

## M.Ed. Semester Wise Course

### SEMESTER-I (20 Credits)

Sr. No.	Paper Title	Core/Spl Core Core/sec Core;Ele Spec/sec Spcl	Credit(s)/ Total	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands On/Students Activity/Seminar/ Workshop/etc	Weightage for Internal Examination (Marks)	Total
1	Research Methodology-I	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
	Research Proposal		1	1 (16 Hrs.)	25			25
2	Sociological, Historical, Political & Economic Prospective of Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	Psychology of Learning and Development	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
	Psychology Practical		1	1 (16 Hrs.)	25			25
4	Educational Studies	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
5	Communication and Expository Writing	Total Subject	1	0	0	1 (32 Hrs.)	30	30
6	Self Development (Yoga etc.)	Total Subject	1	0	0	1 (32 Hrs.)	30	30
		<b>Total</b>	<b>20</b>	<b>14</b>		<b>6</b>		<b>510</b>

**SEMESTER-II (21 Credits)**

<b>Sr. No.</b>	<b>Paper Title</b>	<b>Core/Spl Core/sec Core;Ele Specl/sec Spl</b>	<b>Credit(s) / Ours</b>	<b>Class Teaching (Credit &amp; Hours)</b>	<b>Weightage for External Examination (Marks)</b>	<b>Practicum/ Hands On/Students Activity/Seminar / Workshop/etc</b>	<b>Weightage for Internatl Examination (Marks)</b>	<b>Total</b>
1	Research Methodology-II	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
2	Teacher Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	Curriculum Studies	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
4	Philosophical Perspectives of Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
5	Dissertation Related Work	Research Work	2	0	0	2 (64 Hrs.) Progress Report	30	30
6	Internship in Teacher Education Institutions	Teacher Education	2	0	0	2 Week (64 Hrs.)	30	30
7	Communication and Expository Writing	Total Subject	1	0	0	1 (32 Hrs.)	30	30
			21	12		09		490

**SEMESTER-III (19 Credits)**

<b>Sr. No.</b>	<b>Paper Title</b>	<b>Core/Spl Core Core/sec Core;Ele Specl/sec Spl</b>	<b>Credit(s)/ Total</b>	<b>Class Teaching (Credit &amp; Hours)</b>	<b>Weightage for External Examination (Marks)</b>	<b>Practicum/ Hands On/Students Activity/Seminar/ Workshop/etc</b>	<b>Weightage for Internal Examination (Marks)</b>	<b>Total</b>
1	Methodology of Educational Research-III	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
2	Specialization Core Course in Elementary Education-I	Spl Core (A)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	Specialization Core Course in Elementary Education-II	Spl Core (A)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
<b>OR</b>								
2	Specialization Core Course in Secondary and Higher Secondary Education-I	Spl Core (B)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	Specialization Core Course in Secondary and Higher Secondary Education-II	Spl Core (B)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
4	Disertation Related Work	Research	02	0	0	2 (64 Hrs.) Progress Report	30	30
5	Internship in Teacher Education Institutions		04			4(128 Hrs.) 4 Week	60	60
6	Research Paper Presentation		01			1 (32 Hrs.)	30	30
	<b>Total</b>		<b>19</b>	<b>9</b>	<b>210</b>	<b>10</b>		<b>420</b>

**SEMESTER-IV (21 Credits)**

<b>Sr. No.</b>	<b>Paper Title</b>	<b>Core/Spl Core Core/sec Core;Ele Specl/sec Spl</b>	<b>Credit / ours</b>	<b>Class Teachin g</b>	<b>Weightage for External Examinati on (Marks)</b>	<b>Practicum/ Hands On/Students Activity/Semi nar/ Workshop/etc</b>	<b>Researc h</b>	<b>Weigh tage for Intern al Exami nation (Mark s)</b>	<b>Total</b>
<b>1</b>	<b>Teacher Education-II</b>	<b>Core</b>	<b>4</b>	<b>3 (48 Hrs.)</b>	<b>70</b>	<b>1 (32 Hrs.)</b>		<b>30</b>	<b>100</b>
<b>2</b>	Curriculum and Assessment in secondary Education	<b>Specialization</b>	<b>4</b>	<b>3</b>	<b>70</b>	<b>1</b>		<b>30</b>	<b>100</b>
<b>3</b>	Guidance & Counseling	<b>Specialization</b>	<b>4</b>	<b>3</b>	<b>70</b>	<b>1</b>		<b>30</b>	<b>100</b>
<b>4</b>	Psychology Testing	<b>Specialization</b>	<b>4</b>	<b>3</b>	<b>70</b>	<b>1</b>		<b>30</b>	<b>100</b>
				<b>Or</b>					
<b>4</b>	Statistical Methods for analysis of data	<b>Specialization</b>	<b>4</b>	<b>3</b>	<b>70</b>	<b>1</b>		<b>30</b>	<b>100</b>
<b>5</b>	<b>Dissertation</b>	<b>Research (Relating to Specialization )</b>	<b>4</b>		<b>100Extern al Ass.</b>	<b>4</b>	<b>4 (128 Hrs.)</b>	<b>Viva 50</b>	<b>150</b>
<b>6</b>	<b>Visit Education Institution</b>		<b>1</b>					<b>30</b>	<b>30</b>
			<b>21</b>	<b>12</b>		<b>8</b>			<b>580</b>

પ્રથમ સેમેસ્ટરમાં CC-2 Historical, Sociological, Political and Economic Perspectives of Education (Credit-4) માં નીચે મુજબ અભ્યાસક્રમ મંજૂર કરવા વિનંતી.

### Objectives :

- To enable the student to develop knowledge and understanding of the history of education.
- To enable the students to understand the historical foundation of education as manifest in the historical documents such as the reports of different commons and committees.
- To enable the students to understand concept and process of social organization and institution.
- To acquaint the students with role of politics in education.
- To enable the students to understand relationship between politics and education.
- To acquaint the students with role of education in economic development.

### Course Content

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#### Unit-1 Historical Development of Indian Education

##### 1.1 Education in Ancient India

- Education system of vedic time and post vedic time.
- Gurukul and Residential Education system.

##### 1.2 Education in Medival India

- Education centres of Medival India.
  1. Takshshila
  2. Nalanda
  3. Vikramsheela
  4. Vallabhi
  5. Odantpuri
  6. Mithila

##### 1.3 National Educational Movement

- Background of National Education
- Meaning of National Education and reasons of its emergence.
- The beginning of National Education.
- Contribution of National Schools in National Education.
- Proposal of Gopal Krishna Gokhle (1904)

##### 1.4 Basic Education Movement

- Background of Basic Education.
- Why Basic Education ?
- Recommendations of Vardha committee/Dr. Zakir Hussein Committee (1937)

##### 1.5 Recommendations of Various primary and Secondary Standard committees with reference to only teachers/training.

1. National Policy of Education (1968)

2. New Policy of Education (1986)
3. National Education Policy-Critical Committee Acharya Rammurti (1990-92)
4. Pro. Yashpal Committee Report (1993)

**Unit-2 Sociological perspective of Education**

- 2.1 Concept and Nature of Sociology of Education
- 2.2 Social Stratification s: Concept and Impact on Education
- 2.3 Concept of social change and Factors affecting social change on education
- 2.4 Role of Education in the Social Change and Social activities

**Unit-3 Political Perspectives of Education**

- 3.1 Education Policy – According to different system of politics.
  - System of Socialism and Education.
  - Democracy and Education.
- 3.2 Democracy and Education : Objectives and Programmes.
- 3.3 Privatization of Education : Meaning, Need and merits and demerits.
- 3.4 Universal of Education : Meaning, Need and advantages.

**Unit-4 Economic Perspectives of Education**

- 4.1 Role of Education in Economic Development :Developed,developing and semi-developed countries.
- 4.2 Education as an Investment : Concept and Meaning.
- 4.3 Returns and Benefits from Educational Investment
- 4.4 Skill Development Education for Economic Development : with reference to Meaning, Phases and need.

**Reference book**

Dayal Brijkishor : Development of Educational System in India : Wisdom Press, New Delhi.

Sharam, Yogendra K. : Sociological, Philosophy of Education : Kanishka Publishers, New Delhi.

Jaganath Mohanty : Education in India : Deep & Deep Publication, Rajorigarden, New Delhi.

Brown, Francis J. (1961). Educational Sociology. New York : prentice-Hall Inc.  
 Morris, Invero (1978). The Sociology of Education. (2nd Ed.) London : Uniwin Education Books.

Nunn, Paroy (1957). Education : Its Data and First Principles. London : Arnold and Co.

Ottaway, A.K.C. (1953). Education and Sociology. London : Routledge and Kegan Fault.

Stanely, O. (1957). William Social Foundations of Education. New York : The Dryden Press Inc.

વ્યાસ, કે. સી. (૧૯૯૧). દિવ. આ. કેળવણીના સામાજિક પાયા. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

જોષી, હ. ઓ. (૨૦૦૬). કેળવણીના સામાજિક પાયા. રાજકોટ : લેખક

શાહ, બુદ્ધિચંદ્ર અને શાહ કૌશલ્યા (૧૯૮૭). કેળવણીના સામાજિક પાયા. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

પટેલ મોતીભાઈ : ભારતીય શિક્ષણનો ઇતિહાસ : એક ઝલક :બી.એસ.શાહ પ્રકાશન—અમદાવાદ

રાવલ નટુભાઈ, વ્યાસ શરદ વગેરે : શિક્ષણની વિસ્તરતી ક્ષિતિજો :નિરવ પ્રકાશન —અમદાવાદ

પાઠક અરૂણભાઈ, શુકલ ડી.એસ. વગેરે. ભારતમાં શૈક્ષણિક પ્રણાલીનો વિકાસ,વારિષેણ પ્રકાશન—અમદાવાદ

બીજા સેમેસ્ટરમાં CC-6 **Teacher Education -I (Credit-4)**માં નીચે મુજબ અભ્યાસક્રમ મંજૂર કરવા વિનંતી.

### **Unit 1: Structure, Curriculum and Modes of Pre-service Teacher Education**

- 1.1 Pre-service teacher education – concept, nature, objectives and scope.
- 1.2 The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- 1.3 Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- 1.4 Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

### **Unit 2: Organisation of Different Components of Teacher Education Curriculum**

- 2.1 The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- 2.2 Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- 2.3 Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation
- 2.4 Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment
- 2.5 Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in preinternship, internship and post-internship

### **Unit 3: In-service Teacher Education in India – Concept, Structure and Modes**

- 3.1 Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- 3.2 The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- 3.3 Modes and Models of in-service teacher education:
- 3.4 Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
- 3.5 induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

### **Unit 4: Planning, Organizing and Evaluating an In-service Teacher Education**

- 4.1 .Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
- 4.2 Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
- 4.3 Organizing an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- 4.4 Qualities and characteristics of an effective in-service teacher educator



<b>Year-2 Semester-3</b>	<b>CC-9 Methodology of Educational Research-III</b>	<b>Credit-4</b>
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### **Objective :**

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

1. To understand Concept of Treatment of data.
2. To Know about various Statistical techniques.
3. To understand about qualitative Research.
4. To Develop Skill of Research Report Writing.

### **Unit-1 Treatment of data**

- 1.1 Concept of treatment of data
- 1.2 Measurement levels of data
- 1.3 Statistical Concepts: Continuous and Discrete information , Related and non correlated information, Population ,sample, Parameter, Statistics, Descriptive and Inferential Statistic, Sampling Error, Null Hypothesis, Level of Singificance, Type-1 and Type-2 Errors, One Tailed and Two Tailed Test, Parametric and Non Parametric test
- 1.4 Treatment of data : editing, coding ,classification, tabulation, visualization

### **Unit-2 Statistical techniques**

- 2.1 Selection of techniques for analysis of data : Descriptive statistics and inferential statistics
- 2.2 Introduction of some statistical techniques (t-test, ANOVA,  $\chi^2$  test, manwhitney u-test, Pearson, Spearman Rank difference, partial and multiple correlation, Factor analysis )
- 2.3 Interpretations, Conclusions and Educational Implications.

### **Unit-3 Qualitative Research and Various Research Writings**

- 3.1 Concept of Qualitative Research
- 3.2 Comparison of Qualitative and Quantitative research
- 3.3 Methods of Qualitative Research: Ethnography, Narration
- 3.3 Various Research Writings(Research Paper, Research Article)

### **Unit-4 Writing Research Report**

- 4.1 Divisions of a report : (a) Preliminary part,(b) Content part: problem identification Review of related literature, methodology, analysis and interpretation of data and result section (c) Supplementary part : appendices, references, abstract, glossary of terms.
- 4.2 Format,style,typing,quotations,footnotes,bibliography,pagination,tables,figures,and graphics in the report
- 4.3 Criteria for evaluating research report

<b>Year -2 Semester-3</b>	<b>SpC-1 SECONDARY AND HIGHER SECONDARY EDUCATION-I</b>	<b>Credit-4</b>
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**Objectives:**

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

1. Know the evolution of secondary and higher secondary education in India
2. Understand the concept of secondary and higher secondary education
3. Know and analyze the different Structures of Secondary and Higher Secondary Education
4. Have an understanding of Global Perspectives of Secondary and Higher Secondary Education

**UNIT- 1 Evolution of Secondary and Higher Secondary Education in India**

- 1.1 Development of Secondary and higher secondary Education in India: During different periods- Ancient times, during Mughal period, during British Period, during Post Independence Period.
- 1.2 Commissions and Committees on Secondary and higher secondary Education.
- 1.3 Present structure and status of Secondary and higher secondary Education in different states.

**UNIT- 2 Objective, Characteristic and provision of Secondary and Higher Secondary Education**

- 2.1 General Aims and Objectives of Secondary Education and higher secondary.
- 2.2 Nature and Characteristics of Secondary Education and higher secondary.
- 2.3 Constitutional provisions for Secondary and Higher Secondary Education.
- 2.4 Provisions for Secondary and Higher Secondary Education in different states.
- 2.5 Higher Secondary Education with different streams-its significance.
- 2.6 Vocational Education Equivalent to Secondary and Higher secondary Education

**UNIT-3 Structure of Secondary and Higher Secondary Education**

- 3.1 Structure and Status of Secondary and Higher Secondary Education with different Boards: State Boards, CBSC, ICSE, IGCSE and International Boards- Purpose and Functions
- 3.2 Secondary and Higher Secondary Education in different types of Schools: Government / aided / Unaided, Public, Kendriavidyalaya, NavodayaVidyalaya, International Schools and schools for weaker sections.
- 3.3 Structure of Secondary and Higher Secondary Education at different levels-National and State level, NCERT, SCERT, KV, NVS etc.
- 3.4 Secondary and Higher Secondary Education in Open schooling: National and State Open schools- Objectives and Functioning

## **UNIT-4      Global Perspectives of Secondary and Higher Secondary Education**

- 4.1 Secondary and Higher Secondary Education in Developing Countries with reference to Aims, nature, Purpose and innovations
- 4.2 Secondary and Higher Secondary Education in England, France, Switzerland, USA, Australia, Japan, Russia, China, New Zealand.

### **References:**

- Agrawal, S. P., & Agrawal, J. C. (1994). *Third Historical Survey of Educational Development in India*. New Delhi: Concept Publications.
- Aitekar A.S. : "Education in Ancient India"
- Brangled, T. (1968). *Japan Culture, Education and change in two communities*. New York: Holt Rinehart and Winston Publications.
- Kuppuswami B., "Social change in India" Vikas Publications, New Delhi.
- Mudeliar A.L. : "Education in India, Mukerjee R.K. : "Ancient Education in India"
- Mukerjee S.N. : "Education in India - Today and tomorrow"
- Mukerjee S.N. : "Education in India in Twentieth century"
- Mukerjee S.N. : "Education in Modern India" Nurulla & Naik : "History of Education in India" Nurulla & Naik : "History of Education in India during British rule"
- Mookerji, R. K. (1969). *Ancient Indian Education*. New Delhi: Motilal Banarsidas
- Sayed Mahmud : "History of English Education in India"
- Report of the University Education Commission : (Radhakrishana Commission, Vol-I, 1949)
- Report of the Indian University commission, (1902)
- Hughes, J. M. (1962). *Education in America*. New York: Harper and Row Publishers.
- Kumar, S. (2005). *Ancient Educational Philosophy*. New Delhi: Anmol Publications.
- Nigam, B. K. (1993). *History and Problems of Indian Education*. New Delhi: Kanishka
- Pruthi, R. K. (2005). *Education in ancient India*. New Delhi: Sonali Publications.
- Sharma, R. S. (2006). *Comprehensive history of Modern Education*. New Delhi: Cybertech Publications.
- Singh, V. (2005). *Development of Education in India*. New Delhi: Akansha Publication House.
- Ulich, R. (1971). *Three thousand years educational wisdom*. United States of America: Harvard University.
- Vaidya, (2005) *Educational Reforms*. New Delhi: Deep and Deep Publications.

<b>Year-2</b> <b>Semester-3</b>	<b>SpC-2</b> <b>SECONDARY AND HIGHER SECONDARY EDUCATION-II</b>	<b>Credit-4</b>
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### **Objectives:**

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

- 1 understand the Organization of Curriculum in Secondary and Higher Secondary Education
- 2 To enable students to gain an understanding of Evaluation at Secondary and Higher Secondary Education
- 3 To enable students to know the New Trends and Innovation in Secondary and Higher Secondary Education
- 4 To enable students to know the status and role of teachers in Secondary and Higher Secondary Education

### **UNIT-1 Organization of Curriculum in Secondary and Higher Secondary Education**

- 1.1 Main features and components of secondary and higher secondary school curriculum.
- 1.2 Curriculum development at Secondary and higher secondary Education.
- 1.3 Problems and Issues in Curriculum Development at secondary and higher secondary education.
- 1.4 Co-curricular activities and extracurricular activities in Secondary and Higher Secondary Education.

### **UNIT-2 Evaluation at Secondary and Higher Secondary Education**

- 2.1 Purposes of Evaluation at Secondary and Higher Secondary Education
- 2.2 Nature of Evaluation at Secondary and Higher Secondary Education
- 2.3 Types of Evaluation at Secondary and Higher Secondary Education
- 2.4 Issues and Problems in the Evaluation at Secondary and Higher Secondary Education

### **UNIT-3 New Trends and Innovation in Secondary and Higher Secondary Education**

- 3.1 Universalization of Secondary and Higher Secondary Education: Need, Challenges and Actions.
- 3.2 Rashtriya Madhamik Shiksha Abhiyan (RMSA)- Objectives and Functioning
- 3.3 Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning
- 3.4 Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination, No Examination
- 3.5 Research in Secondary and higher secondary Education

## **UNIT-4 Teachers in Secondary and Higher Secondary Education**

- 4.1 Status of Teachers in Secondary and Higher Secondary Education: Recruitment, Qualifications and present position.
- 4.2 Teacher motivation and accountability of teacher.
- 4.3 Teacher role conflict.
- 4.4 Education of Teachers: Pre-service Education and in-service education of teachers.

### **References:**

- Andrey & Howard Nicholls. Developing Curriculum- A Practical Guide. George Allen and Unwin, London, 1978.
- Craner, I.F. & Brown.G.S. ;Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.
- Denis Lawten. School Curriculum Planning Hodder and Stoughton.London, 1986.
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- Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
- NCERT (1987) In service Training Package for Secondary Teachers MHRD, New Delhi.

<b>Year-2 Semester-4</b>	<b>CC-10 Teacher Education-2</b>	<b>Credit: 4</b>
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### **Unit:1 Perspectives and Policy on Teacher Education**

- 1.1 Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
- 1.2 Teacher Expertise – Berliner’s stages of development of a teacher.
- 1.3 Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- 1.4 In-service teacher education under DPEP, SSA and RMSA
- 1.5 Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices

### **Unit:2 Structure and Management of Teacher Education**

- 2.1 Structure of teacher education system in India – its merits and limitations
- 2.2 Universalisation of Secondary Education and its implications for teacher education at the secondary level
- 2.3 Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
- 2.4 Vertical mobility of a school teacher – avenues
- 2.5 Professional development of teachers and teacher educators – present practices and avenues
- 2.6 Systemic factors influencing the quality of pre and in-service education of secondary school teachers

### **Unit:3 Research in Teacher Education**

- 3.1 Paradigms for research on teaching – Gage, Doyle and Shulman.
- 3.2 Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
- 3.3 Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications

### **Unit:4 Problems and Issues in Teacher Education**

- 4.1 Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- 4.2 Sufficiency of subject matter knowledge for teaching at the senior secondary level,
- 4.3 Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
- 4.4 Issues related to enhancing teacher competence, commitment and teacher performance
- 4.5 Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
- 4.6 Select any one current practice in teacher education and trace the background of its formulation as a policy.
- 4.7 A review of researches in any one area of research in teacher education and write the policy implications
- 4.8 A review of a research article in teacher education and write implications for Practitioner

Year-2 Semester-4	SpC-3 <b>Curriculum and Assessment in Secondary Education</b>	Credit-4
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## Objectives

On Completion of this Course the Students will be able to....

1. Understand concept of Instructional design.
2. Develop knowledge about various models for instructional design.
3. Understand Psychological Principles of developing story board.
4. Develop skills for developing story board.
5. Clarify the concept and need of question banking.
6. Understand various types of questions.

### Paper I Curriculum Transaction

#### **Unit: 1 Instructional Designs**

- 1.1 Concept of Instructional Design
- 1.2 Instructional design Models
- 1.3 Skills of Instructional Designer.

#### **Unit: 2 Story Board**

- 2.1 Concept of Story Board.
- 2.2 Psychological Principles of Developing Story Board.
- 2.3 Steps of Developing Story Board.
- 2.4 Advantages & Limitation of Story Board.

#### **Unit: 3 Development of Instructional Material.**

- 3.1 Concept and need of self study material.
- 3.2 Programmed Learning Material: Concepts, Principles, Types, Development, Advantages & Limitation.
- 3.3 Steps of Developing Instructional Material.
- 3.4 Concept Characteristic and development procedure of CAI

#### **Unit: 4 Question Banking and Grading**

- 4.1 Types of Questions.
- 4.2 Concepts and Importance of Question Bank.
- 4.3 Steps for developing Question Bank.
- 4.4 Concepts, Types, advantages and limitations of grading.

<b>Year-2 Semester-4</b>	<b>SpC-4 Guidance and Counseling</b>	<b>Credit-4</b>
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### **Objectives :**

**On Completion of this course the students will be able to....**

1. To know and nature and principal of Guidance.
2. To know nature of Counseling.
3. To Understand elements of Counseling and role of counselor
4. To understand meaning and nature of group Guidance.

### **Unit-1 Nature of Guidance**

- 1.1 Concepts and Definition of Guidance
- 1.2 Need of Guidance
- 1.3 Principles of Guidance
- 1.4 Types of guidance :Educational, Vocational and social
- 1.5 Concept and Definition of Counseling.
- 1.6 Principles of Counseling.

### **Unit-2 Guidance and Counseling at Secondary Education**

- 2.1 Objectives, set-up and activities of guidance at secondary level.
- 2.2 Role of Home Teacher Pricipal and school as a guidance Services.
- 2.3 Counseling services for Exceptional child physically handicapped ,mentally retired, Gifted, isolated child, personality deviates and problematic child.
- 2.4 Collection of information about exceptional child by observation, sociometry , case study self reports, autobiography,Anecdotal record.

### **Unit-3 Introduction of Counseling**

- 3.1 Basic elements of counseling
- 3.2 Difference between counseling and Education, advice and psychotherapy.
- 3.3 Role and function of counselor.
- 3.4 Group Counseling. :Meaning and Process

### **Unit-4 Group Guidance**

- 4.1 Meaning of group guidance.
- 4.2 Techniques of group guidance ; class talks, group discussions ,sociodrama and career conferences.
- 4.3 Guidance services through mass media, News Papers , Periodicals, television.
- 4.4 Adverse Effects of lack of guidance.
- 4.5 Recent trends and research in guidance and counseling



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Year-2 Semester-4	<b>SpCE-1 (Group-A)</b> <b>Special Elective : Assessment in Secondary Education</b> <b>Psychological Testing</b>	Credit-4
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### **Objectives :**

#### **On Completion of this Course the Students will be able to:**

1. Understand Concepts of Measurement
2. Differentiate between evaluation and measurement.
3. Know and evaluate characteristics of evaluation
4. Clarify the Concepts of instructional objectives.
5. Understand need and importance standardized tests.
6. Develop Knowledge of test Construction Procedure.
7. Understand need of Measurement of interest, personality, Intelligence, Attitude and will be familiar with some of these tests.

#### **Unit :1 Essentials of Evaluation**

- 1.1 Concepts of Measurement
- 1.2 Concepts of Evaluation.
- 1.3 Difference between Evaluation and Measurement.
- 1.4 Types of Evaluation:(i) Maximum performance v/s Minimum performance, (ii) Formative, Summative and Diagnostic Evaluation (iii) Criterion v/s Norm referenced Evaluation
- 1.5 Role of Evaluation: Diagnosis, Prognosis, Survey, Guidance, Placement, Improvement of Teaching, Learning and Testing.
- 1.6 Characteristics of Evaluation.
- 1.7 Step in the process of Evaluation

#### **Unit: 2 Instructional Objectives**

- 2.1 Concepts of instructional Objective..
- 2.2 Need for defining instructional objectives
- 2.3 Method for stating instructional objective.
- 2.4 Taxonomy of Instructional objectives: meaning and classification of Objectives: Cognitive, Affective and Psycho-motor Domain: (Nature, specific objectives and expected behavioral changes)

#### **Unit :3 Test Construction Procedure.**

- 3.1 Construction of a good test.
- 3.2 Standardized Achievement Test.
- 3.3 Construction of Attitude Scale: Likert Scale and Thurstone Scale
- 3.4 Construction of Diagnostic Test.

## **Unit:4 Introduction to Trait Measurement Devices.**

- 4.1 Interest: Meaning of Interest, Introduction to Kuder Preference Records, Strong Complete Interest Inventory
- 4.2 Personality: Meaning of personality, Introduction to Rorschach Ink bolt test, TAT, MMPI.
- 4.3 Intelligence: Meaning of intelligence Introduction to WAIS, Raven's Progressive Matrices, Lorj-Thornedik Intelligence Test.
- 4.4 Aptitude: Meaning of Aptitude introduction to DAT, GATB, FACT ( Introduction of any two tests)
- 4.5 Tests developed in Gujarati : Art Judgement Test (A.D.Ambasan), Musical Aptitude Test (Shukla), Interest Inventory (Jyoti Dave) , Desai Verbal0Non Verbal Intelligence Test (K.G.Desai).

### **Special Elective : Assessment in Elementary Education**

#### **Practicum**

1. Select any standard and any one subject. Write instructional objective of any five chapters of that subject.
2. Write any five instructional objectives pertaining to psychomotor domain.
3. ....Affective domain.
4. Prepare a diagnostic test of any one unit of any one subject of any one standard. Apply this test and prepare a report of collected data and analysis.
5. Write a introduction role of any two test.

Year-2 Semester-4	<b>SpCE-1 (Group-B)</b> <b>Statistical Methods for analysis of data</b>	Credit-4
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**Objective :**

1. To Understand fundamental of statistics.
2. To understand the concepts of normal probability curve.
3. To understand meaning of correlation
4. To understand parametric and non-parametric test.

**Unit : 1 Fundamental probability Curve :**

- 1.1 Role of statistic in educational research.
- 1.2 Levels of measurement: (a) Nominal (b) Ordinal (c) Interval and (d) Ratio
- 1.3 Levels of measurement and stastical techniques.
- 1.4 Descriptive and inferential statistics .
- 1.5 Continues and discrete variables.
- 1.6 Correlated and uncorrelated data

**Unit : 2 Normal Probability Curve**

- 2.1 Frequency distribution and normal probability curve
- 2.2 Characteristic of normal curve
- 2.3 The equation for normal curve
- 2.4 Testing the normality of distribution:(a) Skew-ness (b) Kurtosis
- 2.5 The area under the normal curve
- 2.6 Applications of the normal curve
- 2.7 Causes for non-normal distribution.

**Unit:3 Correlation**

- 4.1 Meaning of Correlation
- 4.2 Types of Correlation and Assumption Underlying.(Pearson,Spearman Rank difference, Bi- Serial( $r_{bis}$ ),point bi serial ( $r_{pbis}$ ),partial and multiple correlation)
- 4.3 Concepts of regression.

**Unit:4 Parametric and non-perametric test**

- 4.1 Concepts of parametric and non parametric test
- 4.2 Level of significance
- 4.3 One tailed test and two tailed test.
- 4.4 Two types of errors.
- 4.5 Significance of mean differences :
  - (1) t-test (indeoendent- group and correlated/dependent groups)
  - (2) F-test (one way ANOVA)
- 4.6 Non parametric one sample  $x^2$  test and manwhitney test.

# Practium

1. Do data entry in Excel PSPP
2. To Calculate pearson-r, rank defference spearman-r
3. To Perform t-test of (1) Independent t-test and (2)dependent t-test
4. To perform F-test (One way ANOVA)
5. To perform  $\chi^2$  test.
6. To perform manwhitney U-test
7. To generate various group.

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