CBCS

M.Ed. SYLLABUS

SEMESTER - IV

Note:
1. In this semester all the course carries of four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60   hours.
3. Evaluation Weightages for each unit is 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**

Course No. A009
Semester – 4
M.Ed. Core Course – IX
TREATMENT OF DATA & RESEARCH REPORT WRITING

Objective:

To enable student to understand

1. Theoretical understanding of treatment of data, their stages and its application.
2. The different strategies and techniques for data analysis
3. The uses of computer package
4. The different style of report writing and their application.
5. The cauterization of the report writing.
6. The characteristics of Philosophical, Psychological and Sociological researches in education.

Unit – 1: Treatment of data

1. Classification of data
2. Types of quantified data
3. Tabulation of data
4. Quantification and description of data
5. Selection of techniques for analysis of data
   a) Descriptive statistics (No Computation)
      - Measures of central tendency
      - Measures of variability
      - Percentage PR, P(n)
      - Co-relation (product moment and rank difference methods)
      - Significance of Measures
   b) Inferential statistics (No Computation)
      - Non-parametric methods : chi-square test, sign-test, median-test, Mann-Whitney U-Test, Kendal – T Test
      - Parametric methods : t-test (C.R.), F-test
   c) Elementary idea of Normal Probability Curve, its properties, uses, Sk & Ku, level of significance, One tailed- two tailed test, α error, β error

Unit-2 Use of Computer Packages and Conclusions and implications

1. Different computer packages, its use in data analysis
2. Generalization and conclusions
3. Deriving implications

Unit – 3: Writing research report: (Mechanics of writing research report)

1. Specific Considerations of Reports Writing
2. Some Technical Points of Report Writing – Quotations, Tables, Graphs and Appendices
3. Structure of Report Writing – Introductory part, Content part, Reference Related part
4. Errors Committed in Report Writing
5. Evaluation Criteria of Research Report

Unit-4 Chapters in Report Writing

1. Statement of Problem & Definition of Key Words

2. Review of Related Literature
3. Research Design
4. Treatment of Data
5. Summary, Finding and Recommendations

Suggested Practical Work:
1. Analytical review of past researches of a research
2. Errors committed in a past research report and/or evaluation of past research
3. Treatment of the data adopted in a particular research by the researcher
4. Preparation of synopsis of your Dissertation topic and present in your group seminar
5. Prepare Research Proposal of Minor Research Project on any topic of Educational Research.

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

Bhakta Kavi Narsinh Mehta University, Junagadh : M.Ed. Curriculum in force from June - 2018

Course No. B105
Semester – 4
ISSUES AND CHALLENGES IN PRIMARY EDUCATION

Objective:
The trainees will be able:

1. To know and understand the development of Primary Education in India and Gujarat.
2. Understand the recommendation if various commissions in terms of Primary Education.
3. Know the resisting questions in terms of Primary Education and understand about their solutions.
4. Know about various programs for quality improvement of Primary Education and understand in terms of its implementation.
5. Understand new dimensions in terms of expanding horizons of Primary Education.

Unit-1 Development of Primary Education in India and Gujarat

1. Concept and need of primary education
2. Development and current studies of primary education in India
3. Development and current studies of primary education in Gujarat
4. Primary Education in India and Gujarat
5. Comparison of primary education of America, Australia, U.K. and Japan in world context.

Unit-2 Recommendation of various commissions in terms of Primary Education.

1. Recommendation of various commissions in terms of Primary Education before independence.
2. Recommendation of Kothari Commissions 1964-66, National Education Policy, 1986, Implementation program of 1992 in terms of development of primary education after independence.
3. Recommendations of Ishwarbhai Patel review committee, 1976-77 about productive work useful for society in primary education without burden "Recommendations of D'lors commission in terms of four pillors of education and recommendations of Gyanpanch Knowledge Committee in terms of Primary Education.

Unit-3 Questions and solutions of primary education

1. Constitution's Article 45 and Right to Education in terms of Universalization of primary education
2. Registration, enrollment, program and stability at primary level
3. Primary education of SC, ST and Gifted Children and attempts of adjustment
4. Current issues of Primary Education in Gujarat
5. Teacher Student Ratio at primary and upper primary level
6. Administrative and other supporting staff
7. Different Non-Academic Actives of teachers and its effects
8. Solutions: SWOT analysis

Unit-4 Innovations in Primary Education

4. Language Education and medium of instruction – mother tongue at primary level.
5. Art, Music, Yoga Education in terms in Physical Education at primary level and the roll of teacher.
6. Concept, Nature and need of adolescent education at primary level and the roll of teacher.
7. Scholastic Comprehensive Evaluation at Primary level.
8. Virtual Classroom Education (BISAG)

Suggested Practical Work:

1. Prepare a report based last 5 years' Dias report showing situation of primary education in Gujarat.
2. Prepare a review report in terms implementation of recommendations of various commissions on development and quality of primary education.
3. Prepare a report in terms of universalization and RTE implementation in 5 schools of any Taluka
4. Prepare a report in terms of Government schemes of the education of SC, ST and gifted children.
5. Visit a school and prepare a report in terms of scholastic comprehensive evaluation in Std. 3 to 6.
6. Prepare a report by visiting school and teachers in terms of cost discrimination at primary level.
7. Prepare a report on SWOT analysis by visiting various types of Primary school, CBSC, Navodaya Vidyalaya, Kasturba Gandhi Bal Vidyalaya (KGBV)
8. Prepare a report by studding activities and problems of CRC and BRC
9. Organize a discussion meeting and prepare a report in terms of situated as questions received in the question box for adolescents in primary school
10. Study and prepare a report about the responses of parents and teachers on mother tongue as a medium of instruction.

Reference Books:

1. દવે જયેન્દ્ર, પટેલ મોતીભાઈ (૧૯૯૨). (પાંચમી આવૃત્તિ) : ભારતીય શિક્ષણના નુતન પ્રવાહો અને સમસ્યાઓ, અમદાવાદ : બી.એસ. શાહ પ્રકાશન.

2. દેસાઈ ધનવંત (૧૯૭૩). કેળવણીનું નવનિર્માણ કોઠાર શિક્ષણ પંચની ભલામણો, અમદાવાદ : એ. આર. શેઠની કંપની.

4. ધનવંત દેસાઈ (૧૯૬૯). અર્વાચીન ભારતીય કેળવણીનો વિકાસ, વડોદરા : મ.સ.યુનિવર્સિટી.

5. પાઠક અને શુકલ (૨૦૦૩).ભારતમાં શૈક્ષણિક પ્રણાલીનો વિકાસ, અમદાવાદ :વારષેણ પ્રકાશન.

6. મફતભાઈ પટેલ (૧૯૯૭). પ્રાથમિક શિક્ષણ એક અવલોકન, અમદાવાદ: શ્વેતા પ્રકાશન.

7. પટેલ, દવે, પાઠક (૧૯૮૫). પ્રાથમિક શિક્ષણના પ્રવાહો અને પ્રશ્નો, ગાંધીનગર, ગુજરાત રાજ્ય પા.પુ.મંડળ.

8. કરવેકર આરતી અને પટેલ વિનુભાઈ (૨૦૦૩). તારુણ્યશિક્ષણ અને પ્રજનન સ્વાસ્થ્ય, અમદાવાદ,સ્વાસ્થ્ય સેવા ટ્રસ્ટ પ્રકાશન

9. યશપાલ કમિટીનો અહેવાલ : નવી દિલ્હી, ભારત સરકાર, એમ. એચ. આર. ડી.

10. શેઠ શાંતિભાઈ અને રાવલ આર. સી. (૨૦૦૨). પ્રત્યાપન અભ્યાસક્રમ વિશેષાંક, ગાંધીનગર, ગુજરાત રાજ્ય શાળા પા.પુ. મંડળ.

11. પટેલ મોતીભાઈ (૨૦૦૫). શિક્ષણના સામ્પ્રત પ્રવાહો અને શિક્ષણની અસ્મિતા, અમદાવાદ : બી.એસ.શાહ પ્રકાશન.

12. પટેલ મોતીભાઈ (૨૦૦૩). ભારતીય શિક્ષણનો ઈતિહાસ : એક ઝલક, અમદાવાદ : બી.એસ.શાહ પ્રકાશન.

13. પટેલ મોતીભાઈ (૨૦૦૯). કેળવણીનો કોયડો, અમદાવાદ : પદ્મ પબ્લિકેશન.

14. પટેલ મોતીભાઈ (૨૦૦૯). શિક્ષણના પ્રવાહો, અમદાવાદ : પદ્મ પબ્લિકેશન.

15. પટેલ મોતીભાઈ (૨૦૦૯). વિદ્યાની વ્યથા કથા, અમદાવાદ : પદ્મ પબ્લિકેશન.

16. અલતેકર, એ. એસ. (૧૯૬૫). પ્રાચીન ભારતમાં શિક્ષણ, અમદાવાદ : ગુજરાત યુનિવર્સિટી પ્રકાશન.

17. ભાલ જે. ડી. (૧૯૯૭). (બીજી આવૃત્તિ) ભારતની શિક્ષણ વ્યવસ્થા, અમદાવાદ યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

18. તોમર લજ્જારામ (૧૯૮૪) ભારતીય શિક્ષણના મૂળતત્વો, અમદાવાદ ગુજરાત યુનિવર્સિટી, સંસ્કાર ગુજરાત.

19. યોગક્ષેમ માનવ ગૌરવ સંસ્થાન. (૨૦૦૭). પ્રાથમિક શિક્ષણ અને કાયદો ન્યૂ દિલ્હી : મીનીસ્ટ્રી ઓફ લો જસ્ટીસ લેજિસ્લેટીવ ડીપાર્ટમેન્ટ.

20. મિશ્રા, રામેશ્વર (1999) भारतीय शिक्षाके लक्ष्य नई दिल्ली, एन. सी. टी. ई.

21. મિશ્રા, विद्यानिवास, (1965) अध्यापन भारतीय दृष्टि नई दिल्ली, एन. सी. टी. ई.

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23. Mohanty J. (1992) Current issues in Education New Delhi, Cosmo Publication.

24. UNESCO (2006): Teachers and Educational Quality : Monitoring Global Needs for 2015 UNESCO Publication. Montreal.

25. References Celin Richard (1984). The Study of Elementary Education and Resource Book. Vol. I.

26. Government of India (1986) National Policy on Education New Delhi, MHRD

27. Government of India (1987) Programme of Action New Delhi, MHRD

28. Government of India (1987) Report of the Committee for Review of National Policy on Education New Delhi. MHRD.

29. Hayes, Denis (2008) : Elementary Teaching Today : An Introduction Roultedge Publication.

30. Kurrian, J. (1993) Elementary Education in India New Delhi : Concept Publication.

31. Mohanty, J.N.(2002): Elementary and Elementary Education Deep &Deep Publications, New Delhi.

32. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.

33. Rao, V.K.(2007): Universatisation of Elementary Education Indian Publishers, New Delhi.

34. NCTE, (2004) : Teacher Education Curriculum New Delhi.

35. The Study of Elementary Education – A Source Book, (1971) :Volume I &II, 1984 Victor &Leaner : Readiness in Science Education for the Elementary School, McMillan Co.,N.Y.

Course No. B106
Semester – 4
Pedagogy of Curriculum in Primary Education

Objectives:

The trainees should be able to

1. Understand the concept need of curriculum
2. Understands the principles, objective and features of construction of curriculum in the field of primary education
3. Understand the related the curriculum transition strategy
4. Understand the curriculum evaluation and its various approaches
5. Understand various problems of curriculum development

Unit-1 Principles and Structure of Curriculum

1. Meaning, Nature and Need of Curriculum
2. Principles and features of Curriculum
3. Structure of National Curriculum (2005) and Structure of National Curriculum of Teacher Training (2009)
4. Difference between Curriculum and Syllabus

Unit-2 Principles of Curriculum Development and Analysis of Syllabus

1. Principles of Curriculum Development: Philosophy Based, Psychology Based and Social Based.
2. Factors of Syllabus analysis and content material of syllabus
3. Text book writing structure and characteristics
4. Methodology of development: Workbook, Teacher handbook

Unit-3 Teacher and Curriculum transition strategy

1. Thought and constructivism based on curriculum
2. Joyful Education due to teachers and methodology
3. Teaching of Life skills and creativity
4. Analysis of curriculum of Primary Education and role of ICT.
5. Pragna Abhigam

Unit-4 Curriculum Evaluation and research

1. Meaning and Nature of Curriculum Evaluation
2. Approaches of Curriculum evaluation Continues Comprehensive Education (CCE) and Scholastic Comprehensive Evaluation
3. Constructivist approach, meaning, importance, characteristics, content validity Summative valuation: concept, importance, evaluation of formal students, opinions of teachers, responses of parents, situation based analysis and interview
4. Research in Curriculum: Curriculum weightages, Curriculum reforms, Curriculum planning and Future Direction.

Reference Books:

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- દેસાઈ ધનવંત અને ચૌધરી રાયસિંહભાઈ (૧૯૮૭). શૈક્ષણિક આયોજન અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

- પટેલ અને પંડ્યા (૨૦૦૯). શાળા વ્યવસ્થાપન અને પ્રવર્તમાન ગાંધીનગર : ગુજરાત રાજ્ય પાઠ્યપુસ્તક મંડળ.

- પટેલ મોતીભાઈ, દવે જયેન્દ્રભાઈ અને અન્ય (૨૦૦૩). શાળા પ્રબંધ અમદાવાદ : ગુર્જર ગ્રંથરત્ન કાર્યાલય.

- પાઠક અને મોદી (૧૯૯૪). શાળા વ્યવસ્થાપન અને શૈક્ષણિક સંગઠન અમદાવાદ : નિરવ પ્રકાશન.

- મમર મુખોપાધ્યા (૨૦૦૨). શિક્ષણમાં સંપૂર્ણ ગુણવતા વ્યવસ્થાપન ગાંધીનગર : ગુજરાત માધ્યમિક અને ઉચ્ચતર માધ્યમિક શિક્ષણ બોર્ડ.

- મિશ્રા મંજુ (2007) વિદ્યાલય પ્રશાસન એવં સ્વાસ્થ્ય શિક્ષા નઈ દિલ્લી, ઓમેગત પબ્લિશિંગ હાઉસ

- મિશ્રા મહેન્દ્ર (2007) શૈક્ષાર્ક પ્રબન્ધ એવં વિદ્યાલય સંગઠન જયપુર યુનિવર્સિટી બુક્સ હાઉસ

- ગૌતમ માલવી (2007) વિદ્યાલય પ્રશાસન નઈ દિલ્લી, વંધના પબ્લિકેશન

- H. Philip Gombs (1970) Organizational behavioure Concept Controversies- Applications (8[th]ed). New Delhi : Hall of India.

- Srivastsv, G.N.P. (2000). Management of Teacher Education New Delhi : Concept. Stonner, Management.

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- Less Bell &Howard Stevenson (2006): Education Policy: Process Themes and Importance Routledge.

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- Bush, Tony &Less, Bell (2002): The principals &Practice of Educational Management. London: Paul Chapman Publishing.

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Course No. B107
Semester – 4
EDUCATION MANAGEMENT & ORGANIZATION
IN PRIMARY EDUCATION

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Objectives:

The trainees should be able to

1. Understand various polices of Government planning and their introduction at primary level
2. Think about planning, policy and execution strategy of primary level
3. Understand about school organization and Education Management
4. Understand about innovative contribution of school education management and planning
5. Understand about organization, policy, research and innovation at school level
6. Understand about the structure of the Universal Elementary Education (UEE)

Unit-1 Management of Primary Education and Current Policies

1. Management of Primary Education: Meaning, Concept, need, nature of management and educational management
2. Current Policies and Execution Strategy: Primary education committee in central government, state government, district, rural area, district panchayat, urban area, and idea of management of school management committee.
3. Nature of management of various types of primary school: Government school, private school, Grant-in-aid school, Navodaya Vidyalaya, CBSE, District Panchayat managed school, school at local level
4. Strategy for fully priority fields, implementation system, training and research and orientation management of DISE for education for management at local level

Unit-2 Planning and School Management

1. Planning: Planning design and dimension required forms and structure of selection of place for primary school
2. Teacher student ratio, program for profession development for teachers, functions and role of construction of school management committee
3. District education office, role, duties and functions, construction and importance of Parent-Teacher Association
4. School based criteria, facility criteria and teacher based criteria.

Unit-3 Universalization of Elementary Education (UEE)

1. Concept, importance and resisting factors of Universalization of Elementary Education
2. Current situation of Universalization of Elementary Education in India, Right to Education Act, 2009 and remedies for strategy of Universalization
3. Overall thinking about nature of structure up to Std. 7 regulatory primary education in India, and Regulation of Primary Education Comparison of primary education with other countries of the world (America, Japan, England, Australia, Finland)

Unit-4 Programs and Policies of Primary Education

1. Operation Black Board scheme and its implementation
2. Mid-day Meal Scheme and its implementation
3. Sarva Siksha Abhiyan (SSA) – Concept, objectives and implementation
4. Concept, nature and implementation of school of comprehensive evaluation (SCE)
5. Different Programs: Pravesh Utsav, Kanya Kedavani, Gunotsav, Balmela
6. In-Service training program.

Suggested Practical Work:

1. Prepare a report by collecting articles by using newspapers, periodical and intent in terms of policy and operation strategy about primary education by central and state government.
2. How does the management of primary schools managed by District Panchayat in Rural areas and Municipal School Board in Urban areas work? – Prepare a report.
3. Prepare a report on teacher-student ratio, strength of standard wise students, subject teaches of any one school of your district according to provision of RTE Act 2009
4. Prepare a report for evaluating the activities of a district in terms of SSA
5. Evaluate quantitatively and qualitatively the Mid-day Meal Scheme in Rural and Urban schools
6. Organize and administrator an orientation program in terms of RTE
7. Prepare a report on functions and problems of primary education officer, education Inspector, BRC, CRC and coordinator
8. Prepare a comparative note on primary school and residential school
9. Prepare a report suggesting steps to solve problems of primary schools at primary level
10. Prepare a report on review regulatory quality importance of primary school of urban area
11. Prepare a report on reviewing annual planning and implementation of a primary school
12. Review in terms of qualitative management of a primary school in terms of responsible leadership and participating management
13. Prepare a report by constructive and trying out of a school evaluation criteria for evaluation of primary school
14. Prepare a report by SWOT analysis of a primary school
15. Find out a program run by central government and test its effectiveness

Reference Books:

1. Dewey, John (1966). The Child and the Curriculum The University of Chicago Press.
2. NCTE (2009) National Curriculum Framework for Teacher Education
3. NCERT (2000). National Curriculum Framework for for School Education NCERT, New Delhi.

4.	NCERT (2005). National Curriculum Framework-2005 NCERT, Sri Aurobindo Marg, New Delhi.

5.	Wiles, J.W. &Joseph Bondi (2006) Curriculum Development: A Guide to practice

6.	Veer U. (2004) Modern Teaching and Curriculum Management Anmol Publication Private Limited, New Delhi.

7.	NCERT (1984). Curriculum and Evaluation NCERT, New Delhi.

8.	NCERT (2006): Systematic reforms for curriculum change New Delhi.

9.	Erickson, H.L. (2002): Concept-based Curriculum and Instruction Crown Press, Inc. California. NCERT (2005): National Curriculum Framework NCERT, New Delhi.

10.	National Curriculum for Elementary and Secondary Education (1998) – A Framework NCERT, New Delhi.

11.	NCERT (2005): Position paper on Teacher Education for Curricular Renewal New Delhi.

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Course No. B108
Semester – 4
ISSUES AND CHALLENGES IN SECONDARY EDUCATION

Objectives:

After completion of this course the student shall be able to

1. Understand different forms and issues of in equality and inequity in education, and the ways to address the min the school and classroom situations.
2. Realize the importance of the right to education and the provisions in theRTEAct2009.
3. Identify the indicators and standards of quality in education and implement the strategies for enhancing the quality of school education.
4. Understand the domains of human rights and role of education to safeguard the rights.
5. Realize the need for integration of environmental concerns in school education.
6. Understand the strategies for development to skills and the role of teachers in developing the life skills.
7. State relation between population growth and environmental population.

Unit-1 Equality and Equity in Education

1. Equality and equity : Meaning, need and importance ;Equality of educational opportunities -Related Constitutional provisions.
2. Nature and forms of in equality with reference to Gender, Socio-Economic Status, socio- cultural status, Minority (Linguistic & Religious), Locality(Rural-Urban-Tribal), Children with special needs (CWSN). Inclusive Education for addressing inequity
3. RTE, SSA, and RMSA; Provisions for addressing inequality

Unit-2Quality in Education

1. Concept of quality in Education; Indicators of Quality Education- Academic and Organizational and Role of teachers for enhancing quality in education.
2. Quality improvement in education– Setting up standards for performance, supporting inputs, adoption of flexible strategies for learning, and monitoring
3. Organizational strategies for enhancement of quality in school education.
4. Resource support institutions for quality enhancement : NCERT, NUEPA, NIOS, DRC– Structure and functions

Unit-3Human Rights and Peace Education

1. Human rights: Concept, fundamental rights in Indian constitution & background to humanities
2. Domain of Human Rights: RTI, Poverty, Child Labor, Child Rights, Rights of Woman; Social role of Education in safeguarding Human Rights
3. PeaceEducation:ConceptandrelevanceinNationalandInternationalcontexts; Quality of life and Peace
4. Role of education in promoting peace.

Unit-4: Education for environmental concerns

1. Protection and conservation of environment– need are importance in global and local contexts.
2. Policies for protecting and conserving environment and Measures for environmental conservation: Management of Natural Resources, Bio-diversity concept of sustainable development.
3. Environmental Education: Integration of environmental concerns in school curriculum.
4. Strategies for sensitizing learners towards protection of environment and its conservation and Relation between population growth and Environmental Pollution.

Suggested Practical Work:

Each student- teacher is required to submit one assignment selecting from area given below:

1. Observation and reporting on fulfillment of RTE provisions in any school.
2. Identification of Iniquitous treatment observed in classroom and school situations and preparation of report.
3. Assessment of quality of education in any school as per the organizational / academic indicators.
4. Analysis of anyone textbook with regard to incorporation of environmental concerns.
5. Preparation of are port on community action and practices in promoting life- skill among the young mass.
6. Observation and reporting on violation of child rights in any locality.

Reference Books:

1. Government of India (1992).*Report of core group on value orientation to education* New Delhi: Planning Commission, Government of India.
2. Kaur,B.(2006).*Teachingpeace,conflictandpride*NewDelhi:PenguinBooks.
3. Kumar, Arvind (2003). *Environmental challenges of the 21st century* New Delhi: APH Publishing Corporation.
4. Puri, M.& Abraham.(Eds.) (2004). *Handbook of inclusive education for educators, administrators and planners* New Delhi: Sage Publications.
5. Sharma, R. A. (1998). *Environmental Education* Meerut: Surya Publication
6. UNESCO (1990). *Source Book on environmental education for secondary teachers* Bangkok: UNESCO Principal Regional Office for Asia Pacific.

7. UNESCO (1994). Source Book on environmental education for elementary teacher educators Bangkok: UNESCO Principal Regional Office for Asia Pacific.

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9. UNESCO (1998). *Educating for a sustainable future: Atrans disciplinary vision for concerted action* Paris: UNESCO.

10. UNESCO (2001). *Learning the way to peace: A teacher's guide to Peace education*

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12. UNESCO (2004). *Education for all: the quality imperative* EFA Global Monitoring Report. Paris: UNSECO.

13. UNESCO (2012). *Shaping the education of tomorrow: 2012 report on the Un decade of education for sustainable development* Paris: UNSECO.

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15. 18. WHO (1997). *Life skills education for children and adolescents in schools: Introduction and guidelines to facilitate the development and implementation of life skills programmes* Geneva: Division of Mental Health and Prevention of substance abuse, World Health Organization.

19. WHO (1999). *Partners in lie skill straining: conclusions form a united nations inter- agency meeting* Geneva: WHO.

20. WHO (2004). *Skills for health*: *An important entry- point for health promoting/ child friendly schools* Geneva: WHO.

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Course No. B109
Semester – 4
PEDAGOGYOF CURRICULUM INSECONDARY EDUCATION

Objectives: On completion of the course the students will be able to:
1. Understand the Pedagogy and Curriculum of secondary and senior secondary education
2. know the theoretical schools of thought and their pedagogies
3. know teaching strategies and multiple intelligence
4. learn to evaluate curriculum

Unit: 1 Pedagogy and Curriculum
1. Concept and Meaning of pedagogy- effective pedagogy.
2. Models of Pedagogy: Performance Model, Competence Model.
3. Content-driven curricula, Process-driven curricula, Objectives-driven curricula, Competence based curriculum.
4. A quality teacher.

Unit: 2 Theoretical institutes of good teacher orientation to pedagogy
1. Behaviourism, Teacher-centred learning, 'Performance', visible pedagogy.
2. Constructivism, Child-centred learning, 'Competence' or invisible pedagogy.
3. Social constructivism, Teacher-guided, Learner –student centred learning.
4. Liberationist, democracy, Critical pedagogies.

Unit: 3 Teaching Strategies
1. Thinking Skills strategies such as De Bono's Six Thinking bits and Mind Mapping
2. Co-operative learning, left and right brain functions
3. Bloom's Taxonomy – the cognitive and affective domains; Habits of Mind (16 Intelligences) - Art Costa.
4. Effective Teaching Practice Strategies: visual presentation, the act of setting or providing tasks and related skills.

Unit: 4 Curriculum and Evaluation in Secondary Education
1. Principles of School Curriculum Development at Secondary and higher Secondary, CCE (Continuous Comprehensive Education) in Teacher Education.
2. Continuous Comprehensive Education in summative and formative.
3. Evaluation of school experience/ internship programmes. Objectives and Planning.
4. Organization and regulation of internal assessment in PSTE: Pre Service Teacher Education.
5. Teacher appraisal tools & techniques.
6. Teacher self-appraisal, Peer appraisal and appraisal by learners.

Suggested Practical work:

1. Demonstrating a training technique with peers
2. Constructing tool for evaluation of specified skills/ understanding/ attitudes Evaluation of anyone of the in-service teacher training programme organized by anyone of the resource institutions
3. Preparation of a plan for INSET of the teachers of school.
4. Construction of Tools for identification of Training needs in different subject areas.
5. Identification of Training needs of a group of teachers of a school.
6. Preparationofself-learningmaterial-contentforsecondaryschoolteachers.
7. Appraisal of a training programme organized by DIET/IASE/CTE.

Reference Books:

1. Abbey, N., Pedagogy: The Key Issue in Education, Discussion Paper Parts 1 & 2, 2003AgrawalM(2004)
2. Curricular reforming schools: The importance of evaluation, *Journal of Curriculum Studies*36 (3):361-379.
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15. Silver, HF., Strong, R.W., Perini, M.J., So Each May Learn–Integrating Learning Styles and Multiple Intelligences ASCD,2000

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Course No. B110

Semester – 4

EDUCATIONAL MANAGEMENT IN SECONDARY EDUCATION

Objectives:

After completion of this course the student-teacher shall be liable to:

1. Understand the importance of educational planning and school management.
2. Prepare a list of resources in school for effective school management.
3. Understand the ways of resolving problems in classroom management.
4. Analyze different learning resources for effective classroom management.

Unit1: Educational Planning and School Management

1. Educational Planning- Concept, Types (National, State and District; Short Term and long term; Macro and Micro)
2. School Management- Meaning, Importance, Types and Process, School Development Plan–Meaning, Nature, Importance and Steps
3. State Policies in School Development Plan and School Management
4. Role of Teacher, SMDC and Community in the preparation of school development plan and in school management.

Unit2: Resource Management

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

Unit 3: Monitoring the School

1. Monitoring – Meaning, Importance and scope
2. Objectives of monitoring at the secondary levels
3. Mechanisms of monitoring: Structure, personnel and functions; Ongoing,
4. Monitoring practices and related issues and Conflict Management

Unit 4 : Classroom Management

1. Effective classroom management for quality learning: Teacher as a facilitator/manager of classroom learning
2. Components of Classroom Environment: Learning situation, Space and Time, Motivation and Discipline

3. Management of learning situations: Management of group and Individualized learning, Management of space and time : Seating arrangement and Time allocation

4. Management of Motivation and Discipline. Student involvement in the development, collection/procurement, use and management of learning resources.

Suggested Practical Work:

Each student-teacher is required to submission assignment from the given below:
1. Case study of a child with behavioral problems
2. Survey of resources available in a school and the manner of their utilization.
3. Appraisal of a School Development Plan.
4. Preparation of a plan for ensuring quality learning in a class/ subject using ICT
5. Assessment of the existing monitoring mechanism at the secondary level in the state and suggestions for improvement.

Reference Books:

1. Emmer, E.T. & Everson, C.M. (2008). *Classroom management for middle and high school teachers* (8ᵗʰed.) New York: Allyn and Bacon.
2. Glasser, William (1993).*The Quality school Teacher* New York, NY: Harper Collins Publishers, Inc. Glasser, William (1990). *The Quality School* New York, NY: Harper Collins Publishers, Inc.
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4. Govt. of India (1986/1992). *National Policy of Education* New Delhi: Department of Education. Marsh, C. (2000). *Handbook for beginning teachers* (2ⁿᵈ ed.) Melbourne: Pearson Education.
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Bhakta Kavi Narsinh Mehta University
Junagadh

M. Ed.
<u>Dissertation Evaluation Report</u>

Code Number of Dissertation: ……………………………

Title of the Dissertation:

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Special Features of the Dissertation:

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Suggestions regarding Dissertation:

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Questions for VIVA VOCE:

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5. ………………………………………………………………………………………………...

Date: …………………….

Name and Signature of Examiner

Appendix - A

Bhakta Kavi Narsinh Mehta University
Junagadh

M. Ed. Dissertation Evaluation Mark Sheet

Name of the Examiner : . . . .

Sr. No.	Particular	Marks	Code no. of the students					
1	Introduction, Key Explanation, Statement of the problem	**10**						
2	Objectives, Hypothesis	**08**						
3	Limitations, Definitions of the terms (Key Words), Variables	**05**						
4	Review of related literatures	**10**						
5	Population and Sample	**10**						
6	Tools for data collection	**10**						
7	Methods of data collection and Data analysis.	**05**						
8	Classification of data, tabulation and data interpretation	**25**						
9	Summary of research	**08**						
10	Conclusions/Findings	**08**						
11	Educational Implication and suggestions	**08**						
12	Foot Note/References/Bibliography	**05**						
13	Overall Impression	**08**						
	Total	**120**						

Date : ....   Signature of the Examiner

Note: Assessment of Dissertation in M.Ed. is 150 Marks. In which 120 Marks for evaluation of dissertation and 30 Marks for viva examination

Appendix – B

Bhakta Kavi Narsinh Mehta University Junagadh

M. Ed. Dissertation VIVA Evaluation Mark Sheet

N a m e o f t h e E x a m i n e r : . . . .

Sr. No.	Particular	Marks	Code number of the Students									
1	Knowledge about special features of the dissertation	10										
2	Clarity regarding suggestions	10										
3	Questions related to the report	10										
	Total Marks	30										

Date: ....

Signature of the Examiner

Note: Assessment of dissertation in M.Ed. is 150 Marks. In which 120 Marks for
Dissertation Evaluation and 30 Marks for Viva Examination

OUR GUIDELINE SOURCES

- **Curriculum Framework Two Year M.Ed. Programme (December, 2014), NCTE, New Delhi. www.ncte-india.org**

- **National Curriculum Framework (NCF-2009) For Teacher Education, Towards Preparing Professional and Humane Teachers, NCTE, New Delhi.**

- **We have adopted the Curriculum from Gujarat University, Ahmedabad with minor changes. We are Thankful to (1) Prof. (Dr.) J. P. Maiyani (Vice Chancellor – Bhakta Kavi Narsinh Mehta University, Junagadh) and (2) Prof. (Dr.) R. S. Patel (HOD, Department of Education – Gujarat University, Ahmedabad) to Guide us in this Concern.**

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