

BHAKTA KAVI NARSINH MEHTA UNIVERSITY - JUNAGADH



CBCS

Master of Education (M.Ed.)

CURRICULUM

(For Two Years) Semester – I to IV

**Ordinance, Regulations and
CBCS M.Ed. Curriculum
Semester – I to IV**

In Force From June - 2018

CHOICE BASED CREDIT SYSTEM (CBCS) ORDINANCES AND REGULATIONS AND SYLLABUS FOR MASTER OF EDUCATION (M.Ed.) PROGRAM (In force from June 2018)

Ordinance for Education = Edu.O and Regulation for Education = Edu. R

Edu.O-1: M.Ed. Program in Education, in Bhakta Kavi Narsinh Mehta University shall be of two years (Four Semester) duration.

- For the purpose of admission in M.Ed. Program, minimum eligibility required is the following degree with at least 50% of the marks.
 1. B. Ed.
 2. B.A. B.Ed., B.Sc. B. Ed.
 3. B. El. Ed.
 4. D.El.Ed. with an undergraduate degree (with 50% marks in each).
- The M.Ed. Program is run by the University Department and 17 P.G. Colleges of Education, affiliated to the Bhakta Kavi Narsinh Mehta University and recognized by NCTE.
- Intake capacity for the Department and the colleges is 50.
- Admission procedure is decided and implemented by the Bhakta Kavi Narsinh Mehta University.
- Admission is given according to the norms established by NCTE, UGC and Bhakta Kavi Narsinh Mehta University.
- Reservation policy of the Gujarat State is followed for the admission.

OBJECTIVES:

- a. To enable the students to be innovative teacher and Educational Inspector.
- b. To enable the students to undertake or to take interest in research work in education.
- c. To equip the students for responsible positions in:
 1. Secondary/ Higher Secondary School.
 2. College of Education.
 3. Department of Education.
 4. PTC College and DIET.
- d. Institutions engaged in Educational Research, Education Planning, Educational Technology and Educational Administration.
- e. Educational Media Research Centre.

Edu.O-2

List of the Core Course of M.Ed. Programme

- Course A001 Core-1: Fundamental Concepts of Educational Research
- Course A002 Core-2: Psychology of Learning & Development
- Course A003 Core-3: Educational Studies
- Course A004 Core-4: Methods of Educational Research
- Course A005 Core-5: Philosophy of Education
- Course A006 Core-6: Perspectives in Teacher Education
- Course A007 Core-7: Library Resources and Tools & Techniques in Educational Research
- Course A008 Core-8: Sociology of Education
- Course A009 Core-9: Treatment of Data & Research Report Writing

List of the Group Course of M.Ed. Programme

- B-101 Childhood Education
- B-102 Higher Education
 - Inclusive Education
 - Elements of Bhartiya Chintan

Group-A : Elementary Education

- Issues and Challenges in Primary Education
- Pedagogy of Curriculum in Primary Education
- Education Management and Organization in Primary Education

Group-B : Secondary Education

- Issues and Challenges in Secondary Education
- B-109 Pedagogy of Curriculum in Secondary Education
- B-110 Educational Management and Organization in Secondary Education

List of the Elective Course of M.Ed. Programme

- C-101 Curriculum Studies and Education
- C-102 Inferential Statistics
- C-103 Guidance & Counseling
- C-104 Special Education
- C-105 ICT in Education
- C-106 Educational Administration and Leadership
- C-107 Pedagogy of Curriculum and Assessment
- C-108 Entrepreneurship in Education

List of the Optional Course of M.Ed. Programme

- D -101 Historical, Political and Economical concerns of Education
- D-102 Application of Descriptive Statistics in Research
- D-103 Psychological Testing
- D-104 Educational Measurement & Evaluation

Edu. O. 3:

Any graduate who has taken the degree of Bachelor of Education of this University or of another University recognized as equivalent to be admitted to the M.Ed. Program of the university , after having fulfilled the requirements as laid down by the University and NCTE.

Edu. O 4 : THE COURSES FOR M.Ed PROGRAM

- The courses for the M.Ed. program are divided in five parts.

Part 1. Semester – 1

Part 2. Semester – 2

Part 3. Semester – 3

Part 4. Semester – 4

Part 5. Dissertation and other assignment works

(All the assignment works and work related to preparation of dissertation are divided in four semesters equally)



M.Ed. Semester – 1

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
A 001	Core-1: Fundamental Concepts of Educational Research	4	1	3	30	70	100
A 002	Core-2: Psychology of Learning & Development	4	1	3	30	70	100
A 003	Core-3: Educational Studies	4	1	3	30	70	100
Optional Courses - Any One Subject from the following group							
D 101	Historical, Political and Economical concerns of Education	4	1	3	30	70	100
D 102	Application of Descriptive Statistics in Research	4	1	3	30	70	100
D 103	Psychological Testing	4	1	3	30	70	100
D 104	Educational Measurement & Evaluation	4	1	3	30	70	100
Total		-	4	12	120	280	400
Practical, projects and other Assignment work							
E 501	Research Proposal Viva	1	-	1	-	25	25
E 502	Psychology Practical	2	1	1	25	25	50
E 503	Library Work – Theoretical Review in Research	2	1	-	25	-	50
E 504	Visit for Educational Institution	1	2	-	50	-	25
E 505	Symposium	1	1	-	25	-	25
E 506	Communication Skill Expository Writing	1	1	-	25	-	25
E 507	Self Development	1	1	-	25	-	25
Total		-	7	2	175	50	225
Grand Total		-	11	14	295	330	625

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 260 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of two Week (12 days) duration students has to earn 2 credits.
- Total Credit for Semester-I is 25.

Table Showing Internal and External Marks & Credit for SEM-I

	Marks	Credit
Internal	295	11
External	330	14
Total	625	25

M.Ed. Semester – 2

Course No.	Course	Inst. H/W	Credit		Total		
			Int.	Ext.	Internal	External	Total
A 004	Core-4: Methods of Educational Research	4	1	3	30	70	100
A 005	Core-5: Philosophy of Education	4	1	3	30	70	100
A 006	Core-6: Perspectives in Teacher Education	4	1	3	30	70	100
Elective Courses (Any One of the Following Paper)							
C 101	Curriculum Studies and Education	4	1	3	30	70	100
C 102	Inferential Statistics	4	1	3	30	70	100
C 103	Guidance and Counseling	4	1	3	30	70	100
C 104	Special Education	4	1	3	30	70	100
Total		-	4	12	120	280	400
Practical, projects and other Assignment work							
E 508	Seminar – Research Skill	-	1	-	25	-	25
E 509	Workshop	-	1	-	25	-	25
E 510	Visit to Special School	-	1	-	25	-	25
E 511	Preparation of Tool & Their Presentation	-	1	-	25	-	25
E 512	Review of Previous Researches	-	1	-	25	-	25
E 513	Internship (2 Week)	-	2	-	50	-	50
E 514	Research Progress Report	-	2	-	50	-	50
Total		-	9	-	225	-	225
Grand Total		-	13	12	345	280	625

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 260 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of two Week (12 days) duration students has to earn 4 credits.
- Total Credit for Semester-II is 25.

Table Showing Internal and External Marks & Credit for SEM-II

	Marks	Credit
Internal	345	13
External	280	12
Total	625	25

M.Ed. Semester – 3

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
A 007	Core-7: Library Resources and Tools & Techniques in Educational Research	4	1	3	30	70	100
A 008	Core-8: Sociology of Education	4	1	3	30	70	100
Specialization of Group Courses (Any One from Following Group-B)							
B 101	Childhood Education	4	1	3	30	70	100
B 102	Higher Education	4	1	3	30	70	100
B 103	Inclusive Education	4	1	3	30	70	100
B 104	Elements of Bhartiya Chintan	4	1	3	30	70	100
Any One of The Following Elective Course (Any One from Following Group-C)							
C 105	ICT in Education	4	1	3	30	70	100
C 106	Educational Administration and Leadership	4	1	3	30	70	100
C 107	Pedagogy of Curriculum and Assessment	4	1	3	30	70	100
C 108	Entrepreneurship In Education	4	1	3	30	70	100
Total		-	4	12	120	280	400
Practical, projects and other Assignment work							
E 515	Seminar to Enhance Communication Skills	-	1	-	25	-	25
E 516	Case Study	-	2	-	50	-	50
E 517	Educational Visit	-	1	-	25	-	25
E 518	Online Tool Development	-	1	-	25	-	25
E 519	Field Visit and Data Collection	-	1	-	25	-	25
E 520	Academic Writing	-	1	-	25	-	25
E 521	Research Progress Report	-	-	2	-	50	50
Total		-	07	2	175	50	225
Grand Total			11	14	295	330	625

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 260 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of two Week (12 days) duration students has to earn 2 credits.
- Total Credit for Semester-III is 25.

Table Showing Internal and External Marks & Credit for SEM-III

	Marks	Credit
Internal	295	11
External	330	14
Total	625	25

M.Ed. Semester – 4

Course No.	Course	Inst. H/W	Credit		Total		
	Core Courses (Perspective)		Int.	Ext.	Internal	External	Total
A 009	Core-9: Treatment of Data & Research Report Writing	4	1	3	30	70	100
Specialization Groups A & B (Student has to select either Group-A or Group-B with all the three papers)							
Specialization for Elementary Education (Group-A)							
B 105	Issues and Challenges in Primary Education	4	1	3	30	70	100
B 106	Pedagogy of Curriculum in Primary Education	4	1	3	30	70	100
B 107	Education Management and Organization in Primary Education	4	1	3	30	70	100
OR							
Specialization for Secondary Education (Group-B)							
B 108	Issues and Challenges in Secondary Education	4	1	3	30	70	100
B 109	Pedagogy of Curriculum in Secondary Education	4	1	3	30	70	100
B 110	Educational Management and Organization in Secondary Education	4	1	3	30	70	100
Total		-	4	12	120	280	400
Practical, projects and other Assignment work							
E 521	Visit to University Education Department	-	1	-	25	-	25
E 522	Organization of Workshop/Seminar	-	1	-	25	-	25
E 523	Presentation of Synopsis in seminar	-	1	-	25	-	25
E 524	Dissertation & Viva	-	-	6	-	150	150
Total		-	3	6	75	150	225
Grand Total		-	7	18	195	430	625

*** Note:**

- Total work load for theory is approximately 48 working days. Total minimum hours for theory is 240 hours. and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
 - Total Practical work is of 52 days (total minimum hours for practical is 260 hours for 7 credits. (For practical 2 hours is assigned per week per credit.)
 - Total Credit for Semester-IV is 25.
- ** For the purpose of calculation of grades, credit earned for the theory papers shall only be considered, however, students are required to complete all the assignments and submission works for appearing in Semester-IV.

Table Showing Internal and External Marks & Credit for SEM-IV

	Marks	Credit
Internal	195	07
External	430	18
Total	625	25

Summary of Semester-I to IV

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

Semester	Marks		Credit		Total
	Internal	External	Internal	External	
Semester-I	295	330	625	11+14	25
Semester-II	345	280	625	13+12	25
Semester-III	295	330	625	11+14	25
Semester-IV	195	430	625	07+18	25
Total	1130	1370	2500	42+58 = 100	100

Edu.O-5: Grade Conversion Table

Grade and Grade Points in Theory Papers

Percentage of Marks in Internal and External Exam	Grade Point	Grade
85 and Above	8.5 to 10	O+
70 to 84.99	7.0 to 8.49	O
60 to 69.99	6.0 to 6.99	A
55 to 59.99	5.5 to 5.99	B+
50 to 54.99	5.0 to 5.49	B
40 to 49.99	4.0 to 4.99	C
Below 40	0	D

Note: The credit shall be considered only in whole numbers. Any Conversion of the percentage into the credit which is greater than and equal to 0.5 credit shall be considered as 1 (One) on the counter part less than 0.5 credits shall not be considered.

Edu. R. 1:

A candidate desirous to appear for the M.Ed. Examination shall be allowed to do so if,

- i. He/ she is a full-time student and has undergone a regular course of study in an institution recognized for the purpose, for two academic year after passing the B.Ed. Examination.
- ii. the student has remained present in the institution for 80% of the total working days (including days of internship, workshops , seminars, but excluding of the days of terminal and other examinations) during the period of program.

Edu. R. 2:

- i. The M.Ed. Program consists of a total of nine core papers distributed in Semester I to IV and two optional papers in each of the semesters as shown in Edu. O 4. and a dissertation of 150 marks (Including Viva Voce of 50 marks based on dissertation).

Edu. R. 3:

The dissertation shall be on an educational topic approved by the University. The student has to get his/her topic of the dissertation approved from the university within a 2 month from the date of commencement of the program in the respective year. Such approval should normally be communicated from the university to the student before the end of October of the respective year. If a topic/subject selected by a student is not approved, he/she will have the liberty to select another topic/subject, provided a topic/subject is not approved **before Registration**. Without approval of the topic of a dissertation, student will not be registered as a Post Graduate student.

Edu. R. 4:

University teacher, the recognized post-graduate teacher or an assistant Post-graduate teacher shall guide the student(s) for the M.Ed. Dissertation for at least one hour per week in both the semesters. Consent of the guiding teacher must be taken by the institution for dissertation guidance to the student(s). The guiding hour shall be considered as equal to one teaching hour for the purpose of calculation of teaching workload.

Edu. R. 5:

- i. There will be one internal examination in each semester and the student has to obtain at least 40% marks in all the courses, i.e. Core and optional courses and 50% in aggregate of the marks, otherwise he/she will not be allowed to appear in final examinations of the said semester.
- ii. End Semester examination (Final Examination) will be held by the university.
- iii. If the student gets less than 40% of the marks in any of the Core or optional courses and/or has secured less than 50% marks in aggregate in final examinations of First/second/third Semester held by the university, he/she will have to clear first/second/third semester examinations along with Second/third/forth Semester examinations respectively, to get the degree of M. Ed.
- iv. Students appearing for the M.Ed. Examination should submit his or her dissertation one month before the commencement of the final examinations of forth Semester. Affiliated colleges are required to submit the dissertations of students registered with them, to the Department of Education. Student(s) will not be allowed to appear in the final examinations of forth semester, without submission of his or her dissertation.

Edu. R. 6:

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

MASTER OF EDUCATION (M.Ed.): Full time Program

(In Force from June, 2018)

The purpose of the M.Ed. program is to prepare learners for higher level functions in the field of education including teacher education, who have a broad understanding of all the contemporary concerns of education.

List of the Core Course of M.Ed. Programme

- Course A001 Core-1: Fundamental Concepts of Educational Research
- Course A002 Core-2: Psychology of Learning & Development
- Course A003 Core-3: Educational Studies
- Course A004 Core-4: Methods of Educational Research
- Course A005 Core-5: Philosophy of Education
- Course A006 Core-6: Perspectives in Teacher Education
- Course A007 Core-7: Library Resources and Tools & Techniques in Educational Research
- Course A008 Core-8: Sociology of Education
- Course A009 Core-9: Treatment of Data & Research Report Writing

List of the Group Course of M.Ed. Programme

- B-101 Childhood Education
- B-102 Higher Education
 - Inclusive Education
 - Elements of Bhartiya Chintan

Group-A : Elementary Education

- Issues and Challenges in Primary Education
- Pedagogy of Curriculum in Primary Education
- Education Management and Organization in Primary Education

Group-B : Secondary Education

- Issues and Challenges in Secondary Education
- Pedagogy of Curriculum in Secondary Education
- Educational Management and Organization in Secondary Education

List of the Elective Course of M.Ed. Programme

- C-101 Curriculum Studies and Education
- C-102 Inference Statistics
- C-103 Guidance & Counseling
- C-104 Special Education
- C-105 ICT in Education
- C-106 Educational Administration and Leadership
- C-107 Pedagogy of Curriculum & Assessment
- C-108 Entrepreneurship In Education

List of the Optional Course of M.Ed. Programme

- D-101 Historical, Political and Economical concerns of Education
- D-102 Application of Descriptive Statistics in Research
- D-103 Psychological Testing
- D-104 Educational Measurement & Evaluation

Edu. R. 7:

One Soft copy and two hard copies of the dissertation and two copies of synopsis of the dissertation are to be submitted one month before the commencement of forth semester University Examination, to the Department of Education, Bhakta Kavi Narsinh Mehta University - Junagadh, in type-written or printed form.

STANDARD OF PASSING

Edu. R. 8:

- i. To pass the final examinations of First Semester, a student is required to pass separately in each of the Core and Optional Courses. The student has to get at least 40% marks in each course and 50% marks in aggregate.
- ii. If the student is unable to pass the final examinations of first semester, he/she will be allowed to join second semester but he/she has to reappear in final examinations of first semester along with the final examinations of second Semester. Similarly, for the second semester and third semester, he will allowed to move in the next Semester. However, the result of the forth semester will not be declared till the student passes all the courses of previous semesters i. e semester I to III .
- iii. If the student is unable to pass one or all the courses, he/she will have to reappear in the examination to pass that/those course/courses, where he/she has scored less than 40% marks in such course/courses and /or if the student has scored less than 50% marks in aggregate, he/she is required to reappear in all the courses of that semester.
 - a. The class of passing and grade obtained in examinations will be given by combining the marks obtained by the students in all the end semester final examinations (Semester I to IV) held by the university.
 - b. No class will be awarded in the mark sheet of semester I to III examination, however, SGPA shall be calculated for the same.
 - c. CGPA will be calculated after clearing all the courses of semester I to IV and the grades/class shall be awarded on the basis of following table.

Result and Class of the Student teacher

Grade Point	Grade	Result and Class
8.5 to 10	O+	First Class With Distinction
7.0 to 8.49	O	
6.0 to 6.99	A	First Class
5.5 to 5.99	B+	Higher Second Class
5.0 to 5.49	B	Second Class
4.0 to 4.99	C	Pass Class
Below 4.0	D	Reappear in Exam.

- d. In case, student applies for rechecking or reassessment for any of the courses and there is increase in marks, he/she will not be considered for any university award.
- iv. To pass the final examinations of Forth Semester, a student is required to pass separately in each course and dissertation. Student has to get at least 40% marks in each of the Core, Group, Elective and optional Courses and at least 50% marks in dissertation separately in both dissertation assessment and viva voce examination and 50% marks in aggregate.
- v. If the student is not able to pass the examination of the forth semester, he/she will be given two more chances to appear in the final university examinations of the forth Semester in next two subsequent years. If he/she is not able to pass the examination within four years after registration, he/she has to reregister him/her self and redo his/her study from the first semester.

- vi. The M. Ed. Degree will be awarded after successful completion of the forth Semester examination.
- vii. **Edu. R. 8 –i/ii/iii/iv/v/vi** will again be applicable to the student, who will get readmission, from the commencement of the course..

Edu. R. 9:

If a candidate passes in the dissertation but fails in aggregate, the marks obtained by him/her in the dissertation shall be carried forward to subsequent year or years. If a candidate passes in the aggregate and fails in the dissertation, the marks obtained by him/her in the courses shall be carried forward to subsequent year or years and he/she has to submit a new dissertation on a topic other than selected earlier by the student. If a candidate fails in aggregate in the examination held at the end of First Second, third or fourth Semester, he / she may be exempted from appearing in the examination of such course/courses, where he/she has secured at least 50 percent marks.

Candidates whose marks are carried forward under this regulation shall be declared to have passed the examination and shall not be eligible for any University awards.



Format of Question Paper for M.Ed. Programme

Section-1		
Q.1 From Unit-1 & 2	Answer any two out of three from the following questions. Each answer should be in about 750 words. (One or Two essay type applied question is to be asked From Unit-1 & 2) Each question carries 10 Marks	20 Marks
Q.2 From Unit-1 & 2	Q.2 - (A) Answer any two out of three from the following questions. Each answer should be in about 125 words. Each question carries 05 Marks. From Unit-1 & 2	10 Marks
	Q.2 - (B) Answer the following five questions in short. Each question carries 01 Marks. From Unit-1 & 2	05 Marks
Section-2		
Q.3 From Unit-3 & 4	Answer any two out of three from the following questions. Each answer should be in about 750 words. (One or Two essay type applied question is to be asked From Unit-3 & 4)Each question carries 10 Marks.	20 Marks
Q.4 From Unit-3 & 4	Q.2 - (A) Answer any two out of three from the following questions. Each answer should be in about 125 words. Each question carries 05 Marks. From Unit-3 & 4	10 Marks
	Q.2 - (B) Answer the following five questions in short. Each question carries 01 Marks. From Unit-3 & 4	05 Marks
Total Marks		70 Marks

NOTE: For the PG Assessment (M.Ed.) there must be internal examiner that is within the University and External Examiner that is outside the University. One section of the PG must be assess by external examiner and one section by internal examiner for the objectivity and transparency of the assessment.

Course No. A007
(Semester – 3)
M.Ed. Core Course – VII
LIBRARY RESOURCES AND TOOLS &
TECHNIQUES IN EDUCATIONAL RESEARCH

Objectives:

- To enable student to understand
1. The meaning and different types of resources & library skills for research
 2. The meaning and different techniques of research method for application of tool.
 3. Various types of tools and their preparation.
 4. The meaning, classification, characteristics uses & limitations of Psychological test.

Unit – 1: Resources and Library skills for Research

1. References: Encyclopedias, Dictionaries, Almanacs and year books, Directories, Biographical sources, Bibliographical sources.
2. Books and monographs : Card-catalogue, book-list and reviews
3. Periodicals and pamphlets : News-paper, periodicals, E-Books and Blogs
4. Dissertations, Thesis, Research journals
5. Web-site, CDs
6. Library Skills :
 - (a) What to read and how to read
 - (b) Certain reading skills
 - (c) Note-taking

Unit – 2: Tools and Techniques of research

(Concept (Meaning), types, forms, preparations, advantage and limitations of following tools) :

Observational Tools

1. Observation
2. Rating Scale
3. Check List
4. Evaluation Sheet

Unit -3 Self Appraisal Tools

(Concept (Meaning), types, forms, preparations, advantage and limitations of following tools)

1. Questionnaire
2. Interview
3. Opinionaire
4. Attitude Scale
5. Sociometric
6. Q-Sort Technique

Unit-4: Standardized tests

1. Meaning of Psychological Test
2. Classification of Test
3. Characteristics of Test
4. Steps of Construction Test
5. Use of Psychological Test
6. Limitation of Psychological Test
7. Psychological Test Available in Gujarat
8. Addresses of Test Publishers, Distributors and Test related Organizations

Suggested Practical Work:

1. Preparing library record cards including different sources on a research study
2. Review of research tools related to past studies
3. Tool construction procedure: method, rationale behind the selection and problems faced by the researcher
4. Prepared research tool, try out and finalization of a tool for your research work.

Reference Books:

1. Best, John W. (2005): Research in Education (10th ed.): Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (2006): Educational Research – An Introduction (8thed.) New York; Longman Inc.
3. Burroughs G.E.R. (1975): Design and Analysis in Educational Research (2nded.) Oxford: Alden & Mow bray Ltc.
4. Desai H.G. (1979): Style Manual for Dissertation / Theses Rajkot, Saurashtra University.
5. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
6. Gilbert, S. (1979) : Foundations of Educational Research Englewood, Cliffs, New Jersey : Prentice Hall Inc.
7. Kerlinger F.N. (1999): Foundations of Behavioral Research(4th ed.): Educational & Winston Inc.
8. Koul Lokesh (2009): Methodology of Educational Research (4thed.) New Delhi: Vani Educational Book.
9. Levin, J. (2009): Elementary statistics in Social Research (11thed.) London, Pearson.
10. Lynch, M.D. & Hansberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology Allyn and Bacon Inc.
11. Mistry Milan T., (2014) Educational Research Paradise Publication, Jaipur,
12. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
13. Patel R.S. (2015) Research Methodology (3rd ed. Gujarati Version), Ahmedabad, Jay Publication.
14. Patel R.S. (2015) Research Methodology (1st ed. English Version), Ahmedabad, Jay Publication.
15. Patel, R.S. (2012) Statistical Techniques for Data Analysis (International Version), LAP LAMBERT Academic Publishing GmbH & Co. Saarbrücken, Germany.
16. Patel, R.S. (2011) Research Handbook, (For all disciplines) (International Version) First ed. LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
17. Tuckman B.W. (2012): Conduction Educational Research (6thed.)New York: Harcourt Braco Jovenovich Inc.
18. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction New York: McGraw Hill Book Co.
19. દેસાઈ એચ. જી. અને દેસાઈ કે.જી. (ચોથી આવૃત્તિ ૧૯૮૯) : સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Course No A008
Semester – 3
M.Ed. Core Course – VIII
SOCIOLOGY OF EDUCATION

Objectives:

1. Acquaint him with the sociological theories underlying educational principles and practices.
2. Understands the relationship between education on the one hand and social, political and economic systems on the other.
3. Attempts to reconcile and synthesize the claims of individual and society in education.
4. Prepare himself for his role in directing the future development of education.

Unit - 1 EDUCATIONAL SOCIOLOGY

1. The base of Educational Sociology
2. Meaning, Aims, Scope, Functions, Curriculum and Teaching Methods of Educational Sociology
3. Socialization and Education: Meaning, Concept, Characteristics, types, Process of Socialization.

Unit – 2 CULTURES, RELIGIONS AND EDUCATION

1. Concept & Definitions of Culture and Religion
2. Indian Culture and Socialization, Indian community and Education, Relation between Culture and Civilization
3. Impact of Education on Culture & Religion
4. Relationship of Education with Culture and Religion, Arguments against and in favor of religion education
5. Role of Education in transmission of the cultural tradition and religious belief

Unit – 3 SOCIAL CHANGES AND EDUCATION

1. Social Classes, Social Group and Education
2. Social Stratification and Education
3. Social Partnership and Education
4. Social Mobility and Education
5. Social, Economical and Political Structure and Education

Unit – 4 EDUCATIONS IN THE MODERN WORLD

1. Social Change and Education
2. Democracy and Education
3. Internationalizations and Education
4. Privatization, Globalization and Modernization in Education
5. Education for demolition of poverty

Suggested Practical Work:

1. Execution of innovative sociological activities of the school
2. Study/Visit of the school for the survey of its sociological bases and its implications
3. Term paper or seminar based on innovative sociological activities of the school
4. Review of a Sociological research

Reference Books:

1. Brodlddy Harry (1967): Building a philosophy of Education Engleword: Cliffs, Prentice Hall Inc.
2. Brown Francis J. (1961): Educational Sociology New York: Prentice Hall Inc.
3. Brubacher G. S. (1962): Modern Philosophy of Education (International Student Edition) Tokyo: Mc Grow Hills.
4. Chaube S. P. (1981): A Philosophical and Sociological Foundations of Education Agra: Vinod Pustak Mandir
5. Shastri Manoj C. (2013): Sociological Foundation of Education, Ahmedabad: SSTCT Publication.
6. Shastri Manoj C.(2010):Fundamental concept of Educational Philosophy Ahmedabad: Akshar Publication.
7. Shastri Manoj C. (2012): Sociological Foundation of Education Germany: LAP LAMBERT Academic Publishing GmbH & Co. KG.



Course No. B101
Semester – 3
CHILDHOOD EDUCATION

Objectives:

To enable student to understand

1. The historical development of Early Childhood Education
2. The different aspects of child development
3. The different models of Early Child Education
4. The different interventions in India in Early Child Education
5. The awareness about special needs of children at ECE
6. The awareness of Child Rights in India
7. The researches available in ECE both in east & west.

Unit1: Introduction to Early Childhood Education

1. Historical perspectives of early childhood education – East & West point of view
2. Nature, Scope and importance of ECE
3. Bharatiya Samskar (Before and after Birth) and Child Development
4. Concepts and Characteristics in Child Development
 - (i) Physical Development ,(ii) Social Development ,(iii) Intellectual Development and (iv)Emotional Development ,

Unit2: Perspectives and Methods of Child Study

1. Perspectives of ECE: (i)Kinder Garden approach, (ii) The Montessori approach, (iii) Behaviourist approach, (iv) Cognitive approach
2. Methods of Child Study: Observation, Case Study, Cross sectional and longitudinal methods. (Study of researches available in ECE both in east & west.)
3. Recommendations of NPE 1986, National Curriculum Framework- NCF and National Knowledge Commission-NKC
4. Agencies conducting Preschool Management: Indian Council for Child's Welfare, Social Welfare Boards

Unit3: Thinker's reflections on Childhood, Programmes and agencies

1. William Fredrick Froebel, Maria Montessori, Pestalozzi,
2. Tarabai Modak; M. K.Gandhi, Tagore, Aurobindo Ghosh, Giju Bhai Badheka.
3. Early Childhood Care Education Programmes and Polices in India and Gujarat State, Children's University, Gujarat
4. Technology and ECE for future

Unit 4: Child Rights in India

1. Constitutional Guarantees that are meant specifically for children: Article 21 A, Article 24, Article 39(e) Article 39 (f), Article 45
2. Children rights as equal citizens of India: Article 14, Article 15, Article 21, Article 23, Article 29, Article 46, Article 47
3. The Commissions for Protection of Child Rights Act:2005
4. The National Policy for Children, 2013, Right To Education

Suggested Practical Work:

1. Student may choose a subject for dissertation on ECE, Comparative study etc.
2. Visit of the institution/university working for protecting child rights or education.
3. Prepared an assignment on discuss legal aspects, national and international Child Right laws.

Reference Books:

1. Austin, Gilbert R.(1976): Early Childhood Education: An International Perspective New York: Academic Press.
2. Brown, G. (1977): Child Development. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
3. Child Development-Issues, Policies and Programmes Vol. I, II & III-Dolly Singh
4. Educational Policies Commission(1966) Universal Opportunities for Early Childhood Education Washington, D.C., Govt. Printing Office.
5. Evans, Ellis D. (1975): Contemporary Influence in Early Childhood Education New York: Holt Rinehart and Winston, Inc.
6. G. S. Grewa. (1989): Introduction to Early Childhood Education
7. Ganai M.Y. & Sayid, Mohd. Early Child Care and Education AlKhaleel DTP Centre Kashmir University Gate Hazratbal Srinagar.
8. George S Morrison. (1995) Early Childhood Education Today, Prentice Hall
9. Joann Brewer. (1995). Introduction to Early Childhood Education Allyn& Baren, Sydney.
10. Mussen, P.H., Conger, J.J. & Kagan, J. (1996) Child Development and Personality Harper & Row, New York.
11. Muralidharan, R. (Ed.) Relating Pre-School to Primary School New Delhi: Indian Association of Pre-School Education.
12. Sharma, P. (1995) Basics on Development and Growth of a Child Reliance Publication, New Delhi.
13. Tomar, Lajjaram. (Vikran Samvat 2056) Bhartiya Shiksha Manivugyan Ke Aadhar (Hindi). Vidyabharati Prakashan, Kutukshetra.
14. The Years before School – Guiding Pre-school Children – Vivian Edmiston Todd, Helen Hefferman.
15. UNESCO, Encyclopaedia of Educational Thinkers.
16. UNESCO. (1979) New Approaches to Education of Children of Pre-School Age Report of a Regional Meeting of Experts, Bangkok, UNESCO Regional Office for Education in Asia and Oceania.
17. UNESCO. (1976). World Survey of Pre-School Education Paris: UNESCO.

Web References

1. <http://www.cugujarat.ac.in>
2. <http://www.haqrc.org>
3. <http://ncpcr.gov.in>
4. <http://wcd.nic.in>
5. <http://wcd.gujarat.gov.in>

Course No. B102
Semester – 3
HIGHER EDUCATION

Objectives: The students will be able to understand-

1. Meaning, goals, structure, policy and financing concept of Higher Education
2. Higher Education in Historical Perspective with reference to various period of time.
3. Designing Curriculum, its process and the roll of the universities.
4. Management of Higher Education and its institutions.

Unit: 1 INTRODUCTION TO HIGHER EDUCATION

1. Meaning and Goals of Higher Education in India.
2. Structure of Indian Higher Education.
3. Policy Perspectives and Emerging Trends in Higher Education.
4. Financing of Higher Education- Sources and Financing system.

Unit: 2 HIGHER EDUCATIONS IN HISTORICAL PERSPECTIVE

1. Modern Higher Education in India, The Dispatch of 1854 and establishment of Indian universities.
2. Development of Higher Education in Free India- Various Commission Report and Recommendations. The major recommendations of– (make specific) higher education
 - a. The University Education Commission (1948-49)
3. National Policy on Education in perspective of higher education- 1986, 1992 (Revised) 1915 (Likely to be revised)
4. Higher Education and Socio-Economic Development.

Unit: 3 CURRICULUM IN HIGHER EDUCATION AND ROLL OF THE UNIVERSITIES.

1. Curriculum Planning: internationalization of higher education curriculum
2. Curriculum Development
3. Elements of quality teacher education programme
4. Curriculum Evaluation

Unit: 4 MANAGEMENT OF HIGHER EDUCATION

1. Ministry of Human Resource Management
2. University Grants Commission, Rashtriya Uchchar Shiksha Abhiyan, NCTE, IGNOU- Distance Education Bureau, Rehabilitation Council of India, Association of Indian Universities, Department of Higher Education (Directorate- Commissioner HE) , Gujarat State. Bhakta Kavi Narsinh Mehta University – Junagadh.
3. Quality and Quantity in Higher Education- Considerations: NAAC procedures to assess quality
4. Role of Teachers in Higher Educational institutions

Suggested Practical work:

1. Should arrange academic visit to the institutions of higher education during the internship or semester study.
2. Prepared an assignment on UGC, NCTE.

Reference Books:

1. Akther, N.: Higher Education for the Future Rawat Publications, Jaipur, 2000.
2. Dahiya, B.S: Higher Education in India: Some Reflection New Delhi Kanishka, 1997.
3. Dhir, R.N.: Higher Education Chandigarh, Abhishek Publishers, 2002.
4. Dongerkery, S. R.: University Education in India Bombay, Manaktabs, 1967.
5. Garge, V.P.: Financing Higher Education, *Scope & its Limits* New Delhi, Radha Publication, 1976.
6. Machavan, K.: Role of Distance Education in Developing Countries Guwahati, DVS Publishers, 2001.
7. Mathur, M. V. & Others: Indian University System-Revitalization and Reforms New Delhi, Wiley Eastern D Limited, 1994.
8. Moonis Raza (ed): Higher education in India, Retrospect and Prospect New Delhi, Association of Indian Universities, 1991.
9. Naruallah Syeed & Naik, J.P.: A Student History of Education in India Bombay, MacMillan, 1972.
10. Patnaiks: Higher Education in Information Age Guwahati, DVS Publishers, 2001.
11. Powar, K.B. (Editor): Association of Indian universities
12. Philip Altbach: Comparative Perspective on the Academic Profession New York, Praeger, 1985
13. R. S. Sharma: Higher Education Scope & Development New Delhi, Common wealth Publishers, 1995.
14. Ram, A.: Higher Education in India, Issues & Perspectives New Delhi, Mittal Publications, 1990.
15. Reddy, G.R.: Higher Education in India New Delhi, Sterling Publishers, 1995.
16. Reddy, M.G.: Higher Education in India APH Publications, New Delhi, 2000.
17. Richard Bourne: uni-&Development ICS, Institute of commonwealth studies.
18. Swamy :Higher Education Administration and Management DVS Publishers & Distributors, Guwanati, 2006.
19. Sharma, R.S.: Higher Education Administration and Management DVS Publishers & Distributors, Guwanati, 2004.
20. Sharma, S.: History and Development of Higher Education in India (set 5 Vols), DVS Publishers & Distributors, (set 5 Vols) Guwanati, 2002.
21. UGC: Development of Indian Higher Education in India New Delhi. 1982.
22. Venkataiah, S.: Higher Education New Delhi, Anmol Publications, 2001. Management and Quality Educationa, New Delhi, Anmol Publications, 2000.
23. Venkataiah, S: Management of Higher Education in India (set of 2 vols) New Delhi, Anmol Publications, 1991.
24. Vohra, et al: Rural Higher Education (set of 2 Vols) New Delhi, Anmol Publications, 1998.

Websites:

www.ugc.ac.in, www.ignou.ac.in , mhrd.gov.in,
www.aiuweb.org , www.ncte-india.org
www.rehabcouncil.nic.in gujarat-education.gov.in

Course No. B103
Semester – 3
INCLUSIVE EDUCATION

Objectives:

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

1. Understand the global and national commitments at national and international level towards the education of children with diverse needs.
2. Understand the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
3. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
4. Analyze special education, integrated education, mainstream and inclusive education practices.
5. Developing understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs.
6. Develop positive attitudes and sense of commitment towards actualizing the right to education of all learners.

Unit – 1: Inclusive, Integrated and Special Education and School – An Introduction

1. Meaning of Inclusive Education and Inclusive School, Characteristics, Need / Objectives, Limitations and Essentials of Inclusive School, Role of the Teacher in Inclusive School.
2. Integrated Education: Meaning and Characteristics, Difference between Inclusive and Integrated Education
3. Special Education: Meaning and Characteristics, Difference between Inclusive and Special Education, Difference between Integrated and Special Education, Children Having Special Educational Need

Unit – 2: Children with Special Needs

1. Disability: Meaning and Need of Early Detection of Disability, Physical and Mental Disability: Causes, Effects on Learning, Teaching Strategy for Physically and Mental Disabled Children, Autism and Cerebral Palsy: Causes, Effects on Learning, Education of such children.
 - Visual Disabilities / Impairments, Hearing Disability, Speech and Language Disabilities: Causes, Effects on Learning, Teaching Strategies for such children.
 - Learning Disability, Slow Learner, Dyslexia, Attention Deficiency Disorder
Definition: Meaning, Causes and Teaching Strategy.
2. Role of teachers working in inclusive setting and resources teacher in developing and enriching academic skills for higher learning.
3. Role of technology for meeting diverse needs of learners
4. Gifted Children: Definition, Meaning, Characteristics, Problems and Education of Gifted Children

Unit – 3: – Curriculum adaptations and evaluation for children with diverse needs

1. Improvement and reforms in Curriculum
2. Standards of Curriculum Development
3. Type of adaptations and Evaluation and assessment

4. Interventions Strategies for adaptation for teaching / Practicing science, mathematics, social sciences and languages

Unit – 4: Teacher Preparation for Inclusive Education

1. Vision of Teacher and Teacher Educators
 - Professionalization of Teacher Education
2. Education of Teacher Educators- Basic issues
 - Teacher Educator and School Education
 - Stages specificity in the preparation of a teacher educator
3. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
 - 4. N.C.F. 2005 and curriculum for teacher preparation and transaction modes.
 - 5. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
6. Evaluating the Developing Teacher: The Evaluation Protocol
 - The Comprehensive nature of Evaluation

Suggested Practical Work:

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi-level teaching in the DMS (two classes).
3. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
4. Identify suitable research areas in inclusive education.
5. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

References

- Ainscow, M., Booth.T (2003).**The Index for Inclusion: Developing Learning and Participation in Schools.** Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002).**Effective Teacher Training; Cooperative Learning Based Approach.** New Delhi: National Publishing house.
- Jangira N.K. and Mani, M.N.G. (1990). **Integrated Education for Visually Handicapped.** Gurgaon: Academic Press.
- Jha. M.(2002).**Inclusive Education for All: Schools Without Walls.** Chennai: Heinemann Educational publishers.
- Sharma, P.L. (1990).**Teachers handbook on IED-Helping children with special needs.** New Delhi: N. C. E R T Publication.
- Sharma P.L (2003).**Planning Inclusive Education in Small Schools.** Mysore: RIE.
- Shukla, S. S. (2017). **Inclusive School (Gujarati).**Ahmedabad: Kshiti Publications.

Course No. B104
Semester – 3
ELEMENTS OF BHARTIYA CHINTAN

Objectives:

1. On completion of the course the student will be able to:
2. Understand the nature and sources of values.
3. Classify the values under different types
4. Understand the process of value education.
5. Differentiate the indication of values
6. Appreciate role of values in life.

Unit-1 Theoretical Basis of value Education

1. Nature and Sources of values, Meaning of values
2. Values: Philosophical Perspective
3. Values: Psychological Perspective
4. Values: Sociological Perspectives

Unit: 2 VALUES IN INDIA'S INTELLECTUAL TRADITIONS

1. Values in Indian culture –five cardinal virtues
2. Universal life in Indian thinking
3. Fundamental Duties of citizens and government.
4. Values as formative process

Unit: 3 CLASSIFICATIONS OF VALUES

1. Personal and social values, Intrinsic and extrinsic values on the basis of personal interest & social good.
2. Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration
3. Emerging values and society
4. Value analysis and judgment

Unit: 4 VALUES IN RELIGIOUS SCRIPTURES

1. Bhagwad Gita -Nishkam Karma, Swadharma, Laksagrah & Stithpragya. Bible - Concept of truth, compassion, forgiveness
2. Dhamnipada - Astangmarg, Aryastya & Madhyamarg. Gurugranth Sahib - Concept of Kirath, Sunsat, Paugat & Jivanmukti .Quran -Concept of spiritual & moral values (adah, raham & theory of justice) & social responsibilities.
3. Methods and Evaluation of Value Education: Traditional Methods: Story Telling, Ramleela, Tamasha, Bhawai street play & folk songs. Practical Methods: Survey, role play, value clarification, Intellectual discussions
4. Causes of value crisis: material, social, economic, religion evils and their peaceful solution.
5. Role of School Every teacher as teacher of values, School curriculum as value laden Suggested Activities/ Practical work: Field work, Group work, Surveys, Panel discussion, Debate.

Suggested Practical Work:

1. Analysis of morning assembly programme of a college from the point of view of value education.
2. Analysis of a text book of a school subject from the point of view of values hidden.
3. Practice of role-play in two situations and preparation of report.
4. Administration of value scales available in the psychology lab. in the school and report writing
5. Report on value conflict resolution in a situation

Reference Books:

1. Dhokalia, RP. 2001. External Human Values and World Religions New Delhi: NCEIU.
2. Gandhi, M.K. 1976. My Experiments with Truth Ahmedabad: Navjivan Publishing House
3. Government of India (1999): Fundamental Duties of Citizens: Report of the Committee set up by the Government of India to operationalize the suggestions to Teach Fundamental Duties to the Citizens of the Country (Vol. I & II) New Delhi: MHRD.
4. Government of India. (2000): The Constitution of India New Delhi
5. Krishnamurthy, J. (2000) Education and the Significance of Life Pune :KF .
6. Mahaprayna, Acharya (1999): Thoughts at Sunrise Landon: Jain Vishva Bharti
7. MHRD (1992) National Policy on Education 1986 (With modification Undertaken in 1992) New Delhi
8. NCERT (2000): National Curriculum Framework for School Education New Delhi
9. Radhakrishnan S.:Indian Philosophy Vol. I
10. Rajput, J.S. (2001): Symphony of Human \Values in Education New Delhi
11. Sanghi, Seema (2002): Towards Personal Excellence New Delhi: Response Books
12. UNESCO (1996): Learning: The Treasure Within Paris.
13. Singh, R.N.(ed.) (2003) Analytical Study of Sikh Philosophy Commonwealth Publishers New Delhi -02
14. Khan Masood Alia (ed.)(2006), Islamic Thoughts and its philosophy Commonwealth publishers New Delhi - 02
15. Khan, Intakhab Alam (2007): Peace, Philosophy and Islam, Academic Excellence Delhi - 31

Course No. C105
Semester – 3
ICT IN EDUCATION

Objectives:

To enable the student teacher to :

1. Understand the Concept, need and importance of ICT.
2. Prepare their students to become ICT skilled teachers.
3. Get acquainted with ICT supported teaching learning strategies.
4. Prepare the students to select to appropriate ICT facilities.
5. Get acquainted with the new trends in ICT.
6. Get information about computerized multimedia

UNIT 1: ICT IN EDUCATION

- 1.1 Concept, Need and Importance of ICT in Education.
- 1.2 Paradigm Shift due to ICT from ‘Teaching’ to ‘Learning’.
- (A) Curriculum (B) Methods of Teaching (C) Role of Teacher
- (D) Classroom Environment (E) Evaluation procedure
- (F) Education Management
- 1.3 Challenges and Barrier to integration of ICT in Indian schools Classrooms
- 1.4 ICT Skilled Teacher – ICT Skills and Qualities of ICT teacher
- 1.5 Safe use of ICT – Virus management, Net safety, Legal and Ethical Issues

UNIT2:- ICT SUPPORTED TEACHING LEARNING STRATEGIES

21. E-Learning and Web base learning–concept, features and educational application
22. Co-operative and Collaborative Learning –concept, features and educational application
23. Project based Learning –concept, features and educational application
24. Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki,Internet forum, News Groups. Different mobile app group
25. Social Networking as an effective Communication Tool.

UNIT 3:- NEW TRENDS IN ICT

- 3.1. Virtual Classroom - concept, elements, advantages and limitations
- 3.2. Smart class room – concept, elements, advantages and limitations
- 3.3. Edusat - concept, elements, advantages and limitations
- 3.4 Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.

UNIT 4 : MEDIA CHARACTERISTICS

- 4.1 Concept and type of educational media
- 4.2 Application of educational media
- 4.3 Educational use of radio and television
- 4.4 Concept and uses of computerized multimedia

Suggested Practical Work:

1. Critical analysis of Teaching aids and their applications in instruction and learning
2. Critical analysis of a computer based media packages with reference to its use in learning process.
3. Critical analysis of the different instructional packages developed by different agencies/institutions.
4. Interventions of educational technology in the current practices of teacher training programmes in India.

5. Preparation of Learning Object Repository (LOR).
6. Preparation and presentation of slides for teaching any topic at the school level.
7. Critical analysis of database software including open source.
8. Critical analysis of the different research reports based on data analysis and interpretation.
9. Preparation and presentation of research report based on empirical data.

Reference Books:

1. Alessi, S. M., & Trollip, S. R. (1991). *Computer based instruction* New Jersey : Prentice Hall.
2. APLET (). *All ten volumes of aspects of educational technology* London: Pitman.
3. Association of Indian Universities.(2000). *Information technology in higher education* New Delhi: Author.
4. Azarmsa, R.(1991). *Educational computing: Principles and applications* Englewood Cliffs, NJ: Educational Technology Publication.
5. Gagne', R. M., & Briggs, L. J. (1979). *Principles of instructional design* (2nd ed.)New York: Holt, Rinehart, and Winston.
6. Hackbarth, S.(1996). *The Educational Technology handbook* Englewood Cliffs, NJ: Educational Technology Publication.
7. Khan, B. H. (Ed.) (1997). *Web-based instruction* Englewood Cliffs, NJ: Educational Technology Publication.
8. Percival, F. & Ellington, H. (1984). *A handbook of educational technology* London: Kogan Page.
9. Richey, R. (1986). *The theoretical and conceptual bases of instructional design* London: Kogan Page.
10. Romizowski, A. J.(1986). *Developing auto-instructional material* London: Kogan Page.

Course No. C106
(Semester – 3)
EDUCATIONAL ADMINISTRATION AND LEADERSHIP

OBJECTIVES:

1. To enable the Student to understand meaning, nature, scope, functions, principles and approaches of Educational administration.
2. To enable the Student to understand the essentials of Educational administration, planning and communication
3. To enable the Student to understand the Theory of Supervision and Inspection
4. To enable the Student to understand and evaluate the Leadership.

Unit 1 An Introduction to Educational Administration

1. Meaning, Definition of Educational Administration.
2. Nature of Educational Administration
3. Administration & Management Philosophy
4. Administration & Management style

Unit 2 Educational Planning and Communication

1. Importance, characteristics, Different elements of planning and Planning Process
2. Approaches of Planning, Institutional Planning and role of Principal and various officers of education
3. Communication: Meaning, Concept, Administrative Communication
4. Importance of effective communication, Basic Principles of effective communication

Unit 3 Supervision and Inspection

1. Supervision, Inspections: Concept and Objectives
2. Supervision, Inspections: Principles
3. Supervision, Inspections: Techniques
4. Duty and responsibilities of Inspector and Supervisor

Unit 4 Leadership

1. Leadership: Meaning and Concept
2. Theory of Leadership
3. Leadership Styles: Motivational style, Supervisory Leadership, Autocratic leadership, Laissez Faire leadership
4. Modern concept of Leadership: Grid concept, Managerial Grid Concept
Tridimensional view of Educational management

Suggested Practical Work:

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.
3. Prepare a plan for the mobilization of different types of resources for a school form the community.
4. Analysis of School Education Act of a state.
5. Case studies of School Education Act of states with better results at the secondary/senior secondary levels.

Reference Books:

1. Agarwal, A. (2007) Curriculum Development: Concept, Methods and Techniques Book Enclave, New Delhi.
2. Alexander, R.J. (2001) Culture and Pedagogy: International Comparisons in Primary Education Oxford and Boston, Blackwell.
3. CIET (2006) The Process of Making National Curriculum Framework-2005: A Video Documentary both in Hindi and English, CIET, NCERT, New Delhi.
4. Daniel, H. & Porter, J. (2011) Educational Theories, Cultures and Learning: A Critical Perspective Routledge, London.
5. Ornstein, A.C., Pojak, E.F. & Ornstein, S.B. (2006) Contemporary Issues in Curriculum Allyn& Bacon, Boston.
6. Shastri M, C, (2010): Educational Management SSTCT Publication, Ahmedabad. (Guj.)
7. Shastri M,C,(2011): Educational Management SSTCT Publication, Ahmedabad
8. Shastri M, C, (2011): Educational Management LAP Lambert Publication, Germany.
9. Shastri M,C,(2011): Educational Planning & financing LAP Lambert Publication, Germany
10. Sultan M,M.: School Organization and Management Jammu Tavi: Joykay Book House,1989.
11. Wiles, J. (2009) Leading Curriculum Development Corwin Press, New Jersey.
12. Wiles, J. W.& Joseph, B.(2006) Curriculum Development: A Guide to Practice Pearson Publication, London.
13. રાણા, એ. જે. : શાખા નિરીક્ષણ અને અધિક્ષણ રેટ એકેડમી, અમદાવાદ.

Course No. C107
Semester – 3
PEDAGOGY OF CURRICULUM AND ASSESSMENT

Objectives

The students will be able to understand

1. Definition and meaning of curriculum Transaction.
2. Describe various methods/media for transaction.
3. Discuss approaches of curriculum transaction.
4. Explain role of ICT in curriculum Transaction.

Unit 1- (A) Meaning and Concept of Curriculum

1. Principles of curriculum development
2. Meaning and concept of curriculum, Curriculum as a Field of Study
3. Types of Curriculum
4. Evaluation of Curriculum

(B) Foundations of Curriculum

1. Psychological and Sociological Foundations of Curriculum
2. Basic Human Needs and Curriculum
3. Curriculum and the Role of Teachers, Curriculum Change

Unit 2- Curriculum Development

(A) Curriculum Planning

1. Levels of Curriculum Planning
2. Principles of Curriculum Planning
3. Defining Curriculum Planning
4. Curriculum Planning Framework
5. Development of Specific Curriculum Plans
6. Learner Involvement in Curriculum Planning
7. Improvement of Curriculum Planning
8. Trends and Issues in Curriculum

(B) Curriculum Designing

1. Components of Curriculum Design
2. Sources of Curriculum Design
3. Dimensions of Curriculum Design,
4. Curricular Approaches
5. Models of Curriculum Development,
6. Basic Takes of Curriculum Development
7. Hidden Curriculum

Unit 3- The Meaning of Curriculum Transaction & Structure of Curriculum

Material

1. Meaning of Curriculum transaction.
2. Minimum requirement for transaction of curriculum : (Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities institutional facilities, (classroom climate)

3. Curricular materials: Textbooks - presentation of content, language, illustrations, episode, stories and practice exercise etc.
 - a. Teacher's guide: its role in transaction.

Unit 4- Integration of ICT in Curriculum Transaction

1. Relationship between Curriculum Transaction and Instruction.
2. Instructional Design and Instructional System.
3. ICT in transaction of curriculum, its importance and role Various modes of ICT (TLM, CAL, CAI) for transaction with their strengths and limitation.
4. ICT use of in teaching-learning of social science Role of Communication in Transaction.

Suggested Practical Work:

1. Identify various criteria to evaluate textbook / programme /course.
2. Based on above criteria, evaluate any course/programme/curriculum
3. Identify Various issues involved in evaluation of course/programme/ curriculum

Reference Books:

1. Denis Lawton and et. Al.: Theory and Practice of Curriculum Studies Routledge and Kegan Paul, London, 1978.
2. Dewey, John: The Child and the Curriculum The University of Chicago Press, 1959.
3. Doll Ronald C. (1986): Curriculum Improvement: Decision Making Process London, Allyon and Bacon Inc.
4. Erickson, H.L (2002): Concept Based Curriculum and Instruction: Teaching beyond the facts Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
5. Goodlad, John I.: Curriculum a Janus Look The Record: 1968.
6. Gupta, Bishambar Das, Values in Education dyoatian 1966.
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Course No. C108
Semester – 3
ENTREPRENEURSHIP IN EDUCATION

Unit 1: Identifying Business Opportunity in Education

1. Education as Industry
2. Scope of Education
3. Product and Market
4. Conventional Versus Innovative Business
5. Evaluating our self
6. Resource-life and reliability
7. Linkage with resource-owners
8. Law
9. Infrastructural facilities and systems
10. Value addition

Unit 2: Considerations in Business Opportunities in Education

1. Spotting Ideas
2. Ideas From the Market Place
3. Ideas From Other Markets
4. Scarcity of products/Services
5. Export
6. Product Positioning / Differentiation
7. Government Policies
8. Policy Matters
9. Banking and Credit
10. Infrastructure Development and Operation
11. Consumer Protection

Unit 3: Sources of Information for Business Ideas in Education

1. Discussions, Getting Information out of Concerned Actors
2. Basic Guidelines
3. Information on Business Ideas
4. Specific Agencies
5. Reports on Industry and Market
6. Industry-Specific Technical Books
7. Detailed Reports on Market/Industries
8. Export/Import
9. Directories, Handbooks, Databases
10. Your Own Notes
11. Information access on Internet

Unit 4: Appropriateness of Business Idea and Case Studies

1. Viability of a Business , Idea to Details ,Basic Investment and Technical Know-How
2. Other requirements, Utilities, Implementation Time, Business Plan: Beyond Viability
3. The Final Decision, Measures of Profitability and Risk , Common Errors , Faith in the Idea
4. Success Stories of Entrepreneurs in Education
5. Case Studies: Successful Indian Entrepreneurs and Successful Foreign Entrepreneurs

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