	10	15	100



**Unit – 1 Research Report** **20%**

- 1.1 Questionnaire: Meaning, types of giving Questionnaire, Types, construction, Rapport With respondents, Characteristics of good questionnaire
- 1.2 Purposes of Research Report
- 1.3 Characteristics of Good Research Report
- 1.4 Format of Research Report
- 1.5 Bibliography, Footnote/End note , Appendices
- 1.6 Probable errors aroused while report writing
- 1.7 Criteria for evaluating research report

**Unit – 2 Normal Distribution & Measures of Relationship** **30%**

- 2.1 The Normal Distribution: concept and Properties of Normal Distribution
- 2.2 Measuring Divergence from Normality: Skewness and Kurtosis(Concept, Computation)
- 2.3 Practical Applications of Normal Probability Curve
- 2.4 Measures of Relationship: Coefficient of Correlation Product Moment Correlation, Rank
- 2.5 Rank Order Correlation, Phi-Correlation, Contentingency coefficient

**Unit – 3 Data Analysis-1 (Parametric)** **25%**

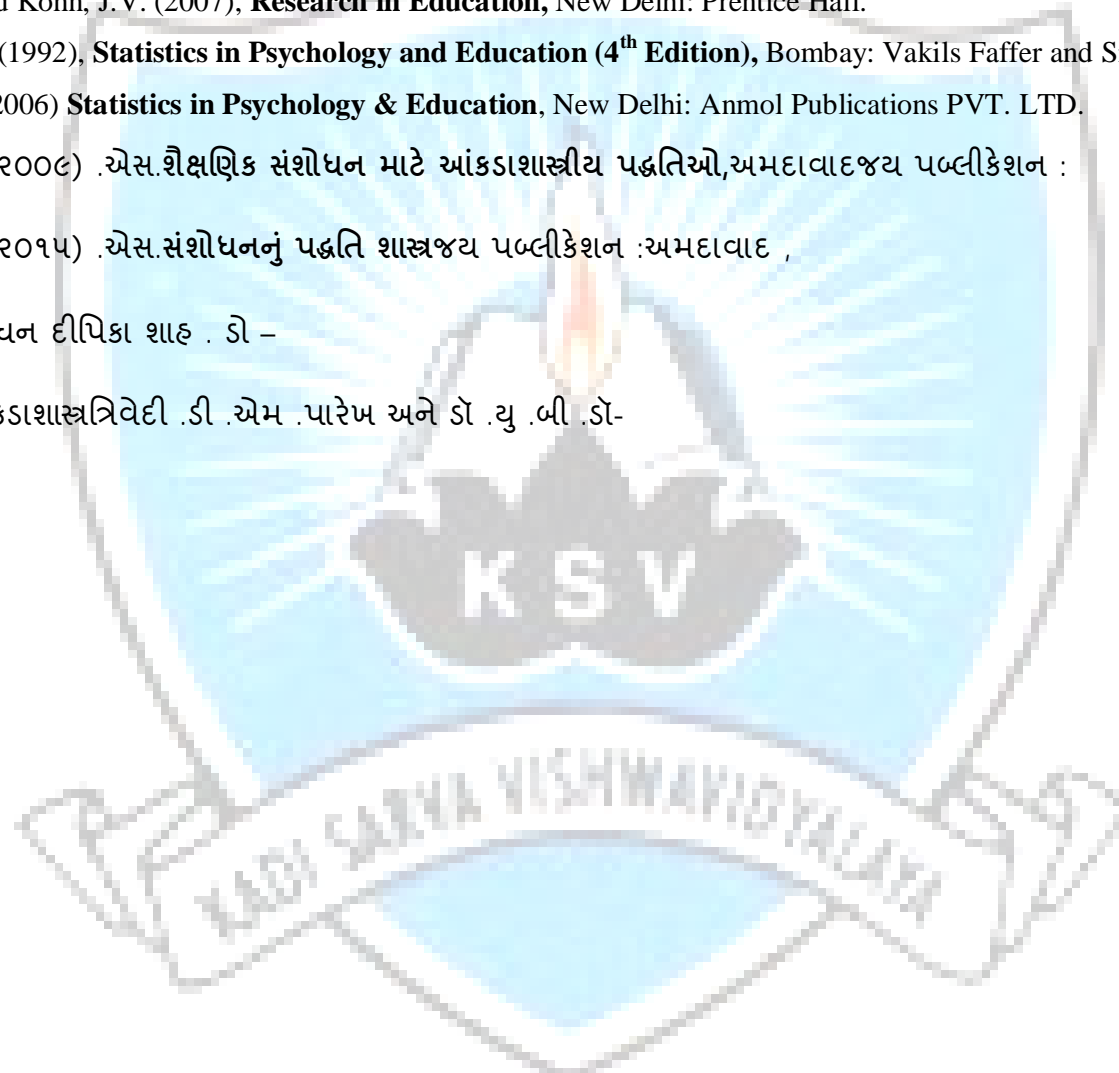
- 3.1 Concept of Inferential Statistics, Level of Significance, Two Tailed and One Tailed Tests of Significance and Degree of Freedom, Types of Errors in testing of hypothesis
- 3.2 Meaning of Parametric and Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques
- 3.3 Testing Statistical Significance: The Significance of the Difference between the Means of Two Independent Groups as well as correlated group, Significant Difference of Median, Significant Difference of Percentile, Significant Difference of Co-Relation

**Unit – 4 Data Analysis-2 (Non-Parametric)** **25%**

- 4.1 Non-Parametric Test: Advantages, Limitations, Conditions for Using Non-Parametric Test
- 4.2 Chi Square (single strata and 2x2 small sample only)
- 4.3 Sign Test
- 4.4 Median Test
- 4.5 The Mann-Whitney U-Test
- 4.6 Kendal's W-Test

## REFERENCES:

1. Asthana B. and others,(2013), **Research Methodology**,Agra: Agarwal Publications
2. Best, J.W, and Kohn, J.V. (2007), **Research in Education**, New Delhi: Prentice Hall.
3. Gerrett H. E. (1992), **Statistics in Psychology and Education (4<sup>th</sup> Edition)**, Bombay: Vakils Faffer and Simons.
4. Sinha B. L. (2006) **Statistics in Psychology & Education**, New Delhi: Anmol Publications PVT. LTD.
5. પટેલ આર ,(૨૦૦૯) .એસ.શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ,અમદાવાદજય પબ્લીકેશન :
6. પટેલ આર ,(૨૦૧૫) .એસ.સંશોધનનું પદ્ધતિ શાસ્ત્રજય પબ્લીકેશન :અમદાવાદ ,
7. શૈક્ષણિક સંશોધન દીપિકા શાહ . ડો -
8. શિક્ષણમાં આંકડાશાસ્ત્રત્રિવેદી .ડી .એમ .પારેખ અને ડૉ .યુ .બી .ડૉ-



## COURSE FOR SEMESTER – III

### COURSE- CC11

### TEACHER EDUCATION-2

CREDITS – 4

MARKS: 100

#### LEARNING OUTCOMES:

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Understand the Planning and Organizing Teacher Education at Institutional Level
- Understand the place of student teaching and its principles in teacher education
- Acquaint with various techniques of training and teacher training
- Acquaint the students with innovative approaches, innovative evaluation process and researches in Teacher Education
- Acquaint with evaluation practices in teacher education

#### **SCHEME OF TEACHING AND ASSESSMENT:**

UNIT	CONTENT	INSTRUCTIONAL HOURS		WEIGHTAGE (100%)	SUGGESTED METHODOLOGY	TEACHING AIDS	REFERENCES
		SUB UNITS	TOTAL HOURS				
1	<b>Agencies of Teacher Education</b>		<b>16</b>	<b>25%</b>			
	1.1 National Level	7		11%	Lecture, Group Discussion and Presentation	Handouts, LCD Projector, Computer, Scripts	Sharma S.P. (2006), Teacher Education principles, theories and practices”
	1.2 State Level	7		11%			
	1.3 International Level	2		3%			

2	<p><b>Teaching and Training</b></p> <p>2.1 Principles of Teaching; methods of teaching school subjects.</p> <p>2.2 The Teaching Models – Concept Attainment Model, Inquiry Training Model, Problem Solving Model and Inductive Thinking Model.</p> <p>2.3 Organization of Practice Teaching for developing an effective teacher –Block and Intermittent practice teaching internship – its organization and problems</p> <p>2.4 Supervision of practice lessons: observation and assessment; feed back to student– teacher – concept and types</p>	4 4 4 4	<b>16</b>	<b>25%</b> 6% 7% 6% 6%	Group Discussion, Assignment, Case Study, Book Reviews and Presentation	Handouts, LCD Projector, Computer,	<p>Sharma S.P. (2006), Teacher Education principles, theories and practices”</p> <p>Singh A. (2007), “Teacher Training A reflective perspective”</p> <p>Sidhiqui M.H. (2004), “Tecnology in Teacher Education”</p>
3	<p><b>Research in Teacher Education</b></p> <p>3.1 Need and Scope of Research in Teacher Education</p> <p>3.2 Areas of Research in Teacher Education</p> <p>3.3 Trends in Research in Teacher Education</p> <p>3.4 Implications of Research for Teacher Education</p> <p>3.5 Problems of Research in Teacher Education</p>	3.5 3.5 3 3 3	<b>16</b>	<b>25%</b> 5% 5% 5% 5%	Lecture, Group Discussion, Assignment and Presentation	Handouts, LCD Projector, Computer,	<p>Jain K. (2004), “Future of Teacher Education”</p> <p>Venkataiah S. (2006), “Teacher Education”</p>

4	<b>Teacher Effectiveness and Its Measurement</b>		<b>16</b>	<b>25%</b>	Lecture, Group Discussion, Group Task, Project	Handouts, LCD Projector, Computer,	Sharma S.P. (2006), Teacher Education principles, theories and practices”  Chaurasia G. (1977), “Challenges and Innovations in Education”
	4.1 An Effective Teacher	3		5%			
	4.2 Concept of Teacher effectiveness	3		5%			
	4.3 Evaluation of Teacher effectiveness	3		5%			
	4.4 Recent trends and current researches on teacher effectiveness	3.5		5%			
4.5 Innovative Practice in Teacher Education	3.5		5%				
<b>TOTAL</b>			<b>64 HOURS</b>	<b>100%</b>			

#### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	25	20	15	15	15	100

#### UNIT: - 1 Agencies of Teacher Education.

25%

Role and function of following agencies:

##### 1.1 National Level

- University Grant Commission
- National Council of Education Research and Training
- National Council for Teacher Education
- Indian Council of Social Sciences and Research
- Centre of Advanced Studies in Educator (MSU)

1.2 State Level:

- State Institutes of Education
- State Councils of Educational Research and Training
- Centers of Continuing Education Teachers
- State Boards of Teacher Education
- University Departments of Education

1.3 International Level:

- UNESCO

**UNIT: - 2 Teaching and Training**

**25%**

2.1 Principles of Teaching; methods of teaching school subjects.

2.2 The Teaching Models – Concept Attainment Model, Inquiry Training Model, Problem Solving Model and Inductive Thinking Model.

2.3 Organization of Practice Teaching for developing an effective teacher –Block and Intermittent practice teaching internship – its organization and problems

2.4 Supervision of practice lessons: observation and assessment; feed back to student– teacher – concept and types

**UNIT: - 3 Research in Teacher Education**

**25%**

3.1 Need and Scope of Research in Teacher Education

3.2 Areas of Research in Teacher Education (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Teacher Educators and Teacher Education Institutions)

3.3 Trends in Research in Teacher Education

3.4 Implications of Research for Teacher Education

3.5 Problems of Research in Teacher Education

## **UNIT: - 4 Teacher Effectiveness and Its Measurement**

25%

4.1 An Effective Teacher

4.2 Concept of Teacher effectiveness

4.3 Evaluation of Teacher effectiveness

4.4 Recent trends and current researches on teacher effectiveness

4.5 Innovative Practice in Teacher Education

### **REFERENCES:**

1. Arora, G.L. (2002) Teachers and Their Teaching Delhi, Ravi Books.
2. Chaurasia G. (1977), "Challenges and Innovations in Education", New Delhi Sterling Publications Pvt. Ltd.
3. Chaurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authorspress.
4. Chaurasia G. (2006), "Teacher Education for twenty first century search for new direction to management of education in India", Council for Teacher Education, Bhopal,
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8. Jain K. (2004), "Future of Teacher Education", Sumit Enterprise New Delhi.
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11. Misra, K.S. (1993) Teachers and Their Education Ambala Cantt., The Associated Publishers.

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13. Murray, Frank B. (Ed.) (1996) Teacher Educator's Handbook; Building A Base for Preparation of Teachers, San Francisco, Jossey – Bass Publishers.

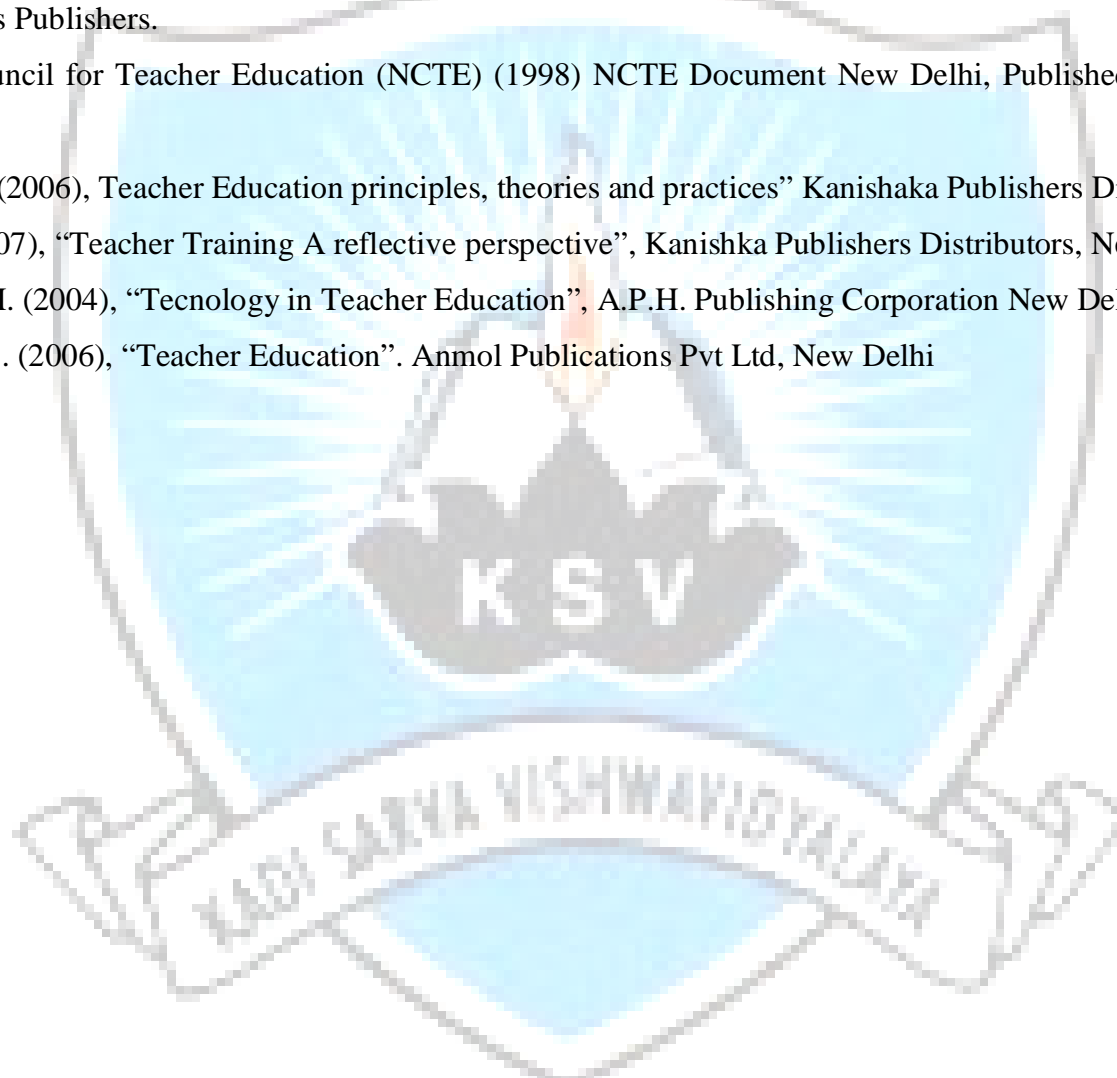
14. National Council for Teacher Education (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.

15. Sharma S.P. (2006), Teacher Education principles, theories and practices” Kanishka Publishers Distributors New Delhi

16. Singh A. (2007), “Teacher Training A reflective perspective”, Kanishka Publishers Distributors, New Delhi.

17. Sidhiqui M.H. (2004), “Tecnology in Teacher Education”, A.P.H. Publishing Corporation New Delhi.

18. Venkataiah S. (2006), “Teacher Education”. Anmol Publications Pvt Ltd, New Delhi





## **COURSE FOR SEMESTER – III**

### **COURSE- SCS1**

#### **INSTITUTIONAL SYSTEM & STRUCTURE AT SECONDARY AND HIGHER SECONDARY SCHOOL STAGE**

**CREDITS – 2**

**MARKS: 50**

#### **LEARNING OUTCOMES:**

#### **AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Understand the importance of educational institution system and structure.
- Understand the ways of resolving problems in institution system and structure.
- Identify and analyze the different learning resources for effective school management and administration.
- Analyze and synthesize various aspects of effective role of educational institutions.
- Identify and analyze the current educational system, different programs and different educational policies.

**SCHEME OF TEACHING AND ASSESSMENT:**

UNIT	CONTENT	INSTRUCTIONAL HOURS		WEIGHTAGE (100%)	SUGGESTED METHODOLOGY	TEACHING AIDS	REFERENCES
		SUB UNITS	TOTAL HOURS				
1	<b>Educational planning and school management</b>		<b>8</b>	<b>25%</b>			
	<b>1.1</b> Educational Planning at Secondary and Higher Secondary Level- Concept, Types (National, State and District)	2		7%	Lecture, Group Discussion and Presentation	Handouts, LCD Projector, Computer, Scripts	Gupta S. & Aggarwal J.C.(2007),
	<b>1.2</b> School Management - Meaning, Importance, Types and Process	2		6%			<b>School Management,</b> Shukla D. S. Ane Anya. (2003),
	<b>1.3</b> School Development Plan – Meaning, Nature, Importance and Steps	2		6%			<b>Bharatma Shikshan Pranalino Vikas</b>
	<b>1.4</b> Role of Teacher, SMDC and Community in the preparation of school development plan and in school management.	2		6%			
2	<b>Institutional system and recent policies</b>		<b>8</b>	<b>25%</b>			
					Group Discussion,	Handouts,	Gupta S. &

	<p><b>2.1</b> Institutional System: Concept at Secondary and Higher Secondary Level, Education system at central level (NCERT, UGC, NCTE) and State level (GCERT, DIET,GSEB)</p> <p><b>2.2</b> Nature of Institutional Systems at different types of Secondary and Higher Secondary Schools: Government, Private, Grant-in-aid, Navoday Vidyalay</p> <p><b>2.3</b> Recent Policies and Strategy of implementation at secondary level: Central Government, State Government, District Level (Jilla Panchayat, Corporation Board)</p> <p><b>2.4</b> Right to Education and Universalization of Secondary Education</p>	2		7%	Assignment, Case Study, Presentation	LCD Projector, Computer,	Aggarwal J.C.(2007), <b>School Management,</b> Kochhar,S.K. (1970), <b>Secondary school Administration,</b> Sodhi T.S. & Suri Aruna (2000), <b>Management of School Education</b>
3	<p><b>Resource management</b></p> <p><b>3.1</b> Infrastructural Resources: physical space-building and open</p>	2	<b>8</b>	<b>25%</b>	Lecture, Group Discussion,	Handouts, LCD	Gupta S. & Aggarwal

	space, Furniture, Water and Sanitation facilities(separate toilet, garbage disposal, safe drinking water) Barrier-free Environment				Assignment and Presentation	Projector, Computer,	J.C.(2007), <b>School Management,</b> Shukla D. S. Ane Anya. (2003), <b>Bharatma Shikshan Pranalino Vikas,</b> Sodhi T.S. & Suri Aruna (2000), <b>Management of School Education</b>
	<b>3.2</b> Material Resources: Equipment and Teaching-Learning Materials	2		6%			
	<b>3.3</b> Financial Resources: Grants (State Policy), Funds generation, Donations, Other sources	2		6%			
	<b>3.4</b> Human Resources: Students, Teachers, Parents, Community and Local Resource Persons – their inter-relationship, Role of teacher in resource management in schools	2		6%			
4	<b>Programs at secondary and higher secondary level</b>		8	25%			
	<b>4.1</b> Shala Vikas Sankul (SVS): Concept, Nature and Importance	2		7%	Seminar, Group Discussion, Case Study, Visit	Handouts, LCD Projector,	Gupta S. & Aggarwal J.C.(2007),
	<b>4.2</b> State Teacher Training	2		6%		Computer,	<b>School</b>

Institute (STTI): Objectives and Importance						<b>Management, Kochhar,S.K. (1970), Secondary school Administration</b>
<b>4.3</b> Rastriya Madhyamik Shikshan Abhiyan (RMSA): Concept, Objective and Implementation	2		6%			
<b>4.4</b> School Comprehensive Evaluation (SCE): Concept, Nature and Implementation	2		6%			
<b>TOTAL</b>	<b>32 HOURS</b>		<b>100%</b>			

#### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	25	20	15	15	15	100

#### UNIT 1: EDUCATIONAL PLANNING AND SCHOOL MANAGEMENT

**1.1** Educational Planning at Secondary and Higher Secondary Level- Concept, Types (National, State and District)

**1.2** School Management - Meaning, Importance, Types and Process,

**1.3** School Development Plan – Meaning, Nature, Importance and Steps

**1.4** Role of Teacher, SMDC and Community in the preparation of school development plan and in school management.

## **UNIT 2: INSTITUTIONAL SYSTEM AND RECENT POLICIES**

- 2.1** Institutional System: Concept at Secondary and Higher Secondary Level, Education system at central level (NCERT, UGC, NCTE) and State level (GCERT, DIET, GSEB)
- 2.2** Nature of Institutional Systems at different types of Secondary and Higher Secondary Schools: Government, Private, Grant-in-aid, Navoday Vidyalay
- 2.3** Recent Policies and Strategy of implementation at secondary level: Central Government, State Government, District Level (Jilla Panchayat, Corporation Board)
- 2.4** Right to Education and Universalization of Secondary Education

## **UNIT 3: RESOURCE MANAGEMENT**

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

## UNIT 4: PROGRAMS AT SECONDARY AND HIGHER SECONDARY LEVEL

- 4.1 Shala Vikas Sankul (SVS): Concept, Nature and Importance
- 4.2 State Teacher Training Institute (STTI): Objectives and Importance
- 4.3 Rastriya Madhyamik Shikshan Abhiyan (RMSA): Concept, Objective and Implementation
- 4.4 School Comprehensive Evaluation (SCE): Concept, Nature and Implementation

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## **COURSE FOR SEMESTER – III**

### **COURSE- ELS1**

#### **ADVANCED LEVEL PEDAGOGY FOR SECONDARY AND HIGHER SECONDARY SCHOOL EDUCATION**

**CREDITS – 4**

**MARKS: 100**

#### **LEARNING OUTCOMES:**

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Understand the nature of Pedagogy and Effective Pedagogical Principles.
- Develop capacities of reflecting on pedagogical practices and learning process
- Prepare and use appropriate approaches for improving learning of the students
- Understand the models of teaching
- Explore with new trends and techniques in advanced pedagogy
- Expose different modes of Teaching learning
- Understand the scope of ICT and its pedagogic applications
- Identify the role of multimedia in pedagogic applications
- Empower in pedagogical application of multimedia approaches



**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Introduction to Pedagogy</b> 1.1 Concept of Pedagogy 1.2 Importance of pedagogy 1.3 Principles of Effective Pedagogy 1.4 Role of Pedagogy in Effective Teaching 1.5 Pedagogical Models- Productive Pedagogies, Inquiry Based Pedagogy	3 3 3 3 4	16	25%	Lecture cum Discussion	Handouts, LCD Projector, Computer, Scripts	1. Bhowmik, M et.al (2013), Role of Pedagogy in Effective Teaching, Kolkata, India. 2. Bonk, C., Kirkley, J., Hara, N., & Dennen, V. (2000, April). Advances in pedagogy: Finding the instructor in post-secondary online learning. New Orleans, LA.
2	<b>Advanced Pedagogy: Innovative Methods of Teaching and Learning</b> 2.1 Need of advanced Pedagogy 2.2 Difference between teaching and Instruction, conditioning & training 2.3 Voice Threads, Blogging, Smart boards, Social	3 3.5 3.5	16	25%	Group Discussion, Assignment, Book Reviews and Presentation	Handouts, LCD Projector, Computer,	James, M and Dangwal, K.L: Educational Technology (Technology supported Teaching & Learning). New

	Bookmarking, Podcast and Screen cast, 2.4 Various other methods of Teaching-Learning <ul style="list-style-type: none"> <li>• Social media and Wikipedia in Classroom,</li> <li>• Lecture Capture</li> <li>• Learning beyond Classroom</li> <li>• Moodle.</li> </ul>	3 3					Delhi: APH Publishing Corporation, 2011. Elizabeth Dunne and Bennet Neville (1990), <i>Talking and Learning in Groups</i> . Routledge
3	<b>Approaches to Teaching Learning</b> 3.1 General Maxims of Learning, 3.2 Models of teaching: meaning, characteristics and types <ol style="list-style-type: none"> <li>1. Concept Attainment Model</li> <li>2. Advance Organizer Model</li> <li>3. Inquiry Training Model</li> <li>4. Role Play Model</li> <li>5. Value Analysis Model</li> </ol> 3.3 Activity-based Approach, Project, Cooperative learning, discussion, Panel Discussion, seminars and tutorials.	4 3 5 4	16	25%	Lecture, Group Discussion, Assignment and Presentation	Handouts, LCD Projector, Computer,	Joyce, B. and Well, M.: <i>Models of Teaching</i> . New Jersey: Prentice Hall Inc., 1985.
4	<b>ICT and Multimedia based Teaching Learning</b> 4.1 Computer assisted instruction, Web based instruction: uses, web links, online learning, m-learning, Virtual classrooms, computer based assessment system, Computer mediated communication. 4.2 Multimedia concept and meaning text, graphics, animation, audio, video 4.3 Multimedia applications <ol style="list-style-type: none"> <li>1. Computer based training</li> </ol>	5 5 6	16	25%	Lecture, Group Discussion, Group Task, Project	Handouts, LCD Projector, Computer,	Mangal,S.K : <i>Essentials of Educational Technology</i> . New Delhi: PHI Learning Pvt. Ltd, 2009. Sharma, R.A.: <i>Educational Technology</i> . Loyal Book

	2. Electronic books and references 3. Multimedia application for educationist 4. Information kiosks 5. Multimedia www and web based training						Depot, Meerut
<b>TOTAL</b>			<b>64 HOURS</b>	<b>100%</b>			

**OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
30	20	20	10	10	10	100

**Unit-I Introduction to Pedagogy**

**25%**

- 1.1 Concept of Pedagogy
- 1.2 Importance of pedagogy
- 1.3 Principles of Effective Pedagogy
- 1.4 Role of Pedagogy in Effective Teaching
- 1.5 Pedagogical Models- Productive Pedagogies, Inquiry Based Pedagogy

**Unit-II Advanced Pedagogy: Innovative Methods of Teaching and Learning**

**25%**

- 2.1 Need of advanced Pedagogy
- 2.2 Difference between teaching and Instruction, conditioning & training
- 2.3 Voice Threads, Blogging, Smart boards, Social Bookmarking, Podcast and Screen cast,

2.4 Various other methods of Teaching-Learning: Social media and Wikipedia in Classroom, Lecture Capture, Learning beyond Classroom, Moodle.

**Unit-III Approaches to Teaching Learning**

**25%**

**3.1** General Maxims of Learning,

3.2 Models of teaching: meaning, characteristics and types

3.2.1 Concept Attainment Model

3.2.2 Advance Organizer Model

3.2.3 Inquiry Training Model

3.2.4 Role Play Model

3.2.5 Value Analysis Model

**3.3** Activity-based Approach, Project, Cooperative learning, discussion, Panel Discussion, seminars and tutorials.

**Unit-IV ICT and Multimedia based Teaching Learning**

**25%**

4.1 Computer assisted instruction, Web based instruction: uses,

web links, online learning, m-learning, Virtual classrooms, computer based assessment system, Computer mediated communication.

4.2 Multimedia concept and meaning text, graphics, animation, audio, video

4.3 Multimedia applications

1 Computer based training

2. Electronic books and references

3. Multimedia application for educationist

4. Information kiosks

5. Multimedia www and web based training

## REFERENCES:

1. Agrawal, R: Educational Technology Management & Evaluation. Delhi: Shipra Publications, 2009.
2. Bhowmik, M et.al (2013), Role of Pedagogy in Effective Teaching, Kolkata, India.
3. Bonk, C., Kirkley, J., Hara, N., & Dennen, V. (2000, April). Advances in pedagogy: Finding the instructor in post-secondary online learning. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
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5. Elisabeth Dunne and Bennet Neville (1990), *Talking and Learning in Groups*. Routledge
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7. James, M and Andrew, P (2012), TLRP's ten principles for effective pedagogy: rationale, development, evidence, argument and impact, University of London, UK
8. Johnson, D.W. and R.T. Johanson (1999) *Learning Together and Alone: Cooperative Competitive and individualistic learning. (5th edition)*. Allyn & Bacom: Boston
9. Joyce, B. and Well, M.: Models of Teaching. New Jersey: Prentice Hall Inc., 1985.
10. Khairnar C. M. (2015), Advance Pedagogy: Innovative Methods of Teaching and Learning, International Journal of Information and Education Technology, Vol. 5, No. 11, November 2015.
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**COURSE FOR SEMESTER – III**

**COURSE- ELS2**

**CREATIVE CLASSROOM TECHNIQUES IN SECONDARY AND HIGHER SECONDARY SCHOOLS**

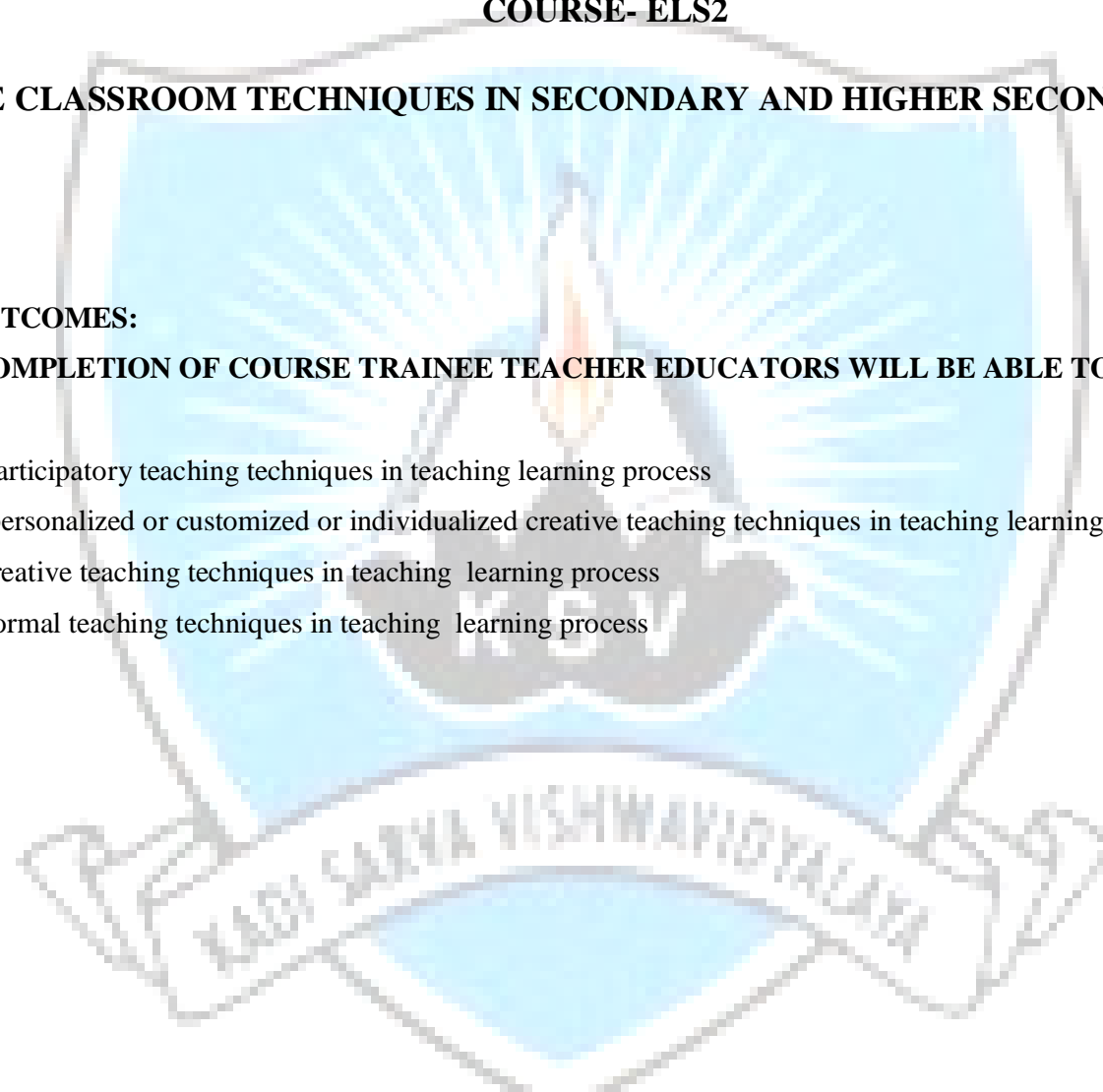
**CREDITS – 4**

**MARKS: 100**

**LEARNING OUTCOMES:**

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Practice participatory teaching techniques in teaching learning process
- Hand on personalized or customized or individualized creative teaching techniques in teaching learning process
- Employ creative teaching techniques in teaching learning process
- Apply informal teaching techniques in teaching learning process



**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weigh- tage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Unit:- 1 Participatory Teaching Techniques</b> 1.4 Socratic questioning 1.5 Story telling 1.6 Brain storming 1.7 Heuristics 1.8 Idea sketching 1.9 Graphic symbols 1.10 Problem Solving 1.11 Mind Mapping 1.12 Divergent Ways of Reviewing 1.10 Strategies to have group report	3 1 2 2 2 2 2 2 3 2	21	35%	Probing Illustrating Discussion	Handouts, LCD Projector, Open web assignment	16. Armstrong, T. (2009). <i>Multiple Intelligences in the Classroom</i> . Virginia: ASCD Member Books  17. Gardner, H. (1993). <i>Multiple Intelligences - Theory into Practice</i> , New York: Basic Books
2	<b>Unit: - 2 Customized Teaching Techniques-</b> 2.1 Hands on thinking 2.2 Peer sharing 2.3 Boards games 2.4 Simulation 2.5 One minute reaction 2.6 Giving feedback creatively 2.7 Ways to make home assignment relevant 2.8 Ways to develop study habits	2 2 2 3 2 2 1 2	16	25%	Group Discussion, Assignment Lecturing Videos	Handouts, LCD Projector, Computer, Open web assessment	1. Caroselli, M. (2006) <i>500 Creative Classroom Techniques for Teachers and Trainers</i> , Amherst: HRD Press  2. Armstrong, T. (2009). <i>Multiple Intelligences in the Classroom</i> . Virginia: ASCD Member Books

							3. Palmberg, R. (2011), <i>Multiple Intelligences Revisited</i> , Ukraine: Rolf Palmberg
3	<b>Unit: - 3 Creative Teaching Techniques</b> 3.6 Testing understanding 3.7 Goal setting 3.8 Making subject matter relevant 3.9 Creating humor in Classroom 3.10 Filling odd moments 3.11 Dealing with reluctant learners 3.12 Conducting non threatening competition 3.13 Critical reading	2 2 3 1 1 3 1 3	16	25%	Probing Discussion, Dramatization, Group Task, Project work Story telling Hands on activities	Handouts, LCD Projector,	4. Caroselli, M. (2006) <i>500 Creative Classroom Techniques for Teachers and Trainers</i> , Amherst: HRD Press 5. Hoerr. T.R. (2010), <i>Celebrating Every Learner</i> , San Francisco: Jossey-bass. 6. Palmberg, R. (2011), <i>Multiple Intelligences Revisited</i> , Ukraine: Rolf Palmberg
4	<b>Unit: - 4 Teaching Techniques in Informal Setting</b> 1.1 Body answers 1.2 Body maps 1.3 Nature Walk	2 2 2	11	15%	Group Task, Reflection period Picture	Handouts, LCD Projector, Computer, Text- Print	1. Armstrong, T. (2009). <i>Multiple Intelligences in the Classroom</i> . Virginia: ASCD Member Books



	1.4 Eco Study 1.5 Window Onto learning	3 2			metaphors Narrating	material	2. Hoerr. T.R. (2010), <i>Celebrating Every Learner,</i> San Francisco:Jossey-bass.
<b>TOTAL</b>		<b>64 HOURS</b>		<b>100%</b>			

**Objective – wise distribution of weightage (percentage)**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	15	20	20	20	15	100

**UNITS**

**Unit:- 1 Participatory Teaching Techniques**

- 1.1 Socratic questioning
- 1.2 Story telling
- 1.3 Brain storming
- 1.4 Heuristics
- 1.5 Idea sketching
- 1.6 Graphic symbols
- 1.7 Problem Solving
- 1.8 Mind Mapping
- 1.9 Divergent Ways of Reviewing
- 1.10 Strategies to have group report

**WEIGHTAGE (%)**

**35%**

**Unit: - 2 Customized Teaching Techniques-**

- 4.1 Hands on thinking
- 4.2 Peer sharing
- 4.3 Boards games

**25%**

- 4.4 Simulation
- 4.5 One minute reaction
- 4.6 Giving feedback creatively
- 4.7 Ways to make home assignment relevant
- 4.8 Ways to develop study habits

**Unit: - 3 Creative Teaching Techniques**

**25%**

- 3.1 Testing understanding
- 3.2 Goal setting
- 3.3 Making subject matter relevant
- 3.4 Creating humor in Classroom
- 3.5 Filling odd moments
- 3.6 Dealing with reluctant learners
- 3.7 Conducting non threatening competition
- 3.8 Critical reading

**Unit: - 4 Teaching Techniques in Informal Setting**

**15%**

- 1.1 Body answers
- 1.2 Body maps
- 1.3 Nature Walk
- 1.4 Eco Study
- 1.5 Window Onto learning



## REFERENCES (Printed and Electronic)

1. Armstrong, T. (2009). *Multiple Intelligences in the Classroom*. Virginia: ASCD Member Books
2. Gardner, H. (1993). *Multiple Intelligences - Theory into Practice*, New York: Basic Books
3. Hoerr, T.R. (2010), *Celebrating Every Learner*, San Francisco: Jossey-bass.
4. Palmberg, R. (2011), *Multiple Intelligences Revisited*, Ukraine: Rolf Palmberg
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[http://www.educationworld.com/a\\_curr/index.shtml](http://www.educationworld.com/a_curr/index.shtml) retrieved on 2<sup>nd</sup> November at 8:00 am

<http://www.soundpiper.com/mln/mi.htm> retrieved on 10<sup>th</sup> November at 7:00 pm.

[http://www.interaction-design.org/encyclopedia/multiple\\_intelligences.html](http://www.interaction-design.org/encyclopedia/multiple_intelligences.html) retrieved on 18<sup>th</sup> December at 6:00 pm

[http://www.msmc.la.edu/include/learning\\_resources/online.../tech\\_8intell.pdf](http://www.msmc.la.edu/include/learning_resources/online.../tech_8intell.pdf) retrieved on 20<sup>th</sup> December at 8:30 pm

<http://www.brainserendip.brynmawr.edu/biology/b103/f01/web2/wise.html> leaders and learners.com/multiple-intelligences/Musical/the-brain retrieved on 5<sup>th</sup> January at 3:40 pm

<http://www.ldpride.net/learningstyles.mi.htm> retrieved on 12<sup>th</sup> January at 3:45 pm

<https://www.teachervision.com/intelligence/teaching-methods/2204.htm> retrieved on 21<sup>st</sup> January at 7:00pm

<http://www.basicknowledge101.com/subjects/music.html> retrieved on 25<sup>th</sup> January 10:00 pm

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[http://www.ri.net/ritti\\_fellows/carlson-pickering/mi\\_tech.html](http://www.ri.net/ritti_fellows/carlson-pickering/mi_tech.html) retrieved on 3<sup>rd</sup> March at 1:00pm

<http://www.mypersonality.info/multiple-intelligences/> retrieved on 15<sup>th</sup> February at 1:45 pm

[http://edisdat.ied.edu.hk/pubarch/b15907314/full\\_paper/1289153177.pdf](http://edisdat.ied.edu.hk/pubarch/b15907314/full_paper/1289153177.pdf)

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## XI

### COMPETENCIES TO BE DEVELOPED AT THE END OF SEMESTER-3

#### THEORY PAPERS

#### **COURSE- CC10: METHODOLOGY OF EDUCATIONAL RESEARCH-3**

##### **COMPETENCIES DEVELOPED THROUGH THIS COURSE:**

- Prepare research report.
- Use APA format For references.
- Understand Relation between Scale of measurement and selection of Statistical Techniques.
- Compute various Parametric and Non Parametric statistical tests.
- Derive interpretations and findings on the basis of Parametric and Non Parametric data.

#### **COURSE- CC11: TEACHER EDUCATION-2**

##### **COMPETENCIES DEVELOPED THROUGH THIS COURSE & TASKS:**

- Prepare a report on role and function of any one national level agencies of Teacher Education.
- Compare the concepts of different Teaching Models.
- Discuss the scope of research in Teacher Education.
- Prepare a short note on Teacher effectiveness.
- Discuss the Innovative Practice in Teacher Education.

## **COURSE- SCS1: INSTITUTIONAL SYSTEM & STRUCTURE AT SECONDARY AND HIGHER SECONDARY SCHOOL STAGE**

### **COMPETENCIES DEVELOPED THROUGH THIS COURSE & TASKS:**

- A visit to a Vocational educational institutions and examine the role of the government in its functioning. Place your views regarding such kind of institutions.
- A survey of the success and failures of some of the innovative ideas in educational institutions.
- Prepare a case study of a successful principal according to you.
- Visit a teacher training institute and prepare a report on its functioning.
- Prepare a Comprehensive report on the process for starting a new GSEB School.

## **COURSE- ELS1: ADVANCED LEVEL PEDAGOGY FOR SECONDARY AND HIGHER SECONDARY SCHOOL EDUCATION**

### **COMPETENCIES DEVELOPED THROUGH THIS COURSE:**

- Students enable to think a revival of interest in the subject.
- Students can understand the contribution to different types of advanced pedagogy in teaching-learning process.
- Students enable to understand the interrelation and integration of ICT and multimedia in pedagogical applications.
- Students get open-minded towards all the knowledge resources.

## **COURSE- ELS2: CREATIVE CLASSROOM TECHNIQUES IN SECONDARY AND HIGHER SECONDARY SCHOOLS**

### **COMPETENCIES TO BE DEVELOPED THROUGH THIS COURSE :**

- Practice participatory teaching techniques in teaching learning process
- Hand on personalized or customized or individualized creative teaching techniques
- Employ creative teaching techniques
- Apply informal teaching techniques

# PRACTICAL

## Semester-3

### P 13 - Functional English

#### Task:

- Communicate effectively and confidently about familiar subjects.
- Capable of understanding extended speech and lectures and following complex lines of argument, provided the topic is reasonably familiar.
- Confidently carry oneself with good etiquette.
- Presenting clear, detailed descriptions on a wide range of subjects related to his/her field of interest.
- Deal with everyday situations in and outside the workplace effectively.
- Develop work-place language skills for industry exposure.

#### Assessment Scheme – P 13 Functional English (Internal)

**Credit: 2**

**Marks: 50**

Sr. No.	Components	Marks (out of 50)	Percentage (%)
1.	Group Discussion	10	20%
2.	Presentation	10	20%
3.	Mock Interview	10	20%
4.	Application / Letter Writing	10	20%
5.	Reading and Listening Comprehension	10	20%
	Total	50	100%

## P 14 - ASSIGNMENT

### Task:

- Identification and selection of the suitable topic.
- Framing down various related objectives.
- Referring various related references and to note down in said form.
- Develop critical thinking for the assignment.
- Develop the skill of self learning and reporting.
- Appreciate the time frame for submission.

### EVALUATION SCHEME- P 14 ASSIGNMENTS

(CREDIT: 1, TOTAL MARKS: 25)

No	Criteria for Assessment	Marks (out of 25)	Percentage (%)
1	Objectivity, Knowledge and organization of subject matter	5	20%
2	Classification , depth, strength of subject matter with appropriate example	5	20%
3	Use of pictures, figures, tables, charts, graphs etc.	5	20%
4	Use of references	5	20%
5	Duration of submission	5	20%
	Total	25	100%

## P 15 - LIBRARY WORK

### Task:

- To learn and find out how to search books on online
- To learn and take help of internet to find out research thesis
- Prepare them for competitive exams by giving them different website for study materials
- Develop the skills to help other teachers in their professional area
- By visiting public library and participating in their activity to acknowledge different activities to develop their own skills

### EVALUATION SCHEME- P 15 LIBRARY WORK

(CREDIT: 1, TOTAL MARKS: 25)

No.	Nature Of Work	Obtained marks (Out of 25)	Percentage (%)
1	Find out for library at list 10 books online	5	20%
2	List out the online Research Thesis	5	20%
3	Helpful for competitive exam	5	20%
4	Support professional development for teacher	5	20%
5	Collaborate with public library and participate on at least one activity	5	20%
	Total	25	100%



## P 16 – CASE STUDY

### Task:

- Develop criteria for Qualifying ‘Case’ to undertake case study
- Assess the relevance of data collection strategies through constructing questionnaire for the same
- Constructing chart pertaining to nature of data, scales of measurement and data analysis techniques wrt parametric and non parametric test
- Developing samples of ideal data analysis
- Assessing the data analysis based on ideal samples of data analysis
- Developing criteria for assessing over all research report
- Assessing overall research report on developed criteria

### EVALUATION SCHEME- P 16 CASE STUDIES

(CREDIT: 1, TOTAL MARKS: 25)

No	Components	Marks (out of 50)	Percentage (%)
1	Identifying Case for study	5	20%
2	Data Collection strategies and collecting data	10	40%
3	Data Analysis	5	20%
4	Report Writing	5	20%
5	Total	25	100%

## P 17 – INTERNSHIP-2

**Competency: Understanding Role of teacher/ teacher educator through work experience**  
**Task:**

- Prepare a lesson plan
- Using Various Teaching Skills
- Organizing Cultural Activities
- Observing Evaluation Pattern
- Guiding students / teacher trainees
- Studying Various documents



## EVALUATION SCHEME- P 17 INTERNSHIP-2

(CREDIT: 4, TOTAL MARKS: 100)

SR. NO	COMPONENTS	INTERNAL	EXTERNAL
1	Lessons : -Minimum 10 Lessons should be given by the trainee. 10 marks for each lesson. Then total 100 marks will be converted in to 10 marks.		10
2	Attendance		05
3	Organizing cultural Activities		05
4	Overall Impression on Counselor		05
5	Maintaining daily book	10	
6	A notes containing guidance given to Students / trainees duly signed by the counselor	10	
7	Internship Report	40	
8	Viva voce Regarding Internship Report	15	
	Total	75	25
	Grand Total		100

## P 18 – ACADEMIC WRITING

### Task:

- Clearly presents a fully developed response
- Skillfully manage paragraph
- Uses a wide range of vocabulary with very natural and sophisticated control of lexical features
- Uses a wide range of structures with accuracy

### EVALUATION SCHEME- P 18 ACADEMIC WRITING

(CREDIT: 2, TOTAL MARKS: 50)

S.No	Criteria for assessment	Total Marks (50)	Percentage (%)
1	Task Achievement	10	20%
2	Lexical resource	10	20%
3	Grammatical range and accuracy	15	30%
4	Coherence and Cohesion	15	30%
	Total	50	100%

# SEMESTER-4

COURSE FOR SEMESTER – IV

COURSE- CC12

TEACHING APTITUDE

CREDITS – 4

MARKS: 100

LEARNING OUTCOMES:

AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:

- Define Teaching Aptitude
- Apply the various Teaching Methods
- Identify Objectives, Characteristics Teaching Aptitude
- Analyze the factors affecting teaching
- Identify and analyze the adolescence needs & problems and provide guidance
- Analyze and apply various evaluation systems
- Identify & apply various methods
- Inculcate Research Ethics among the scholars
- Develop Research Aptitude among the Research Scholars
- Identify and analyze the communication process and barriers of communication
- Apply the various strategies for effective classroom management
- Identify the uses, advantages and disadvantages of ICT.
- Identify and discuss Government Policy and Administration

**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Topics	Sub Units Hrs	Total	Weightage (100%)	Suggested Methodology	Teaching Learning Recourses	References
1	<b><u>Unit – 1 Teaching Aptitude</u></b> 1. Teaching: Nature, Objectives, Characteristics and Basic Requirements 2. Qualities and Characteristics of the Learner 3. Factors affecting teaching 4. Teaching Methods 5. Teaching Aids 6. Evaluation System	3	16	25%	Lecture Cum Discussion, Assignment, Seminar & Symposiums  Group Discussion, Presentations	Handouts, Chart  Use ICT  PPP Transparencies,	
		3		4%			
		2		4%			
		3		5%			
		2		4%			
		3		4%			
		3		4%			
2	<b><u>Unit – 2 Research Aptitude</u></b> 1. Research: Meaning, Characteristics and Types 2. Steps of Research 3. Methods of Research 4. Research Ethics 5. Research Papers 6. Thesis Writing: Its characteristics and Format	3	16	25%	Lecture Cum Discussion, Assignment, Seminar & Symposiums  Group Discussion, Presentations	Handouts, Chart  Use ICT  PPP Transparencies,	
		3		4%			
		3		5%			
		2		5%			
		2		4%			
		3		3%			
3	4%						
3	<b><u>Unit – 3 Communication System and Information and Communication Technology</u></b> <ul style="list-style-type: none"> <li>• <b><u>Communication</u></b></li> </ul> 1. Nature, Characteristics and Types of	3	16	25%	Lecture Cum Discussion, Assignment, Seminar & Symposiums	Handouts, Chart  Use ICT  PPP	
		3		5%			

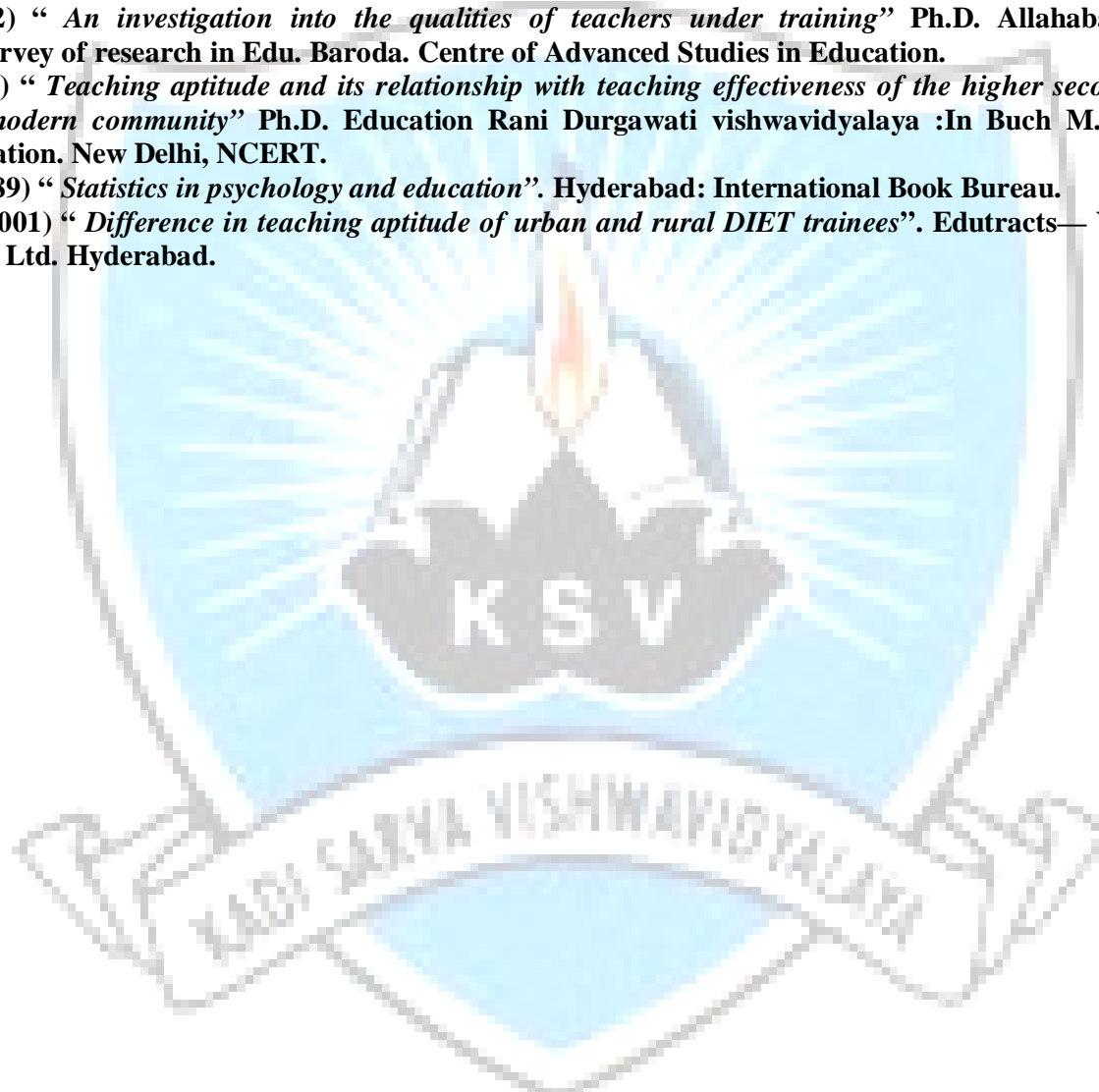
	Communication 2. Process and Barriers of Communication 3. Effective Classroom Communication • <b><u>Information and Communication Technology</u></b> 4. Meaning, Basic Computer knowledge of Hardware and Software 5. Advantages and Disadvantages 6. Uses : General Abbreviations, Internet, Emailing	3 3 2 2 3		5% 5% 3% 3% 4%	Group Discussion, Presentations	Transparencies,	
4	<b><u>Unit – 4 Higher Education System</u></b> 1. Governance Policy and Administration 2. Distance Education 3. Value Education	8 4 4	16	13 6 6	Lecture Cum Discussion, Assignment, Seminar & Symposiums Group Discussion, Presentations	Handouts, Chart Use ICT PPP Transparencies,	

**Objective – wise distribution of weightage**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

## References

- Adval, S.B.(1952) “ *An investigation into the qualities of teachers under training*” Ph.D. Allahabad university. In Buch, M.B.(Edu.). A survey of research in Edu. Baroda. Centre of Advanced Studies in Education.
- Bhasin, C.( 1988) “ *Teaching aptitude and its relationship with teaching effectiveness of the higher secondary school teachers in relation to the modern community*” Ph.D. Education Rani Durgawati vishwavidyalaya :In Buch M.B.(Edu.) fifth survey of research in education. New Delhi, NCERT.
- Garret, H.E. (1989) “ *Statistics in psychology and education*”. Hyderabad: International Book Bureau.
- Periasamy, C. (2001) “ *Difference in teaching aptitude of urban and rural DIET trainees*”. Edutracts— Vol .I, no. 3, Neel Kamal Publications pvt. Ltd. Hyderabad.





## COURSE FOR SEMESTER – IV

### COURSE- SCS2

#### STATUS, ISSUES AND PROBLEMS AT SECONDARY AND HIGHER SECONDARY SCHOOL STAGE

CREDITS – 2

MARKS : 50

#### LEARNING OUTCOMES:

#### AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:

- Understand development of secondary and Higher Secondary Education in India.
- Review and criticize recommendations of different committees and commissions.
- **Compare different structure** of secondary and Higher Secondary Education in India.
- Discuss problems and solutions of educating adolescents.
- Analyze problems and challenges of secondary and Higher Secondary Education.
- Suggest solution of different problems of secondary and Higher Secondary Education.
- Examine new trends and innovations in secondary and Higher Secondary Education.

**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology/ Strategy	Teaching Aids	References
		Sub Units	Total Hours				
1	<p><b>Unit – 1 Development and Current Trends of Secondary and Higher Secondary Education in India</b></p> <p>1.12 Development of secondary and Higher Secondary education in India during different periods: Ancient times, Mughal Period and British Period.</p> <p>1.13 Recommendations of following committees / Commissions/ policies on Secondary and Higher Secondary Education.</p> <p>a) Mudaliar Commission b) Kothari Commission c) Yashpal Commission d) NPE 1986</p> <p>1.14 Recommendations of Delor’s Commission and Knowledge Commission with reference to secondary and Higher Secondary education.</p>	2 4 2	08	25%	Lecture Discussion Group –Discussion	Handouts LCD Projector, Computer	<p>1. development of education system in India – Dr. Vibha Dwivedi</p> <p>2. ભારત માં શૈક્ષણિક પ્રણાલીનો વિકાસ – ડૉ. જીજ્ઞાસા જોષી</p> <p>3. શિક્ષણ ભીતરનો ખજાનો – દીપક પી. મહેતા</p>

2	<p><b>Unit – 2 Concept and Structure of secondary and Higher Secondary education in India</b></p> <p>2.9 Concept of secondary and Higher Secondary education:  c) Concept, objectives, nature, Characteristics and functions of secondary and Higher Secondary education</p> <p>2.10 Structure of secondary and Higher Secondary education in India  a) With context to different boards : State boards , CBSE, ICSE and International Boards  b) With context to different type of Schools : Government, Aided, Un- Aided, Kendriya Vidhyalaya, Navodaya Vidhyalay, International Schools and Schools for weaker section.  c) With context to different streams: General Stream, Science Stream, And Vocational.  d) With Context to nature and form of Inequality: Schools for dominant and Minor groups, Public and private schools, tribal schools</p>	2 4	06	20%	- Lecture - Group Discussion - Assignment - Library Work	Handouts, LCD Projector, Computer Reference Books	૧ શિક્ષણની વિસ્તરતી ડો - ક્ષિતીજો ભાવિક શાહ
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3	<b>Unit – 3 Problems and Challenges of Secondary and Higher Secondary Education</b>		10	30%	-Discussion, -Group Task, -Reviews of Past Researches	Handouts, LCD Projector,	1. Teacher in developing Indian Society -- Dr. RamsakalPande 2. વિકાસમાન ભારતીય સમાજમા શિક્ષણ અને શિક્ષક ડો - મોતીભાઈ પટેલ
	9.1 Psychological and sociological Problems in educating adolescents and their solutions.	2					
	9.2 Problems and solutions of girls education at secondary and Higher Secondary education.	2					
	9.3 Problems and solutions of Quality education at secondary and Higher Secondary level	2					
	9.4 Problems and solutions for equal opportunities at secondary and Higher Secondary level with reference to schedule cast, Schedule tribes and differently abled children	4					
4	<b>Unit – 4 New Trends and Innovations in Secondary and Higher Secondary Education</b>		08	25%	-Discussion, -Problem Solving - Simulation, - Group Task, - Assignment	Handouts, LCD Projector, Computer	૧ .માધ્યમિક . શિક્ષણની વિસ્તરતી .ડો - ક્ષિતીજો શર્મા .એમ .આર
	4.14 Universalization of secondary and Higher Secondary educations: need, challenges and actions.	2					
	4.15 National open school : Objectives and functioning.	1					
	4.16 RashtriyaMadhyamikSikshaAbhiyan` (RMSA) and RashtriyaUcharshikshAbhiyan (RUSA) - Objectives and functioning.	3					
	4.17 School Assessment and Accreditation : concept. Need, Process and Benefits.	2					
<b>TOTAL</b>			<b>32 HOURS</b>	<b>100%</b>			

**Objective – wise distribution of weightage**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	10	20	100

**Unit – 1 Development and Current Trends of Secondary and Higher Secondary Education in India**

**25%**

- 1.1 Development of secondary and Higher Secondary education in India during different periods: Ancient times, Mughal Period and British Period.
- 1.2 Recommendations of following committees / commissions / policies on Secondary and Higher Secondary Education.
- Mudaliar Commission
  - Kothari Commission
  - Yashpal Commission
  - NPE 1986
- 1.3 Recommendations of Delor's Commission and Knowledge Commission with reference to secondary and Higher Secondary education.

**Unit – 2 Concept and Structure of secondary and Higher Secondary education in India.**

**20%**

- 2.1 Concept of secondary and Higher Secondary education:
- Concept, objectives, nature, Characteristics and functions of secondary and Higher Secondary education
- 2.2 Structure of secondary and Higher Secondary education in India
- With context to different boards : State boards , CBSE, ICSE and International Boards
  - With context to different type of Schools : Government, Aided, Un- Aided, Kendriya Vidhyalaya, Navodaya Vidhyalay, International Schools and Schools for weaker section.
  - With context to different streams: General Stream, Science Stream, And Vocational.
  - With Context to nature and form of Inequality: Schools for dominant and Minor groups, Public and private schools, tribal schools

**Unit – 3 Problems and Challenges of Secondary and Higher Secondary Education**

**30%**

- 3.1 Psychological and sociological Problems in educating adolescents and their solutions.
- 3.2 Problems and solutions of girls education at secondary and Higher Secondary education.
- 3.3 Problems and solutions of Quality education at secondary and Higher Secondary level
- 3.4 Problems and solutions for equal opportunities at secondary and Higher Secondary level with reference to schedule cast, Schedule tribes and differently abled children

**Unit – 4 New Trends and Innovations in Secondary and Higher Secondary Education**

**25%**

4.1 Universalization of secondary and Higher Secondary educations: need, challenges and actions.

4.2 National open school : Objectives and functioning.

4.3 Rashtriya Madhyamik Shiksha Abhiyan` (RMSA) and Rashtriya Uchatar Shiksha Abhiyan (RUSA) - Objectives and functioning.

4.4 School Assessment and Accreditation : concept. Need, Process and Benefits.

**REFERENCES:**

1. Murthy H. S. : Philosophical and sociological foundations of education, Prakash Brothers, Ludhiana.
2. Dwivedi Vibha : Development of education system in India, Ahmedabad : Akshar Publication.
3. Pande Ramsakal, Techier in development in scotity, Aagra : Vinod Pushtak Mandir.
4. પટેલ મોતીભાઈ અને અન્યવિકાસમાન ભારતીય સમાજમા શિક્ષણ અને શિક્ષક પ્રકાશન .શાહ .એ .બી : અમદાવાદ ,
5. જોષી જીજ્ઞાસા .અક્ષર પબ્લીકેશન : અમદાવાદ ,ભારતમાં શૈક્ષણિક પ્રણાલીનો વિકાસ :
6. રાવલ નાટુભાઈ અને અન્ય.નીરવ પ્રકાશન : અમદાવાદ ,વિકાસમાન ભારતીય સમાજમા શિક્ષણ અને શિક્ષક ,
7. શાહ ભાવિક અને અન્યશિક્ષણની વિસ્તરતી કૃષિતીજો.અક્ષર પબ્લીકેશન : અમદાવાદ ,

**COURSE FOR SEMESTER – IV**  
**COURSE- ELS3**  
**GUIDANCE & COUNSELING**

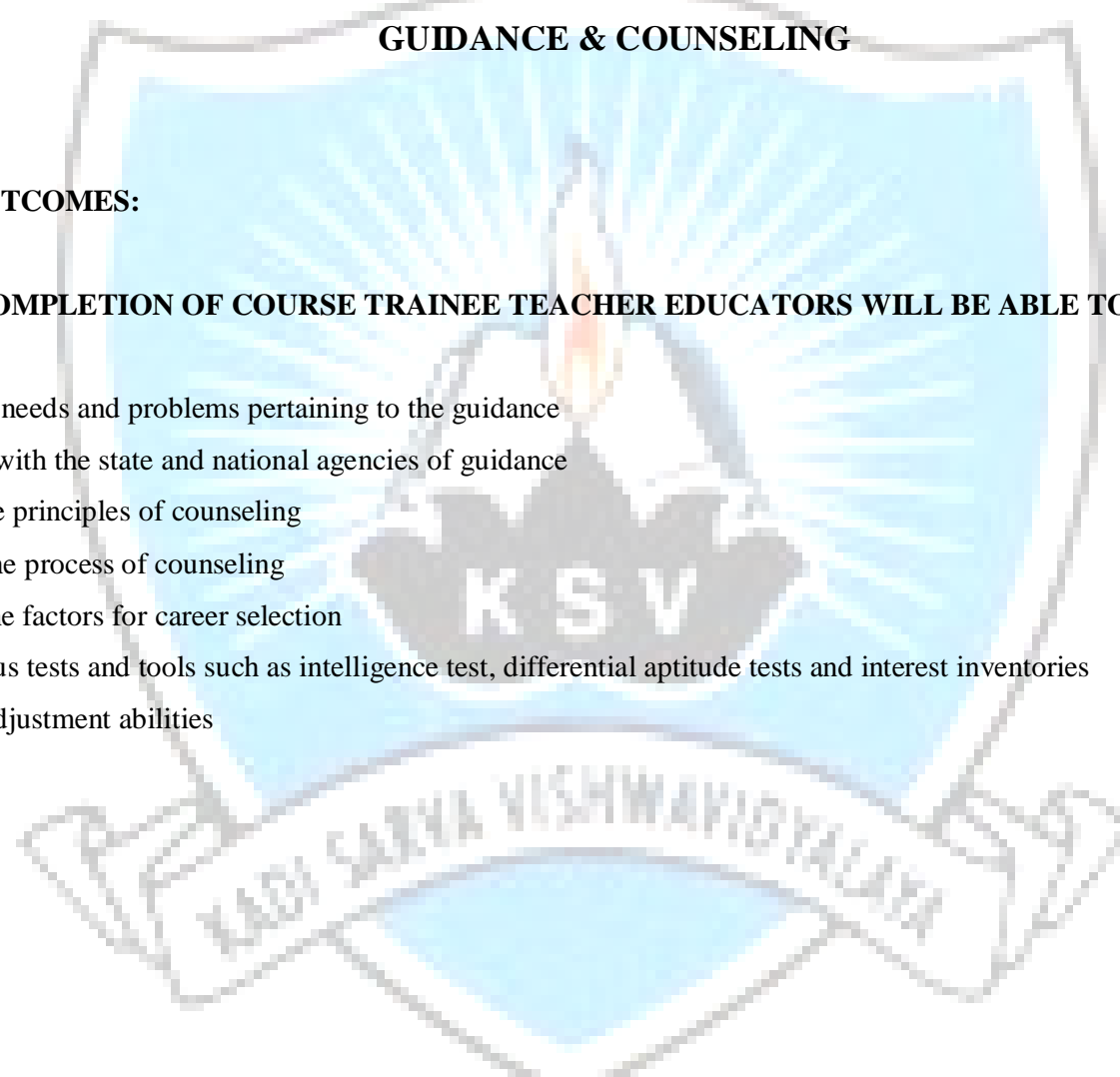
**CREDITS – 4**

**MARKS: 100**

**LEARNING OUTCOMES:**

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Know the needs and problems pertaining to the guidance
- Acquaint with the state and national agencies of guidance
- Follow the principles of counseling
- Practice the process of counseling
- Identify the factors for career selection
- Use various tests and tools such as intelligence test, differential aptitude tests and interest inventories
- Train in adjustment abilities



**SCHEME OF TEACHING AND ASSESSMENT:**

UNIT	CONTENT	INSTRUCTIONAL HOURS		WEIGHTAGE (100%)	SUGGESTED METHODOLOGY	TEACHING AIDS	REFERENCES
		SUB UNITS	TOTAL HOURS				
1	<b>Unit – 1 Guidance, Type and Agencies of Guidance</b>		<b>16</b>	<b>(25%)</b>	Lecture Discussion Group –Discussion	Handouts LCD Projector, Computer,	1. મિગ્ડસન અનિ સિ હિ - ડિઝાઈનિંગ .J.miliv
	1.1 Meaning and Concept of Guidance	2		5%			
	1.2 Needs & Types of Guidance	4		5%	Assignment & Problems Solving Method		2. મિગ્ડસન અનિ સિ હિ Big- 2 ડિઝાઈનિંગ .J.miliv
	1.3 Problems of Guidance	2		5%			
	1.4 Role of the Teacher in Guidance	3		5%	-Discussion, -Group Task,		
	1.5 Agencies for Guidance in India and Gujarat state	3		5%			3. Guidance & counselling in College & Uni.- S.K. Kocher 4. Guidance & counselling in College & Uni.- David A. 5. શૈક્ષિક પ્રબંધ એવમ વિધાલય સંઘઠન, ત્યાગી જી, 6. શૈક્ષિક તથા વ્યાવસાયિક



							निर्देशन, रामपाल सिंह
2	<b>Unit – 2 Counseling Process Vocational Guidance and its Approaches</b>		<b>16</b>	<b>(25%)</b>	- Leceture - Group Discussion - Assignment - Library Work	Handouts, LCD Projector, Computer, Reference Books	1. मीगडसुन अन् सुलुह - डुलुअलु .जु.मलुव 2. . मीगडसुन अन् सुलुह Big- 2 डुलुअलु .जु.मलु लुव 3. Guidance & councelling in College & Uni.- S.K. Kocher 4. Guidance & councelling in College & Uni.- David A. 5. शैकुसुक डुरडुध एवडु वलुधलडु सुंघठन, तुडुगुी ऑु, 6. शैकुसुक तुथल वुडुलुवसलुडुक नलुरुडुशन, रलुडुडलु सलुह
	2.1 Concept , Principles and Process of Counseling	3		5%			
	2.2 Characteristics of good Counseling and Counselor	4		5%			
	2.3 Concept of Vocational Guidance	3		5%			
	2.4 Factors of Career Selection	3		5%			
	2.5 Vocationalisation of secondary Education and Career Development	3		5%			

	<b>Unit – 3 Testing in Guidance Service</b> 3.1 Introduction 3.2 Use of tests in Guidance and Counseling 3.3 Use of Intelligence Test in Guidance 3.4 Differential Aptitudes Tests 3.5 Definition of Interest & Interest Inventory in Gujarati language	3 3 3 3 4	<b>16</b>	<b>(25%)</b> 3% 5% 5% 7% 5%	-Discussion, -Group Task, -Lecture   -Group Task,	Handouts, LCD Projector,	1. મિગ્ડેશન અને સી હિ - ડિ[અ] .J.mil v 2. . મિગ્ડેશન અને સી હિ Big- 2 ડિ[અ] .J.mil v 3. Guidance & counselling in College & Uni.- S.K. Kocher 4. Guidance & counselling in College & Uni.- David A. 5. શૈક્ષિક પ્રબંધ એમ વિદ્યાલય સંઘઠન, ત્યાગીજી, 6. શૈક્ષિક તથા વ્યાવસાયિક નિર્દેશન, રામપાલ સિંહ
4	<b>Unit – 4 Human adjustment and Guidance for children with special needs.</b> 4.1 Meaning, definition & Concept of adjustment	2	<b>16</b>	<b>25%</b> 4	-Discussion,  Lecture Discussion Group –Discussion		1. મિગ્ડેશન અને સી હિ - ડિ[અ] .J.mil v 2. . મિગ્ડેશન અને સી હિ Big- 2 ડિ[અ] .J.mil v

4.2 Characteristics of adjustment	2		5			3. Guidance & counselling in College & Uni.- S.K. Kocher 4. Guidance & counselling in College & Uni.- David A. 5. शैक्षिक प्रबंध एवम विधालय संघठन, त्यागी जी, 6. शैक्षिक तथा व्यावसायिक निर्देशन, रामपाल सिंह
4.3 General characteristics of adjustment	4		4			
4.4 Concept of special children	2		3			
4.5 Gifted and mentally restored child and guidance	2		3			
4.6 Physically Handicapped and problematic child and Guidance	2		3			
4.7 Under achiever child and Guidance	2		3			
<b>TOTAL</b>		<b>64 HOURS</b>	<b>100%</b>			

**OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	10	20	100

## UNITS

## WEIGHTAGE

### Unit – 1 Guidance, Type and Agencies of Guidance

25%

- 1.1 Meaning and Concept of Guidance
- 1.2 Needs & Types of Guidance
- 1.3 Problems of Guidance
- 1.4 Role of the Teacher in Guidance
- 1.5 Agencies for Guidance in India and Gujarat state

### Unit – 2 Counseling Process Vocational Guidance and its Approaches

25%

- 2.1 Concept , Principles and Process of Counseling
- 2.2 Characteristics of good Counseling and Counsellar
- 2.3 Concept of Vocational Guidance
- 2.4 Factors of Career Selection
- 2.5 Vocationalisation of secondary Education and Career Development

### Unit – 3 Testing in Guidance Service

25%

- 3.1 Introduction
- 3.2 Use of tests in Guidance and Counseling
- 3.3 Use of Intelligence Test in Guidance
- 3.4 Differential Aptitudes Tests
- 3.5 Definition of Interest &  
Interest Inventory in Gujarati language

**Unit – 4 Human adjustment and Guidance for children with special needs.**

**25%**

4.1 Meaning, definition & Concept of adjustment

4.2 Characteristics of adjustment

4.3 General characteristics of adjustment

4.4 Concept of special children

4.5 Gifted and mentally restored child and guidance

4.6 Physically Handicapped and problematic child and Guidance

4.7 Under achiever child and Guidance

**REFERENCE:**

1. मीगडसुन अणुसुलुह - डलललु .J.mil v

2. . मीगडसुन अणुसुलुह डललु - 2 डलललु .J.mil v

3. Guidance & counselling in College & Uni.- S.K. Kocher

4. Guidance & counselling in College & Uni.- David A.

5. शैकुलक डुरडुध एवड वलधललड सुणठन, तुडलगु ऑ,

6. शैकुलक तुथल वुडलवसलडलक नलरुडुशन, रलडडलल सुलुह



**COURSE FOR SEMESTER – IV**

**COURSE- ELS4**

**HIGHER EDUCATION**

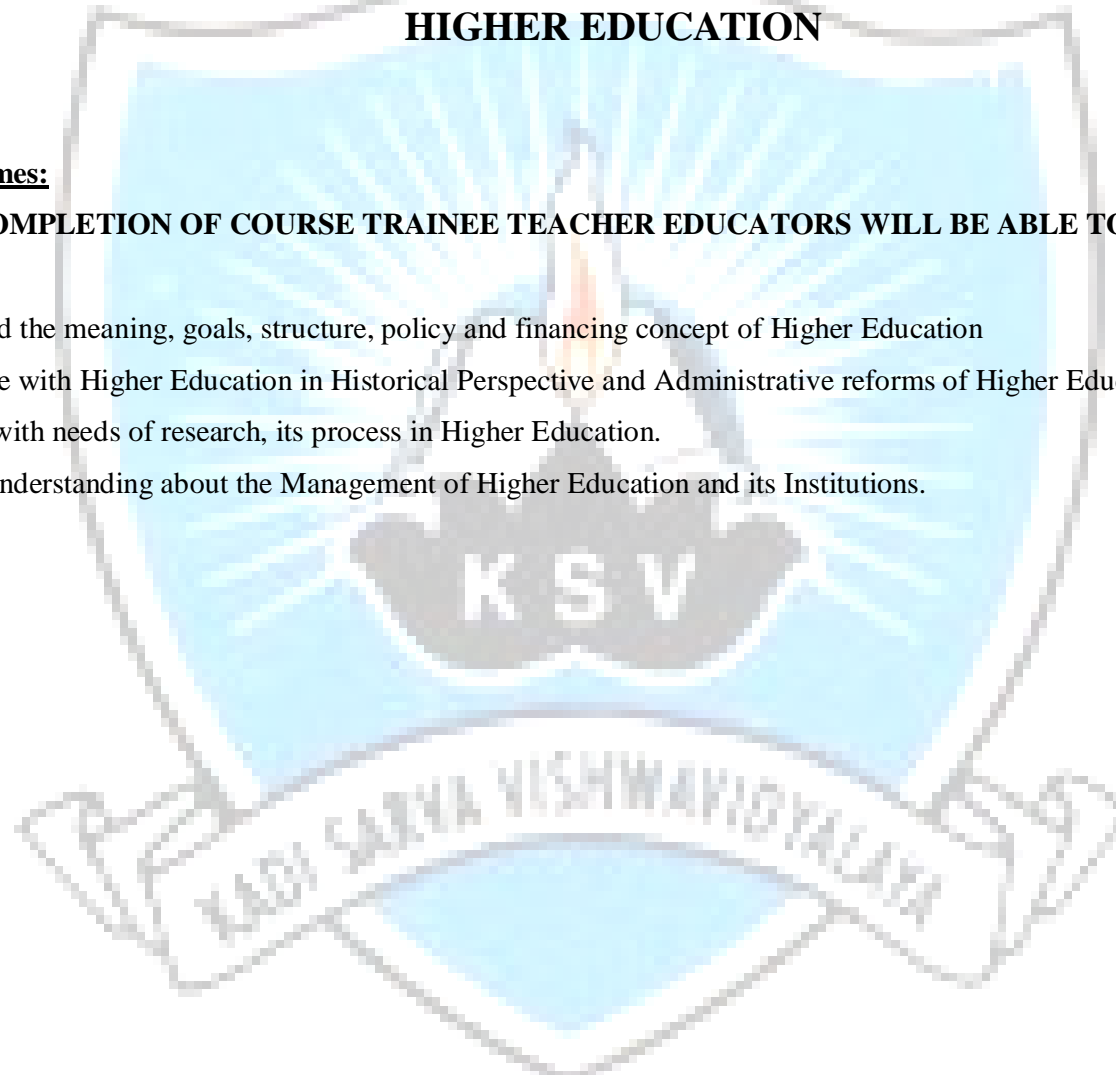
**CREDITS – 4**

**MARKS: 100**

**Learning Outcomes:**

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Understand the meaning, goals, structure, policy and financing concept of Higher Education
- Familiarize with Higher Education in Historical Perspective and Administrative reforms of Higher Education.
- Acquaint with needs of research, its process in Higher Education.
- Develop understanding about the Management of Higher Education and its Institutions.



**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<p><b>Introduction to Higher Education</b></p> <p><b>1.1</b> Meaning, Concepts and Aims of Higher Education</p> <p><b>1.2</b> Structure of Higher Education.</p> <p><b>1.3</b> Policy Perspectives and Emerging Trends in Higher Education</p> <p><b>1.4</b> Role of education in national development - strategy for human resource development.</p>	3 2 2 3	10	15%	Lecture and Discussion	Handouts, LCD Projector, Computer, Scripts	Akther, N. <i>Higher Education for the future</i> , Rawat Publications, Jaipur, 2000.
2	<p><b>Higher Education In Historical Perspective</b></p> <p><b>2.2</b> Modern Higher Education in India, The Dispatch of 1854 and subsequent during the British Period.</p> <p><b>2.2</b> Development of Higher Education in Free India- Various Commission Report and Recommendations.</p> <p>The major recommendations of –</p> <p>a. The University Education Commission ( 1948-49)</p> <p>b. The Secondary Education Commission (1952-53)</p> <p>c. The Education Commission or Kothari Commission (1964-66)</p> <p>d. The National knowledge commission.</p>	3 4	18	25%	Group Discussion, Assignment. Book Reviews and Presentation	Handouts, LCD Projector, Computer,	Dahiya, B.S <i>Higher Education in India: Some Reflection</i> , New Delhi Kanishka, 1997. Dhir, R.N <i>Higher Education</i> , Chandigarh, Abhishek Publishers, 2002

	<p><b>2.3 National Policy on Education (Higher Education)- 1986, 1992 (Revised) 1915 (Likely to be revised).</b></p> <p><b>2.4 Administrative Reforms in Universities &amp; Colleges- Model Act of the Ministry of Education, The Report of the Committee on Governance of universities &amp; Colleges (1971), Administrative Reforms in Universities, Autonomous Colleges</b></p>	3.5 3.5 4					18. Sharma, R.S. <i>Higher Education Administration and Management</i> , DVS Publishers & Distributors, Guwanati, 2004.
3	<p><b>Research and Equalization in Educational Opportunities in Higher Education</b></p> <p><b>3.1 Need for research in Higher Education</b></p> <p><b>3.2 Admission and enrolment for research</b></p> <p><b>3.3 Facilities and Agencies providing research in the universities</b></p> <p><b>3.4 Equalization in Educational Opportunities- Regional Imbalances, Education for SC and ST etc., Education for Woman and Handicapped</b></p>	3.5 3.5 4 4	15	20%	Lecture, Group Discussion, Assignment and Presentation	Handouts, LCD Projector, Computer,	Moonis Raza (ed) <i>Higher education in India, Retrospect and Prospect</i> , New Delhi, Association of Indian Universities, 1991.
4	<p><b>Management of Higher Education:</b></p> <p><b>4.1 University Management</b></p> <p>a. Governance-its nature and characteristics</p> <p>b. The nature of Decision making</p>	4	21	40%	Lecture, Group Discussion, Group Task, Project	Handouts, LCD Projector, Computer,	Swamy <i>Higher Education Administration and Management</i> , DVS Publishers



<p>c. Internal management of Universities- Academic, Administrative and Financial Management</p> <p><b>4.2</b> University Grants Commission, Rashtriya Uchchatar Shiksha Abhiyan, NCTE, IGNOU Distance Education Bureau, Rehabilitation Council of India, Association of Indian Universities, Department of Higher Education (Directorate- Commissioner HE) , Gujarat State. Gujarat University.</p> <p><b>4.3</b> Role of Teachers in Higher Educational institutions</p> <p><b>4.4</b> Financing of Higher Education- Sources of finance, Role of state, centre and private agencies, Cost of Higher Education</p> <p><b>4.5</b> Problem of Standards in Higher Education- Problems related to Teaching, Examination and Textbook, qualitative Improvement, Autonomy to institutions for improvement of Standards, Problems of Standards in affiliated colleges</p>	<p>5</p> <p>3</p> <p>4</p> <p>5</p>					<p>&amp; Distributors, Guwanati, 2006.</p> <p>21. Sharma, R.S. <i>Higher Education Administration and Management</i>, DVS Publishers &amp; Distributors, Guwanati, 2004.</p>
<b>TOTAL</b>		<b>64 HOURS</b>	<b>100%</b>			

**Objective – wise distribution of weightage**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
30	20	20	10	10	10	100

**Unit: - 1 Introduction to Higher Education**

**15%**

- 1.1 Meaning, Concepts and Aims of Higher Education
- 1.2 Structure of Higher Education.
- 1.3 Policy Perspectives and Emerging Trends in Higher Education
- 1.4 Role of education in national development - strategy for human resource development.

**Unit: - 2 Higher Education In Historical Perspective**

**25%**

- 2.1 Modern Higher Education in India, The Dispatch of 1854 and subsequent during the British Period.
- 2.2 Development of Higher Education in Free India- Various Commission Report and Recommendations.
  - The major recommendations of –
    - a. The University Education Commission ( 1948-49)
    - b. The Secondary Education Commission (1952-53)
    - c. The Education Commission or Kothari Commission (1964-66)
    - d. The National knowledge commission.
- 2.3 National Policy on Education (Higher Education)- 1986, 1992 (Revised) 1915 (Likely to be revised).
- 2.4 Administrative Reforms in Universities & Colleges- Model Act of the Ministry of Education, The Report of the Committee on Governance of universities & Colleges (1971), Administrative Reforms in Universities, Autonomous Colleges

**Unit: - 3 Research and Equalization in Educational Opportunities in Higher Education**

**20%**

3.1 Need for research in Higher Education

3.2 Admission and enrolment for research

3.3 Facilities and Agencies providing research in the universities

3.4 Equalization in Educational Opportunities- Regional Imbalances, Education for SC and ST etc.,  
Education for Woman and Handicapped

**Unit: - 4 Management of Higher Education:**

**40%**

4.1 University Management

- a. Governance-its nature and characteristics
- b. The nature of Decision making
- c. Internal management of Universities- Academic, Administrative and Financial Management

4.2 University Grants Commission, Rashtriya Uchchatar Shiksha Abhiyan, NCTE, IGNOU Distance Education Bureau, Rehabilitation Council of India, Association of Indian Universities, Department of Higher Education (Directorate- Commissioner HE) , Gujarat State. Gujarat University.

4.3 Role of Teachers in Higher Educational institutions

4.4 Financing of Higher Education- Sources of finance, Role of state, centre and private agencies, Cost of Higher Education

4.5 Problem of Standards in Higher Education- Problems related to Teaching, Examination and Textbook, qualitative Improvement, Autonomy to institutions for improvement of Standards, Problems of Standards in affiliated colleges

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## **COURSE FOR SEMESTER – IV**

### **COURSE- ELS5**

#### **ICT IN EDUCATION**

**CREDITS – 4**

**MARKS: 100**

#### **LEARNING OUTCOMES:**

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Become effective user of technology in Education
- Acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- Become familiar with new trends, techniques in education along with e-learning.
- Become good practitioner of educational technology and e-learning.
- Understand and analyze the current trends of information and communication technology.
- Develop understanding about the various aspects of multimedia and its usage in education.

**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Introduction to ICT</b> 1.1 Concept, Need and Scope of Information Technology 1.2 Concept, Need and Types of Communication 1.3 Computers: Meaning, Characteristics, Classification, Basic Applications and Computer System 1.4 Teachers and ICT 1.5 Learners and ICT	3 3 4 3 3	16	25% 5% 5% 5% 5%	Lecture and Discussion	Handouts, LCD Projector, Computer, Scripts	<a href="http://www.europace.org/articles%20and%20reports/WPIWG7_8_BP.pdf">http://www.europace.org/articles%20and%20reports/WPIWG7_8_BP.pdf</a> Shukla Satish (2011), "ICT in Teacher Education"
2	<b>Integrating Multimedia in Education</b> 2.3 Multimedia: Meaning and Importance 2.2 Multimedia Applications- Computer based training, Electronic books and references, Multimedia applications for educationist, 2.3 Internet and World wide web: web browser, access options, Academic Resources on web, Advantages and Disadvantages of internet, web-based training. 2.4 Concept and nature of virtual learning	4 4 4 4	16	25% 6% 6% 7% 6%	Group Discussion, Assignment, Book Reviews and Presentation	Handouts, LCD Projector, Computer,	Mayer Richard E. (2001), "Multimedia Learning" Patel Ashok. (2004), "Information Technology in Education"
3	<b>Educational Software applications</b> 3.1 Computer assisted instruction (CAI/CAL) 3.2 Courseware 3.3 Educational simulation software 3.4 Integrated Learning systems 3.5 Curriculum-oriented and Tool software	3.5 3.5 3 3 3	16	25% 5% 5% 5% 5%	Lecture, Group Discussion, Assignment and Presentation	Handouts, LCD Projector, Computer,	<a href="http://www.christianschoolproducts.com/articles/2007-october/Departments/Analysis-and-Evaluation-of-Classroom-Educational-Software.htm">http://www.christianschoolproducts.com/articles/2007-october/Departments/Analysis-and-Evaluation-of-Classroom-Educational-Software.htm</a>

4	<b>E-Learning:</b> 4.1 Concept, need and importance of E-learning 4.2 Scope, advantages and disadvantages of E-learning 4.3 An introduction to E-learners and Netiquette. 4.4 Strategies for successful e-learning experiences 4.5 Meaning of E-learning Tools	3.5 3.5 3 3 3	<b>16</b>	<b>25%</b> 5% 5% 5% 5%	Lecture, Group Discussion, Group Task, Project	Handouts, LCD Projector, Computer,	E-Learning Concepts and Techniques, 2006 - Institute for Interactive Technologies , Bloomsburg University of Pennsylvania, USA
<b>TOTAL</b>		<b>64 HOURS</b>		<b>100%</b>			

#### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	25	20	15	15	15	100

#### Unit: - 1 Introduction to ICT

**25%**

**1.1** Concept, Need and Scope of Information Technology

**1.2** Concept, Need and Types of Communication

**1.3** Computers: Meaning, Characteristics, Classification, Basic Applications and Computer System

**1.4** Teachers and ICT

**1.5** Learners and ICT

**Unit: - 2 Integrating Multimedia in Education**

**25%**

2.1 Multimedia: Meaning and Importance

2.2 Multimedia Applications- Computer based training, Electronic books and references, Multimedia applications for educationist

2.3 Internet and World wide web: web browser, access options, Academic Resources on web, Advantages and Disadvantages of internet, web-based training.

2.4 Concept and nature of virtual learning

**Unit: - 3 Educational Software applications**

**25%**

3.1 Computer assisted instruction (CAI/CAL)

3.2 Courseware

3.3 Educational simulation software

3.4 Integrated Learning systems

3.5 Curriculum-oriented and Tool software

**Unit: - 4 E-Learning:**

**25%**

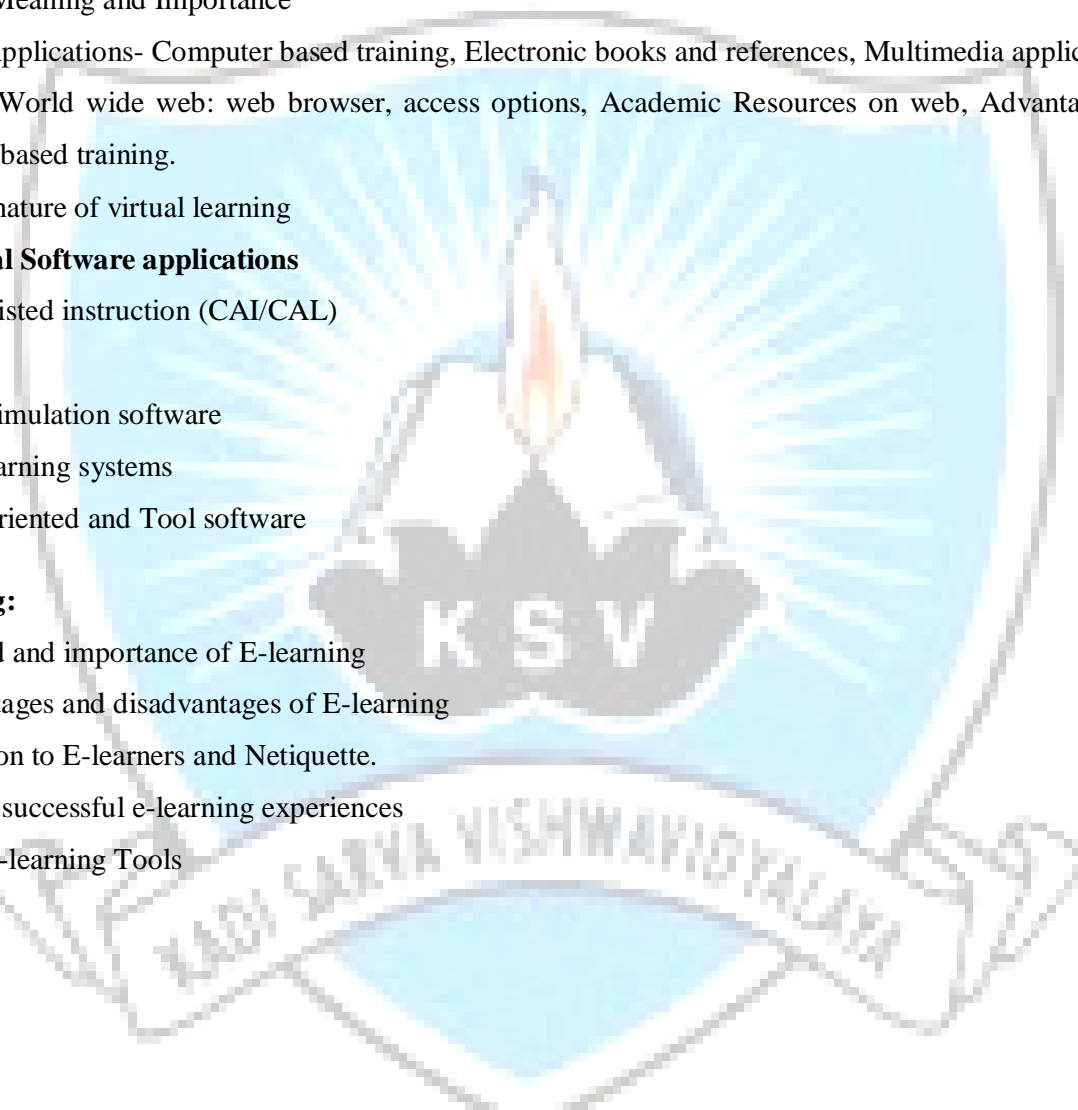
4.1 Concept, need and importance of E-learning

4.2 Scope, advantages and disadvantages of E-learning

4.3 An introduction to E-learners and Netiquette.

4.4 Strategies for successful e-learning experiences

4.5 Meaning of E-learning Tools





## REFERENCES:

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**COURSE FOR SEMESTER – IV**

**COURSE- ELS6**

**QUALITATIVE RESEARCH**

**CREDITS – 4**

**MARKS: 100**

**LEARNING OUTCOMES:**

**AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:**

- Conceptualize the process of qualitative research
- Internalize the issues and concerns of qualitative research
- Identify the problem pertaining to ethnographic research
- Classify qualitative research problems in various methods of research
- Compare various sampling strategies to be employed in qualitative research
- Prepare data collection tools for qualitative research
- Prepare a research proposal over a problem of qualitative research
- Use data analysis methods as per the nature of the data
- Conduct analysis of qualitative nature data

**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weigh- tage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<p><b>Unit: -1 Introduction of Qualitative Research</b></p> <p>1.13 Meaning, Characteristics and Importance</p> <p>1.14 Difference between Qualitative and Quantitative Research</p> <p>1.15 Process of Qualitative Research</p> <p>1.16 Research Proposal in Qualitative Research</p> <p>1.17 Issues and quality concerns in qualitative research</p>	3 2 2 4 2	13	20%	<p>Narration</p> <p>Discussion</p> <p>Probing</p> <p>Illustrating</p> <p>Problem Solving</p>	<p>Handouts,</p> <p>LCD</p> <p>Projector,</p> <p>Open web assignment</p>	<p>Patel, R.S. (2015),</p> <p><i>Research Methodology</i>, Ahmedabad: Jay Publication</p> <p>M.S. Uni (2006-07),</p> <p><i>Qualitative Research in Education</i>, Baroda: CASE</p> <p>Shah,H. (2013), <i>Qualitative Research</i>, Ahmeadabad: Akshar Publication</p> <p>Uchat, D.A. (2009 ).</p> <p><i>Research Methodology in Education and Social Sciences</i>, Ahmedabad:D.A. Uchat</p>
2	<p><b>Unit: - 2 Methods of Qualitative Research</b></p> <p>2.1 Ethnographic Research:</p>	8	22	35%	<p>Group Discussion,</p> <p>Assignment</p>	<p>Handouts,</p>	<p>Patton, M.Q. (1990),</p> <p><i>Qualitative Evaluation and</i></p>

	<p>2.1.1 Meaning</p> <p>2.1.2 Nature: Phenomenological, Qualitative, Naturalistic, Holistic and General Perspective, Organization centric research.</p> <p>2.1.3 Process of Ethnographic Research</p> <p>2.2 Narrative Research</p> <p>2.2.1 Meaning</p> <p>2.2.2 Sources of Data Collection</p> <p>2.2.3 Steps</p> <p>2.3 Grounded Theory</p> <p>2.4 Case Study</p>	8			Lecturing	LCD Projector, Computer, Open web assessment	<p><i>Research Methods</i>, New Delhi: Sage Publications</p> <p>Uchat, D.A. (2009 ).</p> <p><i>Research Methodology in Education and Social Sciences</i>, Ahmedabad:D.A. Uchat</p>
3	<p><b>Unit: - 3 Sample and Tools</b></p> <p>3.14 Sampling Strategies in Qualitative Research</p> <p>3.15 Tools of data collection:</p> <p>3.15.1 Participant observation</p> <p>3.15.2 Focused Interview</p> <p>3.15.3 Field notes</p>	8 8	16	25%	Project work Lecturing Classification and categorization	Handouts, LCD Projector,	<p>Patel, R.S. (2015),</p> <p><i>Research Methodology</i>, Ahmedabad: Jay Publication</p> <p>Patton, M.Q. (1990),</p> <p><i>Qualitative Evaluation and Research Methods</i>, New Delhi: Sage Publications</p> <p>Uchat, D.A. (2009 ).</p> <p><i>Research Methodology in Education and Social Sciences</i>, Ahmedabad:D.A. Uchat</p>

4	<b>Unit: - Data Analysis and Report Writing</b> 4.5 Initial steps in Data Analysis 4.6 Methods of Data Analysis 4.7 General rules to be Followed in Data Analysis 4.8 Some Distinctive aspects to be kept in mind while writing research report 4.9 Writings samples of qualitative data analysis	2 4 2 1 3	13	20%	Problem Solving Group Task, Drilling Brain storming Lecturing	Handouts, LCD Projector, Computer, Text- Print material	Uchat, D.A. (2009 ). <i>Research Methodology in Education and Social Sciences</i> , Ahmedabad:D.A. Uchat M.S. Uni (2006-07), <i>Qualitative Research in Education</i> , Baroda: CASE Shah,H. (2013), <i>Qualitative Research</i> , Ahmedabad: Akshar Publication
<b>TOTAL</b>			<b>64 HOURS</b>	<b>100%</b>			

**Objective – wise distribution of weightage (percentage)**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	15	20	20	20	15	100

UNITS	WEIGHTAGE
<p><b>Unit: -1 Introduction of Qualitative Research</b></p> <p>1.1 Meaning, Characteristics and Importance</p> <p>1.2 Difference between Qualitative and Quantitative Research</p> <p>1.3 Process of Qualitative Research</p> <p>1.4 Research Proposal in Qualitative Research</p> <p>1.5 Issues and quality concerns in qualitative research</p>	<b>20%</b>
<p><b>Unit: - 2 Methods of Qualitative Research</b></p> <p>2.1 Ethnographic Research:</p> <p>2.1.1 Meaning</p> <p>2.1.2 Nature: Phenomenological, Qualitative, Naturalistic, Holistic and General Perspective, Organization centric research.</p> <p>2.1.3 Process of Ethnographic Research</p> <p>2.2 Narrative Research</p> <p>2.2.1 Meaning</p> <p>2.2.2 Sources of Data Collection</p> <p>2.2.3 Steps</p> <p>2.3 Grounded Theory</p> <p>2.4 Case Study</p>	<b>35%</b>
<p><b>Unit: - 3 Sample and Tools</b></p> <p>3.1 Sampling Strategies in Qualitative Research</p> <p>3.2 Tools of data collection:</p> <p>3.2.1 Participant observation</p> <p>3.2.2 Focused Interview</p> <p>3.2.3 Field notes</p>	<b>25%</b>

#### **Unit:4 - Data Analysis and Report Writing**

**20%**

- 4.1 Initial steps in Data Analysis
- 4.2 Methods of Data Analysis
- 4.3 General rules to be Followed in Data Analysis
- 4.4 Some Distinctive aspects to be kept in mind while writing research report
- 4.5 Writing samples of qualitative data analysis

#### **REFERENCES**

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## XII

### COMPETENCIES TO BE DEVELOPED AT THE END OF SEMESTER-4

### THEORY PAPERS

#### **COURSE- CC12: TEACHING APTITUDE**

##### **COMPETENCIES DEVELOPED THROUGH THIS COURSE:**

1. Identify and Analyze various kind of Teaching Aptitudes as Teacher Educators.
2. Adopt various Teaching Methods to demonstrate the teacher trainees
3. Develop Critical approach to analyze the factors affecting teaching
4. Provide Guidance to the adolescence for their needs & problems
5. Practice various types of evaluation systems and study their effectiveness
6. Organize some activities to Inculcate Research Ethics among the teacher trainees
7. Develop Research Aptitude among the Research Scholars
8. Demonstrate various strategies for effective classroom management



## **COURSE- SCS2: STATUS, ISSUES AND PROBLEMS AT SECONDARY AND HIGHER SECONDARY SCHOOL STAGE**

### **COMPETENCIES DEVELOPED THROUGH THIS COURSE:**

- Prepare structure of secondary and Higher Secondary Education in India.
- Compare different types of schools suggest remedies to show problems of education .
- Take part in discussion on problems in educating adolescents.
- Prepare report on RMSA and RUSA.
- Prepare a tool for school Assessment and Accreditation.

## **COURSE- ELS3: GUIDANCE AND COUNSELING**

### **COMPETENCIES DEVELOPED THROUGH THIS COURSE:**

- Acquaint with the state and national agencies of guidance
- Follow the principles of counseling
- Practice the process of counseling
- Identify the factors for career selection
- Use various tests and tools such as intelligence test, differential aptitude tests and interest inventories
- Get trained in adjustment abilities

## **COURSE- ELS4: HIGHER EDUCATION**

### **COMPETENCIES DEVELOPED THROUGH THIS COURSE:**

- Students enable to think a revival of interest in the subject.
- Students can understand the need of Management of Higher Education.
- Students enable to familiarize with historical perspectives in Higher Education.
- Students get aquatint with research ideas in Higher Education.
- Students can understand the problems related to finance and Standards in Higher Education.

## **COURSE- ELS5: ICT IN EDUCATION**

### **COMPETENCIES DEVELOPED THROUGH THIS COURSE:**

- Students enable to think a revival of interest in the subject.
- Students can become effective user of technology in Education.
- Students enable to familiarize with new trends, techniques in education.
- Students get open-minded towards all the new knowledge resources.

## **COURSE- ELS6: QUALITATIVE RESEARCH**

### **COMPETENCIES DEVELOPED THROUGH THIS COURSE:**

- Develop research proposal
- Carry out qualitative research
- Develop research tools for data collection
- Write research report

# PRACTICAL

## Semester-4

### P-19 COMPUTERIZED DATA ANALYSIS

#### Task:

- Develop critical thinking for the data analysis.
- Develop the skill of use of excel program in MS-office.
- Classify the data according to different variables.
- Calculate the different Statistics.
- Compare the mean of two groups with the help of t-test according to different variables.
- Calculate the chi-square ( $\chi^2$ ) value according to different variables.
- Calculate the value of correlation (r) to know the extent of relationship between two variables.

#### EVALUATION SCHEME- P-19 COMPUTERIZED DATA ANALYSIS

(CREDIT: 1, TOTAL MARKS: 25)

No	Criteria for Assessment	Marks (out of 25)	Percentage (%)
1	Classify the data with the help of filter	5	20%
2	Calculate the different Statistics	5	20%
3	Compare the mean of two groups with the help of t-test	5	20%
4	Calculate the chi-square ( $\chi^2$ ) value	5	20%
5	Calculate the value of correlation (r)	5	20%
	Total	25	100%

## **P-20 FUNCTIONAL ENGLISH**

### **Task:**

#### **SPEAKING**

- Devising the levels/ grades with description for judging the levels of 'Speaking'
- Constructing tool and criteria for assessing the levels of 'Speaking' based on the devised levels/ grades with description
- Developing customized exercises on 'Speaking' for obtaining the desired level or grade
- Conducting activities/ exercises/ sample talks for obtaining desire level or grade

#### **READING**

- Devising the levels/ grades with description for judging the levels of 'Reading'
- Constructing tool and criteria for assessing the levels of 'Reading' based on the devised levels/ grades with description
- Developing customized exercises on 'Reading' for obtaining the desired level or grade
- Conducting exercises for obtaining desire level or grade

#### **WRITING**

- Devising the levels/ grades with description for judging the levels of 'Writing'
- Constructing tool and criteria for assessing the levels of 'Writing' based on the devised levels/ grades with description
- Developing customized exercises on 'Writing' for obtaining the desired level or grade
- Conducting activities/ exercises for obtaining desire level or grade

#### **LISTENING**

- Devising the levels/ grades with description for judging the levels of 'listening'
- Constructing tool and criteria for assessing the levels of 'listening' based on the devised levels/ grades with description
- Developing customized exercises and sample talks on 'listening' for obtaining the desired level or grade
- Conducting activities/ exercises/ sample talks for obtaining desire level or grade

## EVALUATION SCHEME- P-20 FUNCTIONAL ENGLISH

(CREDIT: 2, TOTAL MARKS: 50)

No	Components	Marks (out of 50)	Percentage (%)
1	Speaking	20	40%
2	Reading	10	20%
3	Writing	10	20%
4	Listening	10	20%
	Total	50	100%

## **P-21 DISSERTATION**

**Competency: -1 Conduct educational research and prepare a research report**

**Task:**

- Identify and select appropriate subject for dissertation.
- Frame objectives for selected research topic.
- Collect and review past researches.
- Decide and implement appropriate technique for sample selection.
- Prepare/ select appropriate tool for data collection.
- Apply appropriate statistical technique for data analysis.
- Interpret result and draw findings.

**Competency: -2 Face a viva voce confidently**

**Task:**

- Present verbally the process followed for his/her research work.
- Give effective Answers of questions asked by referee.
- Clarify doubts aroused by referee.
- Shows confidence and proper body language during viva voce.

## EVALUATION SCHEME- P-21 DISSERTATION

(CREDIT: 8, TOTAL MARKS: 200)

The following breakup of marks will be followed for **Assessment of Dissertation: P21**

EVALUATION	COMPONENT	MARKS	TOTAL MARKS
<b>INTERNAL EVALUATION</b>	Research Proposal Presentation	15	<b>125</b>
	Research Synopsis Presentation	15	
	Draft Report Submission	20	
	Evaluation by Internal Examiner (Research Supervisor) (120 / 2= 60)	60	
	Viva-voce (By Internal Examiner) (30/2=15)	15	
<b>EXTERNAL EVALUATION</b>	Evaluation by External Examiner (120 / 2= 60)	60	<b>75</b>
	Viva-voce (By External Examiner) (30/2=15)	15	
	<b>TOTAL</b>	<b>200</b>	<b>200</b>