



હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી

NAAC A (3.02) State University

પો.બો.નં.—૨૧, યુનિવર્સિટી રોડ, પાટણ (ઉ.ગુ.) ૩૮૪૨૬૫

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પરિપત્ર ક્રમાંક – ૧૫૯ / ૨૦૧૯

વિષય:—એજ્યુકેશન વિદ્યાશાખા અંતર્ગત એમ.એડ.સેમ-૧ થી ૪ ના અભ્યાસક્રમમાં સુધારા અંગે..

સંદર્ભ :— અત્રેનો પરિપત્રનં. ૧૦૭/૨૦૧૯ , તારીખ : ૨૧/૦૭/૨૦૧૯

આ યુનિવર્સિટી સંલગ્ન એજ્યુકેશન કોલેજના આચાર્યશ્રીઓને જણાવવાનું કે, UGC ની Model Curriculum અંગેની Guideline સંદર્ભનો જૂન – ૨૦૧૯ થી અમલમાં આવેલ એમ.એડ.નો સંદર્ભિત પત્રથી પરિપત્રિત કરવામાં આવેલ અભ્યાસક્રમનાં માળખા જૂન – ૨૦૧૯ થી અમલમાં આવે તે રીતે સામેલ પરિશિષ્ટ પ્રમાણેના સુધારા કરવાના થાય છે. જેનો આદેશાનુસાર અમલ થવા વિનંતી છે.

આ બાબતની સંબંધિત અધ્યાપકો તથા વિદ્યાર્થીઓને આપના સ્તરેથી જાણ કરવા વિનંતી છે.

નોંધ :— (૧) વિદ્યાર્થીઓની જરૂરીયાત માટે પરિપત્રની એક નકલ કોલેજના ગ્રંથાલયમાં મૂકવાની રહેશે.

(૨) આ અભ્યાસક્રમનો સુધારો યુનિવર્સિટીની વેબ સાઈટ www.ngu.ac.in પર પણ ઉપલબ્ધ કરાવવામાં આવનાર છે.

બિડાણ : ઉપર મુજબ

સહી/—
કુલસચિવવતી

નં.—એ કે / અ× સ / ૩૮૩૧ / ૨૦૧૯

તારીખ: ૦૯ / ૦૮ / ૨૦૧૯

પ્રતિ,

૧. સંલગ્ન એજ્યુકેશન કોલેજોના આચાર્યશ્રીઓ
૨. શ્રીમતી ગીતાબેન બી. પટેલ (ડીન-શિક્ષણ વિદ્યાશાખા) જીવન જ્યોત બી.એડ. કોલેજ , વાલમ , તા. વિસનગર
૩. પરીક્ષા નિયામકશ્રી, હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. (પાંચ નકલ)
૪. ગ્રંથપાલશ્રી, હેમ.ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. (વિદ્યાર્થીઓના ઉપયોગ સારૂ રેકર્ડ ફાઈલ માટે)
૫. સિસ્ટમ એનાલીસ્ટશ્રી, કોમ્પ્યુટર (રીઝલ્ટ) સેન્ટર, હેમ.ઉ.ગુ.યુનિવર્સિટી, પાટણ. તરફ પરિણામ માટે તથા વેબસાઈટ મૂકવા સારૂ.
૬. મુખ્ય હિસાબી અધિકારીશ્રી (મહેકમ), હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ તરફ → પરિપત્રની ફાઈલ અર્થે



હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી

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પો.બો.નં.—૨૧, યુનિવર્સિટી રોડ, પાટણ (ઉ.ગુ.) ૩૮૪૨૬૫

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પરિપત્ર ક્રમાંક — ૧૦૭ / ૨૦૧૮

વિષય:— શિક્ષણ વિદ્યાશાખામાં અનુસ્નાતક કક્ષાના સેમસ્ટર—૧ થી સેમેસ્ટર—૪ ના નવા અભ્યાસક્રમ અંગે..

આ યુનિવર્સિટી સંલગ્ન એમ.એડ. કોલેજના આચાર્યશ્રીઓને જણાવવાનું કે, UGC ની Model Curriculum અંગેની Guideline સંદર્ભે નો શિક્ષણ વિષયનો અનુસ્નાતક કક્ષાનો સેમસ્ટર—૧ થી સેમેસ્ટર—૪ સુધીનો સામેલ પરિશિષ્ટ મુજબનો નવો અભ્યાસક્રમ એકેડેમિક કાઉન્સિલએ તેની તારીખ: ૦૫/૦૬/૨૦૧૮ની સભાના ઠરાવ ક્રમાંક: ૩૧ થી **શૈક્ષણિક વર્ષ: ૨૦૧૯—૨૦ થી ક્રમશઃ અમલમાં આવે તે રીતે મંજૂર કરેલ છે.** જેનો અમલ કરવા સારૂ સંબંધિતોને આ સાથે મોકલવામાં આવે છે.

આ બાબતની સંબંધિત અધ્યાપકો તથા વિદ્યાર્થીઓને આપના સ્તરેથી જાણ કરવા વિનંતી છે.

નોંધ: (૧) વિદ્યાર્થીઓની જરૂરીયાત માટે પરિપત્રની એક નકલ કોલેજ /ડિપાર્ટમેન્ટના ગ્રંથાલયમાં મૂકવાની રહેશે.

(૨) આ અભ્યાસક્રમ યુનિવર્સિટીની વેબ સાઈટ www.ngu.ac.in પર પણ ઉપલબ્ધ કરાવવામાં આવનાર છે.

સહી/—

બિડાણ: ઉપર મુજબ

કુલસચિવવતી

નં.—એ કે / અ× સ / ૩૦૩૮ / ૨૦૧૮

તારીખ: ૨૧/૦૭/૨૦૧૮

પ્રતિ,

૧. સંલગ્ન એમ.એડ. કોલેજોના આચાર્યશ્રીઓ
૨. શ્રી ગીતાબેન બી.પટેલ (ડીન—શિક્ષણ વિદ્યાશાખા), એજ્યુકેશન કોલેજ, મું.વાલમ, તા.વિસનગર, જિ.મહેસાણા.
૩. પરીક્ષા નિયામકશ્રી, હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. (પાંચ નકલ)
૪. ગ્રંથપાલશ્રી, હેમ.ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. (વિદ્યાર્થીઓના ઉપયોગ સારૂ રેકર્ડ ફાઈલ માટે)
૫. સીસ્ટમ એનાલીસ્ટ, કોમ્પ્યુટર(રીઝલ્ટ) સેન્ટર, હેમ.ઉ.ગુ.યુનિવર્સિટી, પાટણ તરફ પરિણામ માટે તથા વેબસાઈટ પર મૂકવા સારૂ.
૬. માન.કુલપતિશ્રી/ કુલસચિવશ્રીનું કાર્યાલય, હેમ.ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ.
૭. અનુસ્નાતક પ્રશાખા(એકેડેમિક શાખા) હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ
૮. મુખ્ય હિસાબી અધિકારીશ્રી (મહેકમ), હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ તરફ—પરિપત્રની ફાઈલ અર્થે
૯. સિલેક્ટ ફાઈલે— (૨ નકલ)

SEMESTER- II

TABLE-5
SUMMARY OF M. ED(TWO YEAR) CBCS PROGRAMME

Semester	Credits			No. of Hours			Marks		
	Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total
Semester I	16	4	20	64	128	192	280	245	525
Semester II	16	4	20	64	128	192	280	245	525
Semester III	16	4	20	64	128	192	280	245	525
Semester IV	12	8	20	48	256	304	210 +120=330	195	525

Note : Table No,6, 7,8,9,10 See old curriculum.

SEMESTER-II (20 CREDITS)

Sr. No.	Paper Title	Core/Spl Core/Sec Core;Ele Specl/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.	Philosophy Perspective of Education	Core	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
2.	Sociology of 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.	Teacher education	Core	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
5.	Dissertation Related Work	ISB II	2	0	0	2 (32 Hrs) Progress Report	70	70
6.	Internship in Teacher Education Institutions	ISB I+I	2	0	0	2 (2 Week) (64 Hrs)	55	55
		Total	20	12/(192)	280	8/(224)	245	525

SEMESTER- II
PERSPECTIVE CORE COURSE
M.ED. CC 201
PHILOSOPHY OF EDUCATION

Objectives:

- The Student of M.ed. coming for P.G. learning after B.Ed. or PTC so through learning is necessary for them.
 - Following objectives should be achieved during M.Ed. course.
 - M.Ed. Students will be able.
1. To develop understanding about various definitions analytical and real meaning of education.
 2. To get mental strength to understand concept, importance, difference and relation between education and philosophy and also about instructions during teaching.
 3. To understand about role of teacher with philosophy.
 4. To understand about basic branches of philosophy.
 5. To develop abilities to compare various theories of philosophy.
 6. To develop capacity to understand Indian and western philosopher thoughts related with education philosophy area.
 7. To develop understanding about life values which are generated by philosophy.

UNIT- I Philosophy and educational scope

- A-**
1. Concept, definition and Meaning of Education.
 2. Analytical and real meaning of education.
 3. Importance of instruction approach in education.
 4. difference between educational instructions and education.

B- Board concept of philosophy.

1. Concept of philosophy, importance of philosophy of education.
2. Philosophy of education and Teacher.
3. Philosophy and philosophizing.
4. Philosophical analysis.
5. Technique of philosophy.
6. Main question of philosophy is man.
7. Importance of philosophy in current period.
8. Self development, dedicated person with responsibility and experience.

UNIT- II Basic Brances of philosophy

A- Epistemology

1. Concept of knowledge and epistemology.
2. Sources of knowledge
3. Inclusive form of knowledge
4. Implications of epistemological education.

B- Axiology

1. Concept of reference sources of axiology
2. Principles of axiology – objective and individual and expectant.
3. Form of value – external, Internal and its implications.

C- ethicsology and aestheticsology and education

- effect of each other

UNIT- III Various the Theories of Philosophical Education

1. Humanism
2. Feminism

3. Logical Positivism
4. concept of " " and its impact on humanlife.
5. Sankhya, Vedant Darshan, Jainism and Bhagvad Geeta

1, 2, 3 therios discuss with concept, principals, utitlity discipline, teacher- student relation, curriculum method

UNIT- IV Philosophical and educational thoughts of indian and western philosopher.

1. Dr. Annie Besant
2. Acharay Vinoba Bhave
3. Rousseaus
4. Herbert spencer discuss
their life narrative
concept and aim of education
effect and their thoughts contribution on education

References

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प्रथम संस्करण - १९७५
2. કેળવણીના તાત્વિક આધારો : શાસ્ત્રી જયેન્દ્ર દવે ૧૯૯૧ યુનિવર્સિટી ગ્રંથ નિર્માણ,
બોર્ડ અમદાવાદ
3. કેળવણી અને શિક્ષણ તાલીમ : લેખક પી. ગરે. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ અમદાવાદ
અનુવાદ - ઈશ્વરભાઈ પટેલ
4. વિકસતા ભારતમાં શિક્ષણ : બી.એસ.શાહ પ્રકાશન - ૧૯૯૪
પ્રિયા પ્રિન્સી, અમદાવાદ

5. विकासमान भारतीय समाजमां शिक्षण : वारीषण प्रकाशन—अमदावाढ २००५, २००८
6. शिक्षादर्शन- डां। रामनाथ शर्मा एटलान्टिक पब्लिसर्स, दरीयागंज - डां। राजेन्द्रकुमार शर्मा
7. शिक्षाके दार्शनिक एवं- डां। गिरीश पचौरी, लायल बुकसदेपो मेरठ
समाजशास्त्रिय सिन्ध्यांत - २००६
8. शिक्षाके दार्शनिक सिन्ध्यांत - पाठफ एवं त्यागी-२००८
9. शिक्षा और उदीयमान भारतीय समाज डां। हिमांसु औदिच्य आस्था प्रकाशन
10. The philosophical and sociological of education- kamala bharatiy baldeve bhartiya Doaba House, New Delhi.
11. उदीयमान भारतीय समाजमें - डां। रामशकल पाणडेय विनोद पुस्तक मंदिर, आगरा शिक्षक

SEMESTER- II
PERSPECTIVE CORE COURSE
M.ED. CC 202
SOCIOLOGY OF EDUCATION

Objectives:

1. To enable students to analyze education from different sociological perspectives and theoretical frameworks.
2. To enable students to analyze the relationship of education with culture, social stratification and social mobility.
3. To enable students to understand educational institution as an agency of socialization.
4. To enable students to understand the relationship between education and 21st century society.
5. To enable the students to understand the relation between education and social change.

UNIT-I Sociology of Education

1. The meaning and scope of sociology of education
2. The process of socialization
3. Education and Social Change
4. Types of Social Institutions and their Functions
5. Dimensions of Education as a Social Institution: Structure, Function and Culture

Field Engagement

1. Observe the children and adolescents regarding their socialization process.
2. Observe the one society and note the social changes in it.

UNIT-II Social Stratification and Social Mobility

1. Concept and Types of Social Stratification and Social Mobility
2. Theories of Social Stratification-Functionalist and Conflict Theory
3. Stratification and Equality of Educational Opportunity among disadvantaged sections of Society -Girls, S.C. & S.T.
4. Equality and Equity in Education
5. Human Rights Education; Concept and Provisions

Field Engagement

1. Make a report on the social stratification observed in the society.
2. Group Discussion on the parameters of Human Development Index.

UNIT-III Culture, Modernization and Education

1. Concepts of Culture, Sub-Culture and Multiculturalism, civilization, cultural growth, cultural lag, cultural conflict, cultural relativity, cultural Pluralism and cultural Poverty in relation to Education.
2. Approaches to Multi Cultural Education (Culturally Different, Human Relation, Single Group Study, Multicultural Education, Social Reconstructionist)
3. Relationship between culture and education.
4. Modernism and Post Modernism, Characteristics of Post Modernism

Field Engagement

1. Group Discussion on the cultural changes in the society.
2. Study the impact of modernization on the adolescents.

UNIT-IV Education Law and Society

1. Education and Democracy
2. Nationalism and education
3. Mass Media and Education
4. Privatization, Liberalization and Globalization and its impact on Education

Field Engagement

1. Observe the democratic environment of the institutions and prepare a report on it.
2. Study the impact of mass media on the youth.

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SEMESTER- II
PERSPECTIVE CORE COURSE
M.ED. CC 203
CURRICULUM STUDIES

Objectives:

The Student teacher should be able

- ⇒ To define and explain the concept of curriculum.
- ⇒ To differentiate Curriculum, syllabus and text book.
- ⇒ To know about the bases of curriculum.
- ⇒ To be familiarize with steps of the process of curriculum development.
- ⇒ To know about the basic considerations in curriculum planning
- ⇒ To understand the role of school in curriculum in curriculum engagement in school.
- ⇒ To understand the role of school in bridging the gap between intended, implemented and attained curriculum.
- ⇒ To understand the role of a teacher in developing, transacting and evaluating curriculum.
- ⇒ To be familiarize with the curriculum development at various levels.

UNIT-I CONCEPT OF CURRICULUM

1. Meaning of curriculum
2. Difference between curriculum, syllabus, textbook and National Curriculum Framework.
3. Importance of curriculum, syllabus and textbook in school education.
4. Basis of curriculum.
5. Importance of core curriculum and local reference specific curriculum.

UNIT-II CONCEPT DEVELOPMENT

1. The process of curriculum development- construction of objective and learning standards, selection of learning experiences, selection of content, organization and integration of learning experiences and content, evaluation of the curriculum.
2. Curriculum development at different levels - international level, national level, state level, school level and classroom level.

UNIT-III FUNDAMENTALS OF CURRICULUM PLANNING

1. Nature of content and curriculum planning
2. Developmental aspects and curriculum planning
3. Social, economical, environmental aspects and curriculum planning
4. Institutional aspects and curriculum planning.
5. Teacher related aspects and curriculum planning.

UNIT-IV CURRICULUM ENGAGEMENT IN SCHOOL

1. Role of school environment in curriculum engagement.
2. Role of infrastructure of the school in curriculum engagement.
3. Role of curriculum inclusion and learning resources in curriculum engagement.
4. Role of a school to bridge the gap between the Expected curriculum, Implemented curriculum and Tested curriculum.
5. Role of a teacher in developing, transacting and evaluating curriculum.

FIELD ENGAGEMENT

1. Study the present course in the secondary schools of Gujarat and find out how far these courses are economically cost effective/ feasible from the point of view of both the government and community.
2. Identify some emerging areas that could be included in school curriculum. Justify the rationale for their inclusion in school level education.
3. Evaluate the curriculum of any school subject that you have taught.
4. Identify a unit which according to your students is very difficult to learn.

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SEMESTER- II
PERSPECTIVE CORE COURSE
M.ED. CC 204
TEACHER EDUCATION-I

Objectives:

The student teacher should be able

- ⇒ Gain insight and reflect on the concept and status of pre-service and in-service teacher education
- ⇒ be acquainted with content, and organization pre- service teacher education curriculum, Infrastructure and resources needed, and the issues and problems related to teacher preparation.
- ⇒ Examine the existing pre-service and in-service teacher education programs from the view point of policy and its relevance to the demands of present day school realities.
- ⇒ Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of teacher education and understand the organisational culture.
- ⇒ Develop competence in organisation and evaluation of various components of pre-service and in- service teacher education programmes.
- ⇒ Design in - service teacher professional development program / activities based on the need of teacher.
- ⇒ Understand and appreciate the research perspective on various practices in teacher education.
- ⇒ Develop professional attitudes, values and interest needed to function as a teacher education.

UNIT-I STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION

1. A review of the understanding developed on teacher roles and functions.
2. Pre-service teacher education- concept, nature, objectives and scope.

3. The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE.
4. Components of Pre-service teacher education- foundation courses, subject specialisation and pedagogy, special fields, school based practicum and intership weightages in course work and evaluation.
5. Modes of Pre-service teacher education- face – to face (Linear and Integrated) distance and online – relative merits and limitations

Field Engagement

1. A "Comparative study of state and national curricula" of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment-document analysis.
2. Critical analysis of NCFTE-2009
3. Review the any university curriculum of teacher education from the point of view of NCFTE-2009

UNIT-II ORGANISATION OF DIFFERENT COMPONENTS OF TEACHER EDUCATION CURRICULUM

1. The student teacher as an adult learner-characteristics. The concept of andragogy and its principles.
2. Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
3. Transactional approaches for the foundation courses- Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation.
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.
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.

Field Engagement

1. Case Studies the practicum and internship activities of tow B.Ed. Colleges.
2. Observe the skill and competency development during the practice teaching in B.Ed. college.

UNIT-III IN-SERVICE TEACHER EDUCATION IN INDIA- CONCEPT, STRUCTURE AND MODES.

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 objective.
2. The sturcture for in-service teacher education- sub-district, district, state, regional and national level agencies and institutions.
3. Modes and Models of in-service teacher education ;
4. Modes of in-service teacher education-face – to face, distance mode, online and mixed mode.
5. induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitaions of each of them.

Field Engagement

1. Study the structure of in-service teacher education in Gujarat.
2. Compare the modes of in-service teacher education in face-to-face, distance, online and mixed mode.
3. Compare the different models of in-service teacher education.

UNIT-IV PLANNING, ORGANIZING AND EVALUATING AND IN-SERVICE TEACHER EDUCATION

1. Planning an in-service teacher education programme- preliminary considerations of purpose, duration, resource requirements and budget.
2. Designing and in-service teacher education programme- steps and guidelines assessment of training needs, formulation of training curriculum, prepararation of course material.

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. Qualities and characteristics of an effective in-service teacher educator.

Field Engagement

1. Design, implementation and evaluation of a training input in any one course of pre-service teacher education - mentored practicum.
2. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes-documents analysis.

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