

Hemchandracharya

North Gujarat University
Patan

Syllabus
for
Master of Arts in Education
M.A. (ED.) Programme
(CBCS Pattern)

Enforced from June-2013

LIST OF CONTRIBUTORS

Sr. No.	Name of Teacher Educator	Department of Education
1.	Dr. J. H. Pancholi	Ex. Professor & Head
2.	Dr. Shakuntalaben G. Patel	Associate Professor
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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY

SYLLABUS FOR MASTER OF ARTS IN EDUCATION

M.A. (Ed.)

(Enforced from June - 2013)

(CBCS Pattern)

OBJECTIVES:

1. To enable the students to be innovative teachers.
2. To enable the students to undertake or to take interest in research work in education
3. To prepare the students for responsible positions in:
 - a) Secondary/Higher Secondary School
 - b) P.T.C. College and DIET
 - c) Department of Education
 - d) College of Education
 - e) Institutions engaged in Educational Research, Education Planning, Educational Technology and Educational Administration.
4. To equip the students to offer them in various educational field Such as:
 - a) Guidance and Counseling & Psychological Testing
 - b) Distance Education
 - c) Educational Measurement and Evaluation
 - d) Educational Management
 - e) Curriculum and Syllabus Improvement
 - f) Educational Technology
 - g) I. T. in Education
 - h) Teacher Education
 - I) Statistical Method in Education

M.A. (Ed.) R. 1

Any person who has taken the Degree/Programme of Bachelor of Education of this University or a degree of another University recognized as equivalent there to may be admitted to the examination for the degree of Master of Education, after having fulfilled the requirements as laid down by the University and UGC from time to time.

M.A. (Ed.) R. 2

A candidate desiring to appear for the M.A. (Ed.) Examination shall be part-time student, undergo a part course of study in Department of Education.

M.A. (Ed.) R. 3

The M.A.(Ed.) Programme is a part time course and consists of four semesters as shown in table-1, 2, 3 4 & 5.

- (I) Guidance for dissertation will be given in each Semester. The students will submit the dissertation at the end of Fourth Semester.

To pass M.A. (Ed.) Examination, a student will be required to pass separately in each core & elective course, dissertation, practical, project, Field work & assignment works.

- (II) Students who appeared in examination at the end of first Semester and failed in one or more subjects will be allowed to keep terms in subsequent Semester, such a student will appear in all courses and dissertation examination along with Fourth Semester courses.
- (III) Elective course opted in Semester-I will have to be continued in Semester-IV.

M.A. (Ed.) R. 4

In Third Semester the dissertation shall be on an educational topic approved by the university. For this the student must submit their research proposal to HOD and committee. They will discuss the research proposal and then approve the proposal.

M.A. (Ed.) R. 5

The University teacher, the recognized post-graduate teacher or an assistant Post graduate teacher shall guide the student(s) for the M.A. (Ed.) dissertation as shown in table-4 Research guidance period shall be considered equivalent to teaching period.

M.A. (Ed.) R. 6

The student appearing at M.A. (Ed.) Examination should submit dissertation on or before 10th April or annual written examination. A student can not appear in written Fourth Semester examination without submission of dissertation.

M.A. (Ed.) R. 7

Two copies of the dissertation shall be submitted in type written in printed form with binding along with CD (soft copy) with the type of font used in PDF format.

M.A. (Ed.) R. 8

The following shall be the detailed syllabus of the Four Semester as shown in table 1,2,3,4 & 5

Table-1 M.A. (Ed.) Semester - I

No.	Course	Credits			No. of Hours			Marks			
		Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total	
M.A. (Ed.) CC101	Fundamentals of Educational Research	3	1	4	45	30	75	70	30	100	
M.A. (Ed.) CC102	Advanced Educational Psychology	3	1	4	45	30	75	70	30	100	
Elective (Optional) Course (A student will select any one group of the following group A,B,C,D,E or F)											
Group -A	EC 111	Fundamentals of Edu. Administration	3	1	4	45	30	75	70	30	100
Group -B	EC 112	19 th Century Education	As Above								
Group -C	EC 113	Basics of Educational planning	As Above								
Group -D	EC 114	Principles of Teacher Education	As Above								
Group -E	EC 115	Educational and Vocational Guidance	As Above								
Group -F	EC 116	Educational Measurement	As Above								
Semester – I Total			09	03	12	135	90	225	210	90	300

Description of Internal Marks

	Description	Marks
Internal Marks for each course	Test	10
	Term paper	5
	Quiz/Seminar/test on term paper	5
	Field work related to Subject	7
	Attendance (<75%=0, 75-80%=1, 81-85%=2, >85%=3)	3
	Total (for each subject)	30
	Total of Three papers	90

Table-2 M.A. (Ed.) Semester - II

No.		Course	Credits			No. of Hours			Marks		
		Core Courses	Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total
M.A. (Ed.) CC 201		Treatment of Data and Report Writing	3	1	4	45	30	75	70	30	100
M.A. (Ed.) CC 202		Development of Learner	3	1	4	45	30	75	70	30	100
Elective (Optional) Course (A student will select any one group of the following group A,B,C,D,E or F)											
Group-A	EC 211	Scope of Educational Administration	3	1	4	45	30	75	70	30	100
Group-B	EC 212	20 th Century Education	As Above								
Group-C	EC 213	Educational Planning	As Above								
Group-D	EC 214	Teacher Education Practices	As Above								
Group-E	EC 215	Computer Application	As Above								
Group-F	EC 216	Planning a Test and Result Interpretation	As Above								
Semester – II Total			09	03	12	135	90	225	210	90	300

Description of Internal Marks

	Description	Marks
Internal Marks for each course	Test	10
	Term paper	5
	Quiz/Seminar/test on term paper	5
	Field work related to Subject	7
	Attendance (<75%=0, 75-80%=1, 81-85%=2, >85%=3)	3
	Total (for each subject)	30
	Total of Three Course	90

Table-3 M.A. (Ed.) Semester – III

No.	Course	Credits			No. of Hours			Marks			
		Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total	
M.A. (Ed.) CC301	Philosophical aspects of Education	3	1	4	45	30	75	70	30	100	
Elective (Optional) Course (A student will select any one group of the following group A,B,C,D,E or F)											
Group-A	EC 311	Leadership in Education	3	1	4	45	30	75	70	30	100
Group-B	EC 312	Problems in Indian Education	As Above								
Group-C	EC 313	Basics of Educational Finance	As Above								
Group-D	EC 314	Management of Teacher Education	As Above								
Group-E	EC 315	Psychological Testing	As Above								
Group-F	EC 316	Descriptive statistics	As Above								
317 Field Based Experience			-	02	02	-	60	60	-	-	50
Semester – III Total			06	04	10	90	120	210	140	60	250

Description of Internal Marks

	Description	Marks
Internal Marks for each course	Test	10
	Term paper	5
	Quiz/Seminar/test on term paper	5
	Field work related to Subject	7
	Attendance (<75%=0, 75-80%=1, 81-85%=2, >85%=3)	3
	Total (for each subject)	30
	Total of Two papers	60
317	Each student has to conduct Field Based Experience Work	50
	Total Internal Marks	110

Table-4 M.A. (Ed.) Semester - IV

No.	Course		Credits			No. of Hours			Marks		
			Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total
M.A. (Ed.) CC 401	Sociological aspects of Education		3	1	4	45	30	75	70	30	100
Elective (Optional) Course (A student will select any one group of the following group A,B,C,D,E or F)											
Group-A	EC 411	Innovations and Institutional Evaluation	3	1	4	45	30	75	70	30	100
Group-B	EC 412	Problems in Educational Organization	As Above								
Group-C	EC 413	Economics of Educational System	As Above								
Group-D	EC 414	Planning of Teacher Education	As Above								
Group-E	EC 415	Measurement of mental Abilities	As Above								
Group-F	EC 416	Inferential Statistics	As Above								
Practical, Project and Other Assignment Work											
M.A. (Ed.) 417	Dissertation & Viva-voce		3	3	6	45	90	135	125(Dissertation) +25(Viva)	0	150
Semester – IV Total			9	5	14	135	150	285	290	60	350

Description of Internal Marks

	Description	Marks
Internal Marks for each course	Test	10
	Term paper	5
	Quiz/Seminar/test on term paper	5
	Field work related to Subject	7
	Attendance (<75%=0, 75-80%=1, 81-85%=2, >85%=3)	3
	Total (for each subject)	30
	Total of Two papers	60

Table-5
Summary of M.A. (Ed.) CBCS Programme

Semester	Credits			No. of Hours			Marks		
	Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total
Semester-I Total	9	3	12	135	90	225	210	90	300
Semester-II Total	9	3	12	135	90	225	210	90	300
Semester-III Total	6	4	10	90	120	210	140	110	250
Semester-IV Total	9	5	14	135	150	285	290	60	350
Total	33	15	48	495	450	945	875	325	1200

M.A. (Ed.) R. 9

Standard of Passing and Grade Distribution

- To pass the M.A. (Ed.) First to Fourth Semester examination a candidate must obtain at least 40 percent of Internal and External marks in each course and has to secure 50 percent in aggregate. Candidate has to obtain 50 percent in practical & Field based experience.
- Candidate has to obtain 50 percentages in total marks in Dissertation.
- Criteria for getting class for the student passing the examination successfully are as under.

Grading Pattern: As per University Rules.

Table- 6

Grade Points	Description	% of Marks	Division/Grade
10	Outstanding	90%→ 99%	First with Dist./O
9	Excellence	80%→ 89%	First with Dist./A
8	Very Good	70%→ 79%	First with Dist./B
7	Good	60%→ 69%	First/C
6	Fair	50%→ 59%	Second/D
5	Average	40%→ 49%	Pass/E
4	Dropped	Below 40%	F

Note: The percentage of marks will be converted into whole number. When the percentage is in fraction, is greater than or equal to 0.50 is considered as 1 (one). For example if percentage is 69.49 then it will be considered 69, if the percentage is 69.50 to 69.99, will be considered 70.

Semester Grade Point Average (SGPA) indicates the performance of a student in a given Semester. SGPA is based on the total credit points earned by the student in all the courses and the total number of credits assigned to each course in a Semester.

Credit point for the Course = No. of Credits assigned to the course

×

Grade point secured for the course

SGPA = Total credit points earned by a student in a Semester/Total credits for that Semester

For Example

Table-7

Course	Credit	% Obtained by Students	Grade Letter	Grade point	Credit Assigned × Grade Point
M.A. (Ed.) CC 101	4	65	C	7	4×7=28
M.A. (Ed.) CC 102	4	70	B	8	4×8=32
M.A. (Ed.) EC115	4	60	C	7	4×7=28
Total	12				88

SGPA = 88/12 =7.33

Percentage for Semester-I is 7.33×10=73.30

Cumulative Grade Point Average (CGPA) is obtained by dividing the total numbers of Credit Points earned in four Semester by the total number of credits in four Semester.

For Example:

Table-8

	Total Credit	Credit Assigned × Grade Point
Semester-I	12	88
Semester-II	12	90
Semester-III	10	85
Semester-IV	14	88
	48	351

CGPA=351/48=7.312

Grade B. First with Distinction

The class/Division shall be awarded on the basis of CGPA (Cumulative Grade Point Average).

Table-9

No.	Division	Grade Letter	Grade Point
1	First with Distinction	O - CGPA	9.00 to 10.00
2	First with Distinction	A - CGPA	8.00 to 8.99
3	First with Distinction	B - CGPA	7.00 to 7.99
4	First	C – CGPA	6.00 to 6.99
5	Second	D – CGPA	5.00 to 5.99
6	Pass	E – CGPA	4.00 to 4.99
7	Dropped	F	Below 4.00

The percentage equivalent may be obtained by multiplying CGPA by 10.

Percentage for entire course is $7.312 \times 10 = 73.12$

M.A. (Ed.) R. 10

If a candidate passes in the dissertation but fails in the aggregate of courses, the marks obtained by him in the dissertation shall be carried over to the subsequent Semester or Semesters. If a candidate passes in the aggregate of courses and fails in the dissertation only, the marks obtained by him in the courses shall be carried over to the subsequent Semester or Semesters and he shall be at liberty to revise and re-submit the dissertation or to submit fresh dissertation in the subsequent Semester or Semesters.

If a candidate fails in aggregate of courses, he may be exempted from appearing in course or courses wherein he or she has secured minimum 50 percent marks.

Candidates whose marks are carried over under this regulation shall be declared to have passed the examination but shall not be eligible for any university awards.

Candidate will be eligible for university awards, rank and Gold Medal provided he/she clears the semesters in regular course and at first attempt.

M.A. (Ed.) R. 11

-Candidate will be eligible to join next Semester as per University P.G. Rules.
(Circular No.-04/2013 Date: 8/1/2013)

-University rank and gold medal will be awarded to a candidate on external marks only, excluding dissertation, practical & Field based experience.

M.A. (Ed.) R. 12

Attendance: It is mandatory for every student to keep 75% of attendance in the department /Centre. Head/ Principal may condone the attendance of any student not more than 10 % of total attendance to be kept by the student for a genuine and valid reason. In case of serious illness or under extraordinary circumstances, on recommendation of the Head/Principal, the Executive council shall decide to condone the required attendance of any student. Further provided that, any student participating in sports/cultural activities to represent the university at state or national level the Head/Principal shall condone these days as attendance for want of completion of the required attendance by of the department/Institute.

M.A. (Ed.) R. 13

Rules for Granting Term: A student is entitled to appear in final examination if he/she has kept 75% of attendance, obtained minimum marks in the Continuous Internal Evaluation (CIE) can secure admission in the further Semester.

M.A. (Ed.) R. 14**Continuous Evaluation**

As a part of CBCS, Continuous Internal Evaluation (CIE) should be done by the department/colleges as mentioned in description of internal marks (table 1 to 5). The internal marks of each test, term-paper, fieldwork and attendance should be declared on notice board within a week of completion of those activities.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY

DEPARTMENT OF EDUCATION

Structure of Examination
M.A. (Ed.) SEMESTER-I to IV

Time: 3 Hrs.]

[Marks 70

Instructions:

1. All questions are compulsory. Options are internal.
2. Answer to the each section should be written in **separate** answer book.
3. Marks will be deducted for irrelevant matter.

Section-I

- Que.-1 Answer any two of the following questions (Out of three) (in 500 words) (20)
Que.-2 Answer any two of the following questions (Out of three) (in 250 words) (10)
Que.-3 Answer the following questions in short (Five out of five) (05)

Section-II

- Que.-1 Answer any two of the following questions (Out of three) (in 500 words) (20)
Que.-2 Answer any two of the following questions (Out of three) (in 250 words) (10)
Que.-3 Answer the following questions in short (Five out of five) (05)

M.A. (Ed.) SEMESTER-I

CORE COURSE-I

M.A. (Ed.) CC101: FUNDAMENTALS OF EDUCATIONAL RESEARCH

OBJECTIVES:

The Student:

1. Understands the place of research in education.
2. Gets acquainted with various resources of educational research.
3. Becomes familiar with various methods of research.
4. Achieves skill in writing and comprehending research reports.
5. Gets conversant with the problems of research design, tools of collecting data (and methods) and techniques of analysis.
6. Is initiated into research by undertaking a research problem of research and preparing a dissertation.

UNIT-I Educational Research and Research Process

- 1.1 Meaning of research and educational research
- 1.2 Need for educational research
- 1.3 Characteristics of educational research
- 1.4 Factors hindering educational research
- 1.5 Types of research
- 1.6 Teachers and research
- 1.7 Ethical consideration in research

UNIT-II Research Problem, Variables and Hypotheses

2.1 Research problem

- Sources of a research problem
- Selection and nature of a research problem
- Characteristics of a research problem
- Techniques involve in defining and formulating a research problem

2.2 Variables

- Nature and types of variables
- Quantitative and categorical variables
- Continuous and discrete variables
- Independent, dependent, moderate, control, intervening variables
- Selection of variables in educational research

2.3 Hypotheses

- Meaning of hypothesis
- Criteria for evaluating hypothesis - Objections to hypothesis construction
- Writing the research hypothesis
- Types of hypothesis
- Testing a hypothesis

2.4 Research proposal

- Importance
- Format

UNIT-III Research Resources

3.1 Reference books: Encyclopedia, Dictionaries, Almanacs and Yearbooks, Directories, Biographical sources, Bibliographical sources.

3.2 Books and monographs; Card; Catalog, Book-lists and Reviews

3.3 Periodical and Pamphlets: News papers, Periodicals, Micro films and other aids.

3.4 Dissertations, theses and research journals.

3.5 Review of Related literature: Through internet Inlib.net Through CD-Magazines

3.6 Institutions conducting research and nature of studies undertaken

UNIT-IV Research Methods

4.1 Quantitative Methods of Research

- Surveys: School surveys, job analysis, documentary analysis, public opinion surveys, community surveys
- Inter-relationship studies: Causal comparative studies, co-relational studies
- Developmental studies: Longitudinal and cross sectional studies, trend studies

4.2 Experimental research: Definition of an experiment, variables in experimental research, criteria for evaluating experimental designs, control of the experiment, internal validity & methods of equating experimental and control groups, external validity

4.3 Qualitative Methods of Research

- Historical methods: Collection of data, primary and secondary sources, external and internal criticism of source materials, interpretations in historical research
- Case Study

CORE COURSE-II

M.A. (ED.) CC102: ADVANCED EDUCATIONAL PSYCHOLOGY

Objectives:

1. To enable the students to be familiar with the contributions of schools of Psychology to education.
2. To enable them to understand the theoretical contributions and conceptual background of theories of Learning, Personality development and adjustment.
3. To assist them in developing insight into educational implications of these concepts and principles.

UNIT – I Educational Psychology and its Implication

1.1 Nature, Scope and Methods of Educational Psychology

1.2 Basic Elements of Schools of Psychology

1.2.1. Behaviouristic: J.B. Watson

1.2.2. Hormic: William McDougall

UNIT – II Theories of Learning

2.1 Concept and Definition

2.2 Stimulus – Response Theories of Learning

2.2.1 Thorndike’s Connectionism

2.2.2 Hull’s Systematic Theory

2.2.3 Piaget’s Cognitive development

UNIT – III Cognitive Theories of Learning

3.1 Gestalt (Koffka, Kohler, Wertheimer)

3.2 Tolman’s Purposive Behaviorism

3.3 Gagne’s Conditions of Learning

UNIT - IV Learning and Teaching

4.1 Correlates of Learning

- Maturation
- Intelligence
- Motivation
- Perception
- Aptitudes and Abilities
- Interest and Attitude

4.2 Transfer of Learning

3.2.1 Theories of Transfer.

3.2.2 Major Experiments on Transfer

3.2.3 Conditions Facilitating Transfer

4.3 Theory of Teaching

4.3.1 Nature of Teaching Process

4.3.2 Correlates of Teaching

- Clarification of objectives
- Content
- Methods of Teaching
- Approaches of Teaching-Direct & indirect
- Use of T.L.M.
- Atmosphere/Teacher’s Effect (Effectiveness of a teacher)
- Responsibilities (Commitment of a Teacher)
- Strength of Pupils

Field Work (Compulsory)

- Administration & Interpretation of any three Psychological Tests

Note: Journal containing records of each experiment & test results duly signed by the teacher has to be submitted by each student.

GROUP-A ELECTIVE COURSE –I
M.A. (ED.) EC111: FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION

Objectives:

1. To enable the students to learn the basic concept of educational administration.
2. To acquaint the students with the elements of the process of educational administration.
3. To develop an understanding and an appreciation of the role of different agencies in educational administrations.
4. To develop understanding of the problems of educational administration in India.
5. To enable the students to comprehend the significance of educational administration at different levels.

UNIT–I Meaning, Scope and Process of Educational Administration

- 1.1 Meaning of Educational Administration
- 1.2 Scope and Importance of Educational Administration
- 1.3 Conceptual Difference: (a) Educational Organization (b) Educational Administration (c) Educational management
- 1.4 Process of Educational Administration
- 1.5 Concept of Educational Administration in Democratic and Communist Countries
- 1.6 Components Comprising the Emerging New Concept of Educational Administration

UNIT–II: Institutional Administration

- 2.1 Principles of Personal Administration
- 2.2 Role of the Following Agencies in Effective Institutional Administration:
(a) Management (b) Teachers (c) Guardians
- 2.3 Place of Inspections and Supervision in the Development of the Institution
- 2.4 Ways and Means to Tackle the Following Administrative Problems:
(a) Indifference of the Management (b) Lack of Co-operation of Teachers (c) Local Politics (d) Lack of Financial and Other Resources
(e) Students Indiscipline

UNIT-III Administrative System of Indian Education

- 3.1 Educational Directives and Other Provisions in Republic
Constitution of India
- 3.2 Educational Authorities:
(a) Central (b) State (c) Local bodies
- 3.3 Post Independence Role of Government of India in Education
- 3.4 Evaluation and Development of Central Ministry of
Education:
(a) Organization and Activities of Ministry of Education
(b) The Attached Autonomous and Subordinate Bodies
(c) Advisory and statutory bodies in education i.e.

- (i) Central Advisory Board
- (ii) University Grant Commission
- (iii) N.C.E.R.T.

UNIT-IV Finance

4.1 Role of the Following Bodies in Financing Education:

- (i) Govt. of India (ii) State Government (iii) Local Bodies
- (iv) Private Agencies

4.2 Sources of Educational Finance:

- (i) Govt. Grant (ii) State Government (iii) Endowment donation, gifts (v) Capitalition fees (vi) foreign aids etc.

GROUP-B ELECTIVE COURSE-I **M.A. (ED.) EC112: 19TH CENTURY EDUCATION**

Objectives:

1. The student gets acquainted with the trend of events in India in the field of Education.
2. He gets interested in handling original educational documents which is essential for further education.

UNIT-I 1.0 Aims and Contents of Indigenous Education

1.1 Education in the Early Years of the 19th Century

UNIT-II 2.1 Charter Act of 1813, 1833

1.2 Role of Missionaries in Education

UNIT-III Macolay system of Education

UNIT-IV 4.1 Wood's Despatch 1854

4.2 Indian Education Commission 1882 (Hunter Commission)

GROUP C ELECTIVE COURSE-I **M.A. (ED.) EC113: BASICS OF EDUCATIONAL PLANNING**

Objectives:

1. To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
2. To help them determine and implement objectives of planning on the basis of individual needs of the students.
3. To develop in them the skills in planning and implementing conventional administrative procedures.

4. To develop in them the skills and attitudes to utilize human energy in getting the maximum work done.

UNIT-I Concept, Need and Process of Educational Planning

- 1.1 Concept, Scope and Nature of Educational Planning
- 1.2 Need and Importance of Educational Planning
- 1.3 Types of Educational Planning
- 1.4 Process of Educational Planning in India

UNIT-II Principles of Educational Planning

- 2.1 Formulation of Aims and Objectives.
- 2.2 Methods and Techniques of Planning
- 2.3 Approaches to Educational Planning
 - a. Social Demand Approach
 - b. Man-Power Approach
 - c. Return of Investment Approach

UNIT-III Techniques of Educational Planning

- 3.1 Concepts:
 - a. Optimal Analysis
 - b. Input and Output
 - c. Marginal Analysis
 - d. Programming
- 3.2 Target and Control Figures
- 3.3 Tools for Planning
- 3.4 New Approach to Planning
 - a. Planning
 - b. Adoption
 - c. Execution

UNIT-IV Planning Machineries

- 4.1 Central
- 4.2 State
- 4.3 District
- 4.4 Institutional Planning

GROUP-D ELECTIVE COURSE-I M.A. (ED.) EC114: PRINCIPLES OF TEACHER EDUCATION

Objectives:

1. To develop in the student understanding of the concept, objectives and principles of teacher education.

2. To acquaint the student with focal points in the development of teacher education in India with reference to its changing concept.
3. To acquaint the student with existing practices regarding structure, curriculum and evaluation in teacher education at different level.
4. To enable the student to understand teaching and training techniques.
5. To enable the student to organize various types of student teaching programme.
6. To enable the student to know the concept and practice of evaluation in teacher education.
7. To enable the student to know area of research and experimentation in teacher education.
8. To acquaint the student with the innovative practice in teacher education.
9. To develop in the student professional ethics.

Unit-I Concept and Objectives of Teacher Education:

- 1.1 Meaning, Nature and Concept of Teacher Training and Teacher Education
- 1.2 Needs of the Educational System and the Teacher Education Programme
- 1.3 Need of the Learner the Teacher Education
- 1.4 Objectives of Teacher Education of Primary, Secondary and College Level

Unit-II Focal Points in the Development of Teaching Education in India

- 2.1 The Indigenous Efforts:
 - (i) Preparation of teachers in Upanishadic, Medieval pro-British period, Monitorial system, weaknesses of the system
- 2.2 Modern period:
 - (i) Establishment of Teacher Colleges-1856 and evaluation of a new system. Development of early teachers colleges
 - (ii) Government of India-Resolution on Indian Education Policy 1904 and initial policy formation on the training of teachers.
 - (iii) The formative decade-Government of India Resolution (1913) and widening horizon of the training programme Recommendations of Sidler Commission 1917
 - (iv) Efforts for expansion of training facilities in India in Twenties
 - (v) Abbott wood Report (1937) - Reflection on training of teachers. New ideas in training programme
- 2.3 Post-Independence Period:
 - (i) The momentous Forties
 - (ii) Planning Fifties and development of now horizons in teacher education
 - (ii) Expanding Sixteen and Seventies

Unit-III Structure of Teacher Education at Different Levels

- 3.1 Structure of Teacher Education-Levels-Types-Two year under graduate, One year post graduate and Four year integrated

3.2 Silent characteristics of teacher education - Relevance, Flexibility, Integration and Interdisciplinary

Unit-IV Curriculum of Teacher Education at Different Levels

4.1 Nature and concepts of teacher education curriculum at primary, secondary and college level

4.2 Pedagogical theory

4.3 Methodology of teaching school subjects

4.4 Practice teaching/internship

4.5 Other practical work

4.6 Socially useful productive work (SUPW) and working with community

4.7 NCTE teacher education curriculum-A frame work

GROUP-E: ELECTIVE COURSE-I

M.A. (ED.) EC115: EDUCATION & VOCATIONAL GUIDANCE

Objectives:

1. Students will become familiar with the philosophy, principles and concepts of Guidance
2. Students will able to set up Guidance services for the school.
3. Students will understand the procedures of guidance work.
4. Students will be able to administer, score and interpret tests
5. Students will develop skills in collecting, processing and disseminating occupational information.
6. Students will be able to handle simple cases of guidance and counseling

Unit I Meaning of Guidance

1.1 Definitions, Characteristics, Need of Guidance

1.2 Aims of guidance

1.3 Principles of guidance

1.4 Guidance; its relation to education

1.5 Different types of guidance services:

i Individual services

- Basic concept and nature of personal guidance at different levels

ii Educational services

- Basic concept and need of Educational guidance at different levels

iii Vocational services

- Basic concept and need of Educational guidance at different levels

iv Placement services

v Follow-up services

Unit-II Vocational Development

2.1 Vocational development-concept and meaning

2.2 Stages of vocational development-

(i) Ginzeberg, (ii) Super, (iii) Havighurst, (iv) Holland

Unit-III Occupational Information

3.1 Collection and classification of occupational information

3.2 Techniques of disseminating occupational information

(i) Career talk, (ii) Career conference, (iii) Career visits, (iv) Meeting old students

Unit-IV Counseling :

4.1 Definition of counseling

4.2 Approaches to counseling.(- Directive, Non-directive and Elective)

4.3 Qualities of counselor

GROUP-F ELECTIVE COURSE-I

M.A. (ED.) EC116: EDUCATIONAL MEASUREMENT

OBJECTIVES:

The student:

1. Prepare and use Psychological tests of different kinds.
2. Handle data and interpret results.
3. Participate in examination reform.
4. Carry to examination and evaluation work.

Unit-I The Essentials of Evaluation

1.1 Concept of measurement

1.2 Concept of evaluation

1.3 Difference between measurement and evaluation

1.4 Types of evaluation

- Maximum performance V/s typical performance
- Formative, summative and diagnostic evaluation
- Criterion referenced 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 Steps in the process of evaluation

Unit-II Defining Instructional Objectives

2.1 Need of defining objectives

2.2 Method of stating objectives

2.3 Inter-relation of evaluation, objectives and learning Experiences

2.4 Bloom's Taxonomy: Cognitive, Affective and Psychomotor
Domain

Unit-III Qualities Desired in any Measurement Procedure

3.1 Validity: Nature, types and problems of validity measures

3.2 Reliability: Nature, types and problems of reliability measures

3.3 Usability: Factors affecting the usability of measurement procedure

Unit-IV Trait Measurement Devices

4.1 Measurement of attitudes: Thurstone method, Likert-method, Q-sort technique

4.2 Measurement of Interest: Strong Campbell interest inventory, Kuder preference records

4.3 Measurement of Behaviour: Sociometry, Rating Scale, Interview, Check-Lists, Observation, Anecdotal records, Case studies, situational tests, self reporting techniques

4.4 Measurement of Intelligence: Individual and group test, verbal and non-verbal test and performance-test:

4.5 Measurement of personality: self report techniques: Rating scales, problem Check-lists

4.6 Projective techniques: Rorschach and Thematic Apperception Test (TAT)

M.A. (Ed.) SEMESTER-II

CORE COURSE-I

M.A. (ED.) CC201: TREATMENT OF DATA & REPORT WRITING

OBJECTIVES:

The Student:

1. Understands the place of research in education.
2. Gets acquainted with various resources of educational research.
3. Becomes familiar with various methods of research.
4. Achieves skill in writing and comprehending research reports.
5. Gets conversant with the problems of research design, tools of collecting data (and methods) and techniques of analysis.
6. Is initiated into research by undertaking a research problem of research and preparing a dissertation.

UNIT-I The Research Tools :

1.1 Questionnaire:

- Advantages and disadvantages of questionnaires
- Forms of questionnaires
- Types of items in questionnaires
- Basic guidelines for constructing items
- Questionnaire format
- Preliminary tryout
- Techniques for usable returns
- Reliability and validity of questionnaires

1.2 Interview :

- Advantages and disadvantages of interview
- Effects of interview on data collection
- Reliability, objectivity, and validity of interview
- Biasing factors in the interview
- Types of interview: individual and group, structured and unstructured
- Conduct of interview

1.3 Observation :

- Simple observation: controlled, participant and non-participant
- Aid in simple observation
- Systematic observation: Control over the observer and the subject.

1.4 Rating Scales :

- Numerical scales
- Graphic scales
- Descriptive graphic scales
- Rules for constructing scales

1.5 Standardized Tests :

- Characteristics of a good standardized test
 - Factors to be considered in test selection
 - Using tests in research
 - Different types of standardized tests:
 - Intelligence, aptitudes, achievement, diagnostic, measure of interest, personality, attitude scales
 - Tests available in Gujarati version
 - Mistakes often committed in selecting, administering and using standardized tests
- 1.6 Other tools: Checklist, scorecard, Sociometry, Q-sort technique, the semantic differential technique, content analysis

Unit-II Sampling Techniques:

- 2.1 Population and sample
- 2.2 Defining the population
- 2.3 Characteristics of a good sample
- 2.4 Importance of sampling
- 2.5 When should the sample be large?
- 2.6 Sampling techniques
 - Probability samples: simple random sampling, stratified random sampling, systematic sampling and cluster sampling
 - Judgment samples: Incidental sampling, purposive sampling, quota sampling
 - Other sampling techniques: Sampling by pairs, double sampling, sequential sampling
 - Mistakes often made in sampling
 - Sampling biases

UNIT-III Treatment of Data

- 3.1 Classification of data.
- 3.2 Quantification and description of data.
- 3.3 Types of scores: Continuous scores, rank scores, dichotomies, categories
- 3.4 General descriptive statistics and statistical inferences
- 3.5 Data analysis, Classification and coding of data, Soft wares for data analysis Excel and SPSS
- 3.6 Normal Probability Curve Parametric test : . t test, , F test, Non Parametric test Chi square (Simple Example)
- 3.7 Conclusions and generalizations.

UNIT-IV Writing Research Report

- 4.1 Format, style, typing, quotations, footnotes, bibliography, pagination, tables, figures, graph, chapterization (divisions of a report)
- 4.2 Introduction section

- 4.3 Review of literature section
- 4.4 Methods section
- 4.5 Results section
- 4.6 Summary and discussion section
- 4.7 References
- 4.8 Abstract
- 4.9 Mistakes in preparing research reports
- 4.10 Use of Computer in writing research report - word

CORE COURSE-II
M.A. (ED.) CC202: DEVELOPMENT OF LEARNER

Objectives:

1. To enable the students to be familiar with the contributions of schools of Psychology to education.
2. To enable them to understand the theoretical contributions and conceptual background of theories of Learning, Personality development and adjustment.
3. To assist them in developing insight into educational implications of these concepts and principles.

UNIT – I Individual Differences

- 1.1 Aspects of Individual Differences: intelligence, aptitudes, Interest, sociability
- 1.2 Aspects of individual differences and its measurement
- 1.3 Nature of individual differences
- 1.4 Implications of individual differences for organizing educational programmes:
 - (a) Classroom instruction
 - (b) Exceptional children – gifted, backward, physically and mentally handicapped

UNIT-II Adjustment, Mental Health, Adjustment & Creativity:

- 2.1 Concept of adjustment
- 2.2 Characteristic of well adjusted person
- 2.3 Characteristic of maladjusted person
- 2.4 Causes of maladjusted behavior
- 2.5 The process of adjustment: different adjustment mechanisms
- 2.6 Juvenile delinquency and remedial programs
- 2.7 Concepts
- 2.8 Creativity and intelligence
- 2.9 Characteristic of a creative individual
- 2.10 Education for encouraging creativity

UNIT-III Theories of Personality

- 3.1 Freud's psychoanalytical theory

- 3.2 Jung's analytical theory
- 3.3 Adler's psychoanalytical theory
- 3.4 Allport's approach of unique organism
- 3.5 Personality Development-Indian view-Concept of a Sthita-Pragna

UNIT-IV Theories of Intelligence

- 4.1 Concept of I.Q., E.Q. and S.Q.
- 4.2 Theory of Intelligence
- 4.3 Theory of Spiritual Intelligence
- 4.4 Theory of Emotional Intelligence
- 4.5 Theory of Multiple Intelligence

Field Work (Compulsory)

- Two Psychological Experiments

Note: Journal containing records of each experiment & test results duly signed by the teacher has to be submitted by each student.

GROUP-A ELECTIVE COURSE –I

M.A. (ED.) EC211: SCOPE OF EDUCATIONAL ADMINISTRATION

Objectives:

1. To enable the students to learn the basic concept of educational administration.
2. To acquaint the students with the elements of the process of educational administration.
3. To develop an understanding and an appreciation of the role of different agencies in educational administrations.
4. To develop understanding of the problems of educational administration in India.
5. To enable the students to comprehend the significance of educational administration at different levels.

UNIT-I Administration of Primary Education:

- 1.1 Agencies Involved in the Administration of Primary Education
- 1.2 Role of the Government of India in the Administration of Primary Education
- 1.3 State Government Administration of Primary Education
- 1.4 Role of Local Bodies in the Administration of Primary Education
- 1.5 Recent Schemes and Activities of the Central Government
- 1.6 Advisory Bodies
- 1.7 Some Administrative Problems of Primary Education
 - (1) Universalization (2) Lack of Physical Facilities
 - (3) Mid-Day Meal (4) Wastage and Stagnation
 - (5) One Teacher School

UNIT-II Administration of Secondary Education

- 2.1 Central Government and Secondary Education
- 2.2 State Government and Secondary Education
- 2.3 Constitution and Functions of Secondary Education Board
- 2.4 Administrative Provisions in Secondary Edu. Act. 1972
- 2.5 Advisory Board on Secondary Education
- 2.6 Some Administrative Problems of Secondary Education including the Pattern:
 - (a) Recruitment (b) Vocationalisation
 - (c) Nationalist on vs. Private Enterprise

UNIT-III Administration of Higher Education

- 3.1 University Education:
 1. Types of Universities: (a) Affiliating (b) Residential etc.
 2. Central University
 3. Open University
 4. University and State
 5. Some Administrative Problems in University Education in India:
 - (a) Autonomy (b) Admission (c) Student's Unrest
 - (d) Students Participation in Different Administrative Bodies of the University
- 3.2 Technical Education
 1. Government of India and Technical Education
 2. All India Council for Technical Education
 3. Technical Education and States
 4. Technical Education and Professional Societies
 5. Some Administrative Problems of Technical Education:
 - (a) Admissions (b) Personnel (c) Finance (d) Capitation
 - (e) Private Enterprise

UNIT-IV Administration of Social Education:

- 4.1 Organization of Social Education
 - (i) Village Level (ii) Taluka Level (iii) District Level (iv) State Level
 - (v) National Level
- 4.2 Social Education and Voluntary Organization
- 4.3 Some Administrative Problems of Social Education:
 - (i) Organization (ii) Staffing (iii) Finance (iv) Admission

GROUP-B ELECTIVE COURSE-I
M.A. (ED.) EC212: 20TH CENTURY EDUCATION

Objectives:

1. The student gets acquainted with the trend of events in India in the field of Education.
2. He gets interested in handling original educational documents which is essential for further education.

UNIT-I 1.1 Lord Curzon Policy of Education, 1904

1.2 Hartog Committee

1.3 Recommendation of Dr. Zakir Hussain Committee for Basic Education

UNIT-II 2.1 Sarjant Plan-1944

2.2 Radhakrishnan Commission Recommendations

2.3 Mudaliar Commission Recommendations

UNIT-III 3.1 Ed. Commission of 1964-66.

3.2 Challenges to Education - New Education Policy

UNIT-IV 4.1 National Policy of Education (1986)

4.2 Program of Action (1992)

GROUP C ELECTIVE COURSE-I
M.A. (ED.) EC213: EDUCATIONAL PLANNING

Objectives:

1. To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
2. To help them determine and implement objectives of planning on the basis of individual needs of the students.
3. To develop in them the skills in planning and implementing conventional administrative procedures.
4. To develop in them the skills and attitudes to utilize human energy in getting the maximum work done.

UNIT-I Five Year Plans in Education:

1.1 Beginning of Five Year Plans-Its Historical Background

1.2 Main Features of Five Year Plans with Special Reference to Education

1.3 Impact of Five Year Plans on Education

1.4 Five Year Plans- Merits and Demerits

1.5 Planning at Central, State and Local Levels:

1. Perspective Planning at Central, State and Local Levels
2. Priorities to be given at Central and State Levels
3. Schools for All and Schools for Selected Few
4. Deterring facilities to the needs:
 - a. School Programme
 - b. School Building
 - c. Teaching Training Facilities
 - d. Location of Schools

UNIT-II Education and Economic Growth:

- 2.1 Concepts of Economic Growth
- 2.2 Role of Education in Economic Development
- 2.3 Concepts and Measures of Human Capital
- 2.4 Return of Investment in Education
- 2.5 Inputs and Outputs in Education
- 2.6 Planning of Manpower

UNIT-III Education as an Instrument for Increasing the Quality:

- 3.1 Values Needed for Modernization and Technological Developments
- 3.2 Education as an Instrument of Cultural Change
- 3.3 Equalization of Educational Opportunities
- 3.4 The Demographic Factors- Population Forecasts
- 3.5 Education and Social Mobility
- 3.6 Role of Education in Total Development of the Nation
- 3.7 Place of Education in Overall National Planning
- 3.8 Taking Account of Limited Resources of the Nation
- 3.9 Planning, Decision Making and Implementation
- 3.10 Revision and Planning

UNIT-IV Some Problems of Educational Planning

- 4.1 Calculating Cost of Education
- 4.2 Comprehensive Approach V/s Selective Approach
- 4.3 Public Sector V/s Private Sector
- 4.4 Educational Planning and Exceptional Children, Gifted, Backward and Handicapped
- 4.5 Educational Planning for Qualitative Improvement
- 4.6 Analysis of Educational Expenditure for Planning

GROUP-D ELECTIVE COURSE-I
M.A. (ED.) EC214: TEACHER EDUCATION PRACTICES

Objectives:

1. To develop in the student understanding of the concept, objectives and principles of teacher education.
2. To acquaint the student with focal points in the development of teacher education in India with reference to its changing concept.
3. To acquaint the student with existing practices regarding structure, curriculum and evaluation in teacher education at different level.
4. To enable the student to understand teaching and training techniques.
5. To enable the student to organize various types of student teaching programme.
6. To enable the student to know the concept and practice of evaluation in teacher education.
7. To enable the student to know area of research and experimentation in teacher education.
8. To acquaint the student with the innovative practice in teacher education.
9. To develop in the student professional ethics.

Unit-I Teaching and Training Techniques:

- 1.1 Nature, assumptions, relevance to objectives of the following techniques
 - (i) Seminar/Symposium/Panel discussion
 - (ii) Workshop
 - (iii) Team Teaching
 - (iv) Teaching through A.V. aids
 - (v) Programme Learning
 - (vi) Supervised Study
 - (vii) Lecture-cum-Demonstration
 - (viii) Tutorials
 - (ix) Field Study
 - (x) Brain Storming
- 1.2 Nature, assumptions, relevance to objectives of the following training techniques.
 - (i) Systematic observation and feedback
 - (ii) Simulation and Role playing
 - (iii) Micro teaching
 - (iv) System approach

Unit-II Pattern and Practice of Student Teaching Programmes:

- 2.1 Concept and objectives of student teaching
- 2.2 Patterns of Practice Teaching
 - (a) Spaced Lesson teaching: nature, assumptions, merits and demerits
 - (b) Block student teaching/ off campus student teaching
Programme: nature, assumptions, merits and demerits

- (c) Internship: principles, assumptions, merits and Demerits
- 2.3 Working with cooperating schools/laboratory schools
- 2.4 Stages in the organization of practice-teaching programme:
 - (a) Pre-practice teaching preparation Phase College based under simulated condition, skill training (micro-teaching)
 - (b) Assimilation phase integration - real situation Internship
 - (v) Evaluation of practice teaching

Unit-III Evaluation in Teacher Education

- 3.1 Concept of evaluation and measurement
- 3.2 Objectives of evaluation in teacher education
 - (a) Pedagogical Theory
 - (b) Practical Work
 - (c) Practice Teaching
- 3.3 Types of evaluation: formative and summative, programme evaluation
- 3.4 Existing evaluation practices: internal vs. external evaluation
- 3.5 Modes of Evaluation – Essay, objective, criterion reference, Norms reference testing.
- 3.6 Utilization of evaluation for improvement of teacher education programme
- 3.7 Systematic observation
- 3.8 Question Bank

Unit-IV Research Innovations in Teacher Education

- 4.1 Nature and scope of research in teacher education in India
- 4.2 Areas of research in teacher education
- 4.3 Problems of research in teacher education
- 4.4 Trends in research in teacher education
- 4.5 Innovative practices at secondary and elementary teacher education level
- 4.6 Innovations in teacher education at the international level

GROUP-E: ELECTIVE COURSE-I M.A. (ED.) EC215: COMPUTER APPLICATION

Objectives:

Students will be able to -

1. Give definition, need, categories, types, properties, values and services of information
2. Describe process, types, barriers and use of communication.
3. Apply models of teaching in classroom teaching
4. Use different technological aids in their instruction
5. Introduce system peripherals of computer, different software and operating systems
6. Introduce terminology of networking and internet

7. Use computer in instruction, evaluation and research

UNIT-I Communication of Information:

1.1 Concept & Meaning of communication

1.2.1 Definition of communication

1.2.2 Need of communication

1.2 Components of communication sender, receiver, message, channel, feed back, encode, decode

1.3 Shannon model of communication

1.4 Types of communication: Message related, target related, process related

1.5 Barriers of communication: physical, language, psychological, back ground

UNIT-II Introduction to Computer Softwares

2.1 Concept and Types of Software

2.2 System Software: Concept of OS, Types, Functions, Booting Process

2.3 Concept of WINDOWS: Introduction of Desk Top, Elements and Functions of Typical Window

Unit-III Application of Computer

3.1 Concept and Introduction of Some Useful Software:

- Word Processor: MSWORD

- Spread Sheet Package: MS EXCEL

- Presentation Package: POWER POINT

UNIT-IV Networking and Internet

4.1 Meaning of Computer Networking, Benefits of Networking

4.2 Terminology of Network: LAN, MAN, WAN,

4.3 Components of LAN,

4.4 Topology of Networking

4.5 Internet: Meaning, Browser, Search Engine, E-mail, Hyper text & Hyper Media

Field Work: (05 Practical Compulsory)

MS-Word, MS-Excel, MS-Power point, Internet

Note: Students need to maintain journal of Practical work duly signed by teacher.

GROUP-F ELECTIVE COURSE-I

M.A. (ED.) EC216: PLANNING A TEST & RESULT INTERPRETATIONS

OBJECTIVES:

The student:

1. Prepare and use Psychological tests of different kinds.
2. Handle data and interpret results.
3. Participate in examination reform.
4. Carry to examination and evaluation work.

Unit-I Test Item Construction

- 1.1 Test Items: Essay, short-answer and objective form (With reference to kinds, construction, characteristics and what they measure)
- 1.2 Question bank: Nature, Preparation of question bank
- 1.3 Drawbacks-and measures for improvement of essay items
- 1.4 Test items for measuring complex out-comes: Essay question and interpretative exercises

Unit-II Planning a Testing Programme

- 2.1 Preparation of teacher made test and standardized achievement test (including steps involved)
- 2.2 Constructing performance test
- 2.3 Nature, format and use of diagnostic test
- 2.4 Nature, format and use of scholastic aptitude test
- 2.5 Functions of a testing programme
- 2.6 Qualities desired in a testing programme
- 2.7 Planning a testing programme
- 2.8 Testing programme for primary, secondary and college levels
- 2.9 Presenting the results of testing to the individual and to the public

Unit-III Standardized tests

- 3.1 Nature and use of standardized tests
- 3.2 General procedure of test standardization
- 3.3 Administration of standardized tests
- 3.4 Locating information about standardized tests
- 3.5 Choosing a standardized test
- 3.6 Scoring a standardized test
 - 3.6.1 Evaluation through computer programme
 - 3.6.2 Evaluation using OCR, OMR
- 3.7 Interpretation of standardized test scores and norms
(Including types of norms)

Unit-IV Using Evaluation Results in Teaching & Marking

- 4.1 Motivating learning
- 4.2 Increasing retention and transfer of learning
- 4.3 Marking and reporting method (concept and current use)
 - Letter grades
 - Parent-teacher conference
 - Written description of performance
 - Number grades
 - Percentage grades
 - Pass-fail report
 - Profiles
- 4.4 Progress report

M.A. (Ed.) SEMESTER-III

CORE COURSE-I

M.A. (ED.) CC301: PHILOSOPHICAL ASPECTS OF EDUCATION

Objectives:

The students:

1. Understand the scope and application of Educational Philosophy.
2. Understand the relationship between basic philosophical theories.
3. Appreciate the role of education in the development of an individual and society in their cultural perspective.
4. Understand the relationships of the school and the society.
5. Cultivate the habits of independent thinking for changing concepts and understanding in educational discipline.

UNIT-I Educational Philosophy

- 1.1 Concepts of philosophy of education
- 1.2 Relation between philosophy and education
- 1.3 Scope of philosophy of education
- 1.4 Education for values – national, social, aesthetic and moral
- 1.5 Fundamental philosophical Branches
 - 1.5.1 Meta physics
 - 1.5.2 Epistemology
 - 1.5.3 Axiology

UNIT-II Schools of Philosophy (Western)

A comparative study of the schools of Philosophy

- 2.1 Idealism
- 2.2 Naturalism
- 2.3 Realism
- 2.3 Existentialism
- 2.4 Marxism

(Keeping in view the following aspects: Principles and general maxims, Aims of Education, Curriculum, Teaching Methods, Disciplines, Pupil-teacher relationship and their place in education)

UNIT-III Schools of Philosophy (Eastern)

- 3.1 Sankhya
- 3.2 Vedanta
- 3.3 Bhagvad Gita

(Keeping in view the following aspects: Principles and general maxims, Aims of Education, Curriculum, Teaching Methods, Disciplines, Pupil-teacher relationship and their place in education)

UNIT-IV Indian & Western Philosophers:

4.1 Mahatma Gandhi

4.2 Ravindranath Tagore

4.3 Jean Jacques Rousseau

4.4 John Dewey

(Keeping in view the following aspects:

Aims of Education, Curriculum, Teaching Methods)

GROUP A ELECTIVE COURSE-II

M.A. (ED.) EC311: LEADERSHIP IN EDUCATION

Objectives:

1. To provide the students with the critical knowledge of leader's skill, task and the role.
2. To acquaint students with the role of the principal in maintaining human relationship.
3. To acquaint the students to understand the role of the leader in the professional growth of the personal.
4. To develop in students the knowledge the skill of evaluation and appraisal of educational institutional.

UNIT-I Educational Leadership

1.1 Concept of Leadership

1.2 Leadership Traits: Responsible, Self Disciplined, Innovative, Imaginative, Good at Organization, Correct in Judgement, Visionary etc.

1.3 Educational Administration Leadership Skills

(a) Decision Making (b) Planning (c) Co-Ordinating

(d) Communicating (e) Evaluating (f) Feed Back

1.4 Behavioural Pattern of Educational Leadership:

(a) Aloofness (b) Production Emphasis (c) Thrust

(d) Consideration (e) Human Relationship

1.5 Styles of Educational Leadership

(a) Automatic (b) Laissez Faire (c) Democratic

UNIT-II Role of an Educational Leader

2.1 Role of an Educational Leader:

(a) As a Policy Formulator (b) As a Planner

(c) As an Organizer (d) As a Decision Maker

(e) As a Coordinator (f) Maintainer of Human Relationship with Students, Teachers, Guardians and the Community

(g) As an Innovator

2.2 Role of Principal as a Change Agent and as a Democratic Leader of the School and Local Community

UNIT-III Blocks to Educational Leadership:

- 3.1 Basis of Education
- 3.2 Lack of National Policy
- 3.3 Resources and Priorities
- 3.4 Central of Non-Educationists
- 3.5 Political Pressures
- 3.6 Social Pressures
- 3.7 Personal Antagonism etc.

UNIT-IV Leadership and Human Relationship

- 4.1 Importance of Human Relations in Administration
- 4.2 Basic Values and Principles of Human Relations
- 4.3 Ways and Means of Establishing Human Relationship with Teachers, Parents, Students etc.
- 4.4 Ways and Means to Increase Staff Harmony

GROUP-B ELECTIVE COURSE-I M.ED. EC312: 19TH CENTURY EDUCATION

Objectives:

- 1. The student gets acquainted with the trend of events in India in the field of Education.
- 2. He gets interested in handling original educational documents which is essential for further education.

UNIT-I 1.0 Aims and Contents of Indigenous Education

- 1.1 Education in the Early Years of the 19th Century

UNIT-II 2.1 Charter Act of 1813, 1833

- 1.2 Role of Missionaries in Education

UNIT-III Macolay system of Education

UNIT-IV 4.1 Wood's Despatch 1854

- 4.2 Indian Education Commission 1882 (Hunter Commission)

GROUP-C ELECTIVE COURSE-II M.A. (ED.) EC313: BASICS OF EDUCATIONAL FINANCE

Objectives:

- 1. To acquaint the students with the relationship between the financial support of education and quality of education.
- 2. To develop familiarity with the various sources of financing education in India.

3. To develop in them the understanding of school accounting and developing skill in school budgeting.
4. To develop appreciation of the financial problems of educational administration.
5. To enable the students to locate human and material resources and utilize them to the maximum benefit for education.

UNIT-I Educational Finance: Need, Significance and Principles:

1.1 Concept of Educational Finance

1.2 Need and Significance of Educational Finance

- (i) Rising Unit Costs and Resources Constraints
- (ii) Demand for Education
- (iii) Supply of Education
- (iv) Constitutional Responsibility for Providing Education

1.3 Principles of Educational Finance:

1.3.1 General Theory of Public Finance:

- (a) Allocation of Resources - Economic and Social Bases for Allocation of Resources in Education
- (b) Financing Education for:
 - (i) Equality of Education - Social Justice
 - (ii) Efficiency-Cost-Minimization and Quality Improvement
 - (iii) Productivity-Relevance of Education to the World of Work and Create Qualified and Productive Manpower

1.4 Growth of Educational Finance in India after Independence

UNIT-II Role of Following Bodies in Financing Education in India:

2.1 Government of India

2.2 State Governments

2.3 Local Bodies

2.4 Private Agencies

2.5 Voluntary Organizations

UNIT-III Sources of Finance:

3.1 Government Grant (Central, State, Local)

3.2 Tuition Fees

3.3 Taxes

3.4 Endowments, Donation and Gifts

3.5 Foreign Aids

UNIT-IV Grant-in-Aid Systems:

4.1 Types of Grant-in-Aid

4.2 Central Grants, State Grants and Allocation of Grants by U.G.C.

4.3 Grant-in-Aid Policy in India and State

4.4 Centre-State Relationship in Financing Education

Group: D ELECTIVE COURSE – II
M.A. (ED.) EC314: MANAGEMENT OF TEACHER EDUCATION

Objectives:

1. To acquaint the student with different agencies of teacher education in India and their rules and functions.
2. To acquaint the student with the system of teacher education in one of the developed countries.
3. To acquaint the student with the role of professional organization of teacher educators.
4. To help the student to understand major issues and problems of teacher education.
5. To acquaint the student with the value-oriented teacher education programme.
6. To enable the student to understand the need for continuing education of teachers and teacher educators.
7. To enable the student understand planning, administration and financing of teacher education.
8. To develop in the student the commitment to the profession.

Unit-I Agencies of Teacher Education

Role and function of following agencies:

1.1 National Level

- University Grants Commission
- National Council of Educational Research and Training
- National Council for Teacher Education
- Indian Council for Social Sciences and Research
- Tata Institute of Social Sciences and Research
- Centre of Advanced Studies in Education (MSU)
- Institute of Advanced Studies in Education

1.2 State Level:

- State Institutes of Education
- State Council of Educational Research and Training (GCERT)
- Centers of Continuing Teachers Education
- State Boards of Teacher Education
- University Departments of Education

1.3 International Level:

- UNESCO

Unit-II Teacher Education in any One of the Developed Countries (U.S.A., U.S.S.R., UK and Japan):

2.1 Organization of Teacher Education:

- Structure and Organization
- Recruitment and selection of prospective teachers
- Training of teachers of special Education
- Comparative study and suggestions for teacher Education in India

2.2 Teacher Education programmes for pre-primary, Elementary and Secondary Levels:

- Aims and objectives of teacher education at different levels
- Curriculum
- Teaching and training techniques
- System of evaluation for theory and practical work

Unit-III Pre-Service & In-Service Teacher Education in any One of the Developed Countries (U.S.A., U.S.S.R., UK and Japan):

3.1 Status of Teacher and Role of Professional Organizations:

- Teachers qualification
- Status of Teachers
- Status of Role of professional Organization
- Comparative study and suggestion for teacher Education in India

3.2 In-service Education of School Teachers:

- Summer Schools
- Extension Services Departments/Continuing Education Centre
- Other types refresher courses
- Correspondence Course
- Contribution of NCERT/NCTE to in-service education of school teachers

3.3 Important experiments in teacher education in advanced Countries e.g. The Open University Experiment of UK

Unit-IV Planning, Financing and Control of Teacher Education:

- 4.1 Planning, financing and control of teacher education at elementary and secondary levels
- 4.2 Centre and state role in planning and financing.
- 4.3 Role of voluntary organizations
- 4.4 Academic control of teacher education at elementary and secondary levels
- 4.5 Staffing pattern, qualification and mode of recruitment of academic staff

**GROUP: E ELECTIVE COURSE-II
M.A. (ED.) EC315: PSYCHOLOGICAL TESTING**

Objectives:

The student:

- 1 Understands the meaning and nature of psychological testing and its underlying-principles
- 2 Selects and-administers tests
- 3 Scores tests and interpret results
- 4 Appreciates the need to have a wide range of test material in the school

Unit-I Introduction to Psychological Tests

- 1.1 The meaning and nature of psychological testing

- 1.2 Definition of a psychological test
- 1.3 Types of tests (e.g. individual Vs group, norm-referenced Vs criterion referenced)
- 1.4 Uses of tests
- 1.5 Characteristics of a good test
- 1.6 Misuses of psychological tests and safeguards to avoid them

Unit-II Test construction

- (a) General Procedure from the selection of traits to establishing reliability and validity
 - (i) Classification of what is to be measured
 - (ii) Preparing a list of behaviour-trait selection
 - (iii) Item construction
 - (iv) Tryouts of the tests with respect to its objectives
 - (v) Item analysis-qualitative as well as quantitative
 - (vi) Item selection
 - (vii) Special factors to be considered in test construction, format, time, administration, mode of answer, scoring etc.

Unit-III Sampling at various level of Test construction

Sampling procedures-need and purpose, major types, sample for pilot studies, item analysis and final run

Unit-IV Norms, Reliability and Validity:

3.1 Norms

- (i) Need for norms, its definition
- (ii) Different types of norms and their derivation
- (iii) Kinds of norms-Gender norms, sex norms, age norms etc.
- (iv) Verbal interpretation of different norms and test results

3.2 Reliability

- (i) Concept of different types of reliability & its definition
- (ii) Methods of estimating reliability, their advantages and limitations
- (iii) Standard error of measurement

3.3 Validity

- (i) Definition, different types of validity
- (ii) Pros and cons of each type of validity
- (iii) Relation between reliability and validity
- (iv) Cross-validation, expectancy tables, cut off scores

GROUP- F ELECTIVE COURSE-II
M.A. (ED.) EC316: DESCRIPTIVE STATISTICS

Objectives:

1. The student learns the various statistical method used in the analysis of data.
2. He understands the basis concepts of statistics.
3. He develops an ability to select proper statistics with various data.
4. He understands the basic assumptions, uses and misuses of various statistics.
5. He is able to understand statistical interpretations in educational research and to examine the scope of application of research.
6. He develops an ability to evaluate critically the result of analysis of data

Unit-I Meaning of Statistics:

- 1.1 Meaning of Statistics
- 1.2 Importance of Statistics in Education
- 1.3 Scale of measurement
- 1.4 Tabulation of data and different forms of graphic representation and their uses in educational research.

Unit-II Descriptive Statistics:

- 2.1 The frequency distribution, measures of central tendency and Variability; Their calculation and use
- 2.2 The normal distribution-the normal Probability curve-its important properties and applications
- 2.3 Scaling of test items-scaling judgement

Unit-III Correlation:

- 3.1 The coefficient of correlation-Linear, bi-serial, Point bi-serial tetra choric, contingency, his product-Moment,
- 3.2 Rank difference, Partial and Multiple Correlation

Unit-IV Validity of Test:

- 4.1 Item analysis
- 4.2 Reliability and validity of statistical evidence

M.A. (ED.) SEMESTER-IV

CORE COURSE-III

M.A. (ED.) CC401: SOCIOLOGICAL ASPECTS OF EDUCATION

Objectives:

The students:

1. Understand the scope and application of Educational Philosophy.
2. Understand the relationship between basic philosophical theories.
3. Appreciate the role of education in the development of an individual and society in their cultural perspective.
4. Understand the relationships of the school and the society.
5. Cultivate the habits of independent thinking for changing concepts and understanding in educational discipline.

UNIT-I Sociology and Education

- 1.1 The meaning and scope of sociology of education
- 1.2 The process of socialization
- 1.3 Education and social change

UNIT-II Relationship between Education and---

- 2.1 Culture
- 2.2 Secularism
- 2.3 Democracy
- 2.4 Modernization

UNIT-III Study of the Following Issues and Their Educational Implications

- 3.1 Violence, Human rights and education
- 3.2 Nation, Nationalism and National Integration
- 3.3 Economic reforms, Globalization and Educational Policies
- 3.4 Poverty, Unemployment and education
- 3.5 Urbanization, Development and Education
- 3.6 Problems of nations and the politics of development

UNIT-IV Social Stratification

- 4.1 Social stratification and its impact on education
- 4.2 Caste, social class, language, religion and education
- 4.3 Education of the socially and economically disadvantaged section of the society with reference to S.C., S.T., Women and rural population
- 4.4 Social mobility and education

GROUP A ELECTIVE COURSE-II
M.A. (ED.) EC411: INNOVATIONS AND INSTITUTIONAL EVALUATION

Objectives:

1. To provide the students with the critical knowledge of leader's skill, task and the role.
2. To acquaint students with the role of the principal in maintaining human relationship.
3. To acquaint the students to understand the role of the leader in the professional growth of the personal.
4. To develop in students the knowledge the skill of evaluation and appraisal of educational institutional.

UNIT-I Professional Growth of Educational Personnel:

1. Concept of Professional Growth of Personnel in Educational Institutions
2. In-Service Education and Professional Growth
3. Role of the Leader in Professional Growth of the Personnel

UNIT-II Innovative Practices and Management of innovations in Teaching and Learning

Unit-III Appraisal of Educational Institutions

1. Concept, Nature, Need and Scope of Appraisal
2. Objectives and Principles of Appraisal
3. Types of Appraisal
4. Criteria for Conducting School Appraisal:
 - a. Physical Facilities
 - b. Staffing and Recruitment
 - c. Educational and Other Achievements
 - d. Innovations
 - e. Co-Curricular and Other Activities etc.

GROUP-B ELECTIVE COURSE-II
M.A. (ED.) EC412: PROBLEMS IN EDUCATIONAL ORGANIZATION

Objectives:

1. The student gets familiar with the current important problems regarding the educational set up of India.
2. He gets conversant with the problems of different stages and aspects of education in India.

UNIT-I

Specific problems regarding finance, organization, administration, student enrolment, quality of instruction in case of the following:

- 1.1 Pre-Primary, Primary Education and Basic Education
- 1.2 Secondary Education
- 1.3 Higher Education

UNIT-II

Specific problems regarding finance, organization, administration, student enrolment, quality of instruction in case of the following:

2.1 Teacher Education

UNIT-III

3.1 Admission & Examination in education

3.2 Science and technological education

3.3 Indian Education with reference to three language formula and medium of instruction

UNIT-IV 4.1 Equipping schools and colleges with Information Technology

4.2 problems of utilization of Information Technology

GROUP-C ELECTIVE COURSE-II

M.A. (ED.) EC413: ECONOMICS OF EDUCATION SYSTEM

Objectives:

1. To acquaint the students with the relationship between the financial support of education and quality of education.
2. To develop familiarity with the various sources of financing education in India.
3. To develop in them the understanding of school accounting and developing skill in school budgeting.
4. To develop appreciation of the financial problems of educational administration.
5. To enable the students to locate human and material resources and utilize them to the maximum benefit for education.

UNIT-I Economics of Educational System:

1.1 Increase in Per Pupil Cost and its Relation to Per Capital Income

1.2 Methods of Determining Educational Costs, Unit Costs, Direct Cost, Opportunity Costs

1.3 Decisive Factors on Costs: Size of Class, Teaching Load, Enrolment at Different Levels etc.

1.4 Salary of teachers

UNIT-II Educational Expenditure:

2.1 The Determinants of Expenditure on Education:

(i) Public Exp. as a Percentage of Grip

(ii) Education Exp. in Relation to Government Revenue

(iii) Inflation and Public Expenditure on Education

2.2 Clarification of Educational Expenditure

2.3 Direct and Indirect Objects of Expenditure

(i) Direct Objects: Primary, Secondary, Higher, Professional

and Technical Education

- (ii) Indirect Objects: Direction and Inspection, Stipends and Scholarships, Building, Furniture and Equipment, Boards of Secondary Education

UNIT-III School Budget:

3.1 Budget Making Process

3.2 Budget as an Instrument of

- Educational Planning
- Capital Improvement

3.3 Evaluation

3.4 Planning a School Budget in Relation to Govt., Grants, Resources from the Society, Tuition Fees, Donations and Local Endowments etc.

UNIT-IV Some Problems and Issues of Educational Finance:

4.1 Tuition Fees: Merits and Demerits of Uniform, Tuition Fees

4.2 Additional Resources for Education

4.3 Critical Review of Present Grant-in-Aid Policy of the State Government with Special Reference to Secondary Education

4.4 The Factors Affecting Increasing the Financial Burden on Local Governments

4.5 Ways and Means of Controlling Funds

Group: D ELECTIVE COURSE – II

M.A. (ED.) EC414: PLANNING OF TEACHER EDUCATION

Objectives:

1. To acquaint the student with different agencies of teacher education in India and their rules and functions.
2. To acquaint the student with the system of teacher education in one of the developed countries.
3. To acquaint the student with the role of professional organization of teacher educators.
4. To help the student to understand major issues and problems of teacher education.
5. To acquaint the student with the value-oriented teacher education programme.
6. To enable the student to understand the need for continuing education of teachers and teacher educators.
7. To enable the student understand planning, administration and financing of teacher education.
8. To develop in the student the commitment to the profession.

Unit-I Professional Organization and Status of Teacher Education:

1.1 Professional Organizations:

- Local, State, National and International level of Professional organization for teacher educators
- Their objectives and activities
- Comparative struggle among Teacher Educator's

Organizations, need for collective and united action by Teacher Educators

1.2 Status of Teacher Educators:

- Professional status
- Responsibilities and rights
- Opportunities for Professional growth.
- Academic freedom
- Participation in civic rights
- Code of ethics and its enforcement
- Working conditions
- Provision for necessary facilities and equipment

1.3 Economic Status:

- Salary system
- Service conditions
- Service requirements
- Security of service, welfare measures etc.

1.4 Social Status:

- Recognition
- Participation in the decision making bodies
- Relationship with other educational institutions
- Provision of awards etc.

Unit-II Continuing Education (In-service Education) of Teachers/ Teacher Educators:

2.1 Concept and scope of continuing education.

2.2 Differential needs of continuing education for teachers and teacher educators.

2.3 Extension Services Departments: Their nature, role and functions.

2.4 Methods and techniques of continuing education for teachers/teacher educators.

2.5 Practices of evaluation of continuing education programmes

Unit-III Value Oriented Teacher Education:

3.1 Clarification of the term 'Value' - Meaning and importance of value.

3.2 The different values - economics values, values of physical culture, values of intellectual excellence, moral and spiritual values - uses of these values in personal and social life.

3.3 Ideals enshrined in the constitution of India - Justice, Liberty, Equality and Fraternity.

3.4 Values upheld by the different Education Commissions of free India – the University Education Commission of 1948, the Secondary Education Commission of 1952 and the Education Commission of 1964.

3.5 Meaning of 'Good' and 'Evil' - Judgement of 'Good' and 'Evil', Components of happy life: 'Truth', 'Beauty' and 'Goodness'.

3.6 Perspectives in value-education, source materials: Philosophy, Psychology, Science, History, Literature, Art and Culture, Nature Community.

3.7 Methods of value-orientation open-ended questions, Information dialogues, value-clarifying discussions, role-playing, contrived incidents, thought sheets, weekly

reaction sheets, autobiographical questionnaires, story-telling/reading and action projects.

- 3.8 Deliberations in value-orientation : writing inspiring stories upholding one or more of the different values, preparation of lists of useful books, selection of passages/questable historical events, recording of achievements of Indian culture, descriptions and interpretations of Indian sports and games, visits to community service centre

Unit-IV Major Issues and Problems of Teacher Education:

- 4.1 Standards in Teacher Education.
- 4.2 Admission policies and procedures.
- 4.3 Isolation of Teacher Education Institutions.
- 4.4 Preparation of teacher for special fields such as craft, art and physical education, music and teachers for special education.
- 4.5 Issues pertaining to the opportunities for professional development of teacher educators pre-service and in-service programmes.
- 4.6 Issues related to administration of teacher education institutions.
- 4.7 Lack of co-ordination in man-power planning.

GROUP: E ELECTIVE COURSE-II

M.A. (ED.) EC415: MEASUREMENT OF MENTAL ABILITIES

Objectives:

The student:

- 1 Understands the meaning and nature of psychological testing and its underlying-principles
- 2 Selects and-administers tests
- 3 Scores tests and interpret results
- 4 Appreciates the need to have a wide range of test material in the school

Unit-I Measurement of educational achievement and Aptitude

- 1.1 Tests of educational achievement, proficiency tests, diagnostic tests
- 1.2 Aptitudes and their testing
 - meaning global and unitary approaches of aptitude testing,
 - multifactor test batteries-DAT, GATB, other tests of special abilities and professional aptitudes
 - Information about tests of aptitudes available in Gujarati

Unit-II Measurement of Intelligence

- a. Tests of intelligence-meaning,
- b. individual scales of Stanford-Binet and Wechsler and their Gujarati adaptations,
- c. Group tests of intelligence-verbal, non-verbal, performance test
- d. Information about tests of intelligence available in Gujarati

Unit-III Measurement of interests, attitudes, values and personality:

- 3.1-Nature of interest,
 - kinds of interest,

- different approaches for the assessment of interest,
- relation between interest and aptitude,
- Kuder's and Strong Campbell's interest inventories,
- information about measurement of interest in Gujarati

3.2 Methods of constructing attitude scales-Likert, Thurstone

3.3 Types of values and their measurement

Unit-IV Measurement of Personality

4.1 Different views about the concept of personality, different approaches for the Approaches of personality measurement - rating scales, inventories, projective techniques-information about Rorschach and TAT, Situation Reaction tests. Work done in Gujarat in the field of personality assessment

GROUP- F ELECTIVE COURSE-II M.A. (ED.) EC416: INFERENCE STATISTICS

Objectives:

1. The student learns the various statistical method used in the analysis of data.
2. He understands the basis concepts of statistics.
3. He develops an ability to select proper statistics with various data.
4. He understands the basic assumptions, uses and misuses of various statistics.
5. He is able to understand statistical interpretations in educational research and to examine the scope of application of research.
6. He develops an ability to evaluate critically the result of analysis of data

Unit-I Regression and Prediction:

- 1.1 Regression and Prediction; Linear regression- the regression line in prediction; the regression equations and the accuracy of prediction

Unit-II Testing hypothesis:

- 2.1 The hypothesis of chance-the null hypothesis
- 2.2 The meaning of statistical inference, the significance of the mean, the median; the significance of measures of variability, of percentage, of the correlation coefficient
- 2.3 The significance of the difference between means and other statistics
- 2.4 Principles of sampling and the use of standard error formulas

Unit-III Non Parametric Tests

- 3.1 Chi-Square Test
- 3.2 Sign Test
- 3.3 Median Test
- 3.4 Mann-Whitney U- Test
- 3.5 Kolmogorov- Smirnov Test
- 3.6 Kruskal-Wallis Testing

Unit-IV Analysis of Variance and Factor Analysis

- 4.1 Analysis of variance: Introduction, Concept, Assumptions, Computation One way & Two way, Factorial Design
- 4.2 Analysis of covariance (only theory)
- 4.3 Basic principles of factor analysis