



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- III

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-III (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.	Research Methods Advanced	Core	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
2.	Teacher Education II	Core	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
3.	Specialization Core Course in Elementary Education-I	Spl Core (A)	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
4.	Specialization Core Course in Elementary Education-II	Spl Core (A)	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
OR								
3.	Specialization Core Course in Secondary and Higher Secondary Education-I	Spl Core (B)	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
4.	Specialization Core Course in Secondary and Higher Secondary Education-II	Spl core (B)	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
5.	Dissertation Related work	ISB II	1	0	0	1 (32 Hrs) Progress Report	35	35
6.	Internship in Teacher Education Institutions	ISB-III	3	0	0	3 (96 Hrs) 2+1(3 Weeks)	90	90
		Total	20	9/(192)	280	8/(256)	245	525

SEMESTER- III
PERSPECTIVE CORE COURSE
M.ED. CC 301
RESEARCH METHODS ADVANCED

Objectives:

The Student:

1. Understands the place of research in education.
2. Becomes familiar with various methods of research.
3. Is initiated into research by undertaking a research problem of research and preparing a dissertation.

UNIT-I Sampling Techniques

1. Population and sample
2. Defining the population
3. Meaning of Sample and Sampling
4. Characteristics of a good sample
5. Importance of sampling
6. When should the sample be large?
7. Sample size and Errors in Sampling
8. Techniques of Sampling
 - a. Probability samples: simple random sampling, stratified random sampling, systematic sampling and cluster sampling
 - b. Judgment samples: Incidental sampling, purposive sampling, quota sampling
 - c. Other sampling techniques: Paired sampling, double sampling, sequential sampling, snow- ball sampling, Multi-stage_ sampling

9. Mistakes often made in sampling
10. Sampling biases

UNIT-II Research methods

1. Historical research method
 - a. Concept
 - b. Importance in education
 - c. Objectives
 - d. Steps 'of Historical method
 - e. Intrnal and External criticism
 - f. Types of historical research in Education
2. Descriptive research method
3. Experimental research method

UNIT-III Descriptive Methods of Research

1. Quantitative Methods of Research
2. Survey method
3. Content Analysis
4. Case Study
5. Inter-relationship studies: Causal comparative studies, co-relational studies
6. Developmental studies: Longitudinal and cross sectional studies, trend studies

UNIT-IV Experimental research

1. Definition of an experiment
2. variables in experimental research
3. experimental designs
4. control of the experiment
5. Internal validity & external validity
6. Methods of equating experimental and control groups

Field Engagement

1. Term paper or seminar based on a different research method
2. Term paper or seminar based on a sampling techniques

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SEMESTER- III
PERSPECTIVE CORE COURSE
M.ED. CC 302
TEACHER EDUCATION-II

Objectives:

The student teacher should be able

- ⇒ Gain insight and reflect on the concept and the status of pre service and in service teacher education
- ⇒ be acquainted with the 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 a teacher education and understand the organisational culture
- ⇒ Develop competence in organisation and evaluation of various components of a 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 interests needed to function as a teacher education
- ⇒ Develop professional attitudes, values and interests needed to function as a teacher educator

Unit-I Perspectives and Policy on Teacher Education

1. Teacher Development Concept, Factors influencing teacher development personal, contextual.

2. Teacher Expertise Berliner's stages of development of a teacher.
3. Approaches to teacher development self directed development, co-operative or collegial development, change oriented staff development.
4. National and state policies on teacher education a review.
5. Different organisations and agencies involved in teacher education their roles, functions and networking
6. In service teacher education under DPEP, SSA and RMSA
7. Preparation of teachers for art, craft, music, physical education and special education - need, existing programmes and practices
8. Initiatives of the NGOs in designing and implementing in service teacher education programmes.

Field Engagement

- ⇒ Study of annual Reports of SCERT/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
- ⇒ Select any one current practice in teacher education and trace the background of its formulation as a policy.
- ⇒ Review the national policy on teacher education
- ⇒ Case study the NGO working for the in-service teacher education.

Unit-2 Structure and Management of Teacher Education

1. Structure of teacher education system in India - its merits and limitations
2. Universalisation of Secondary Education and its implications for teacher education at the secondary level
3. Preparing teachers for different contexts of school education - structural and substantive arrangements in the TE programmes
4. Vertical mobility of a school teacher -avenues
5. Professional development of teachers and teacher educators -present practices and, avenues.
6. Systemic factors influencing the quality of pre and in-service education of secondary school teachers

Field Engagement

- ⇒ Interview the teacher educator who was formerly the school teacher.
- ⇒ Review the researches on the factors affecting the quality of pre and in-service education of secondary teachers.
- ⇒ Seminar on the universalisation of secondary education and its implications for teacher education at secondary level.

Unit-3 Research in Teacher Education

1. Paradigms for research on teaching -Gage, Doyle and Shulman.
2. Research on effectiveness of teacher education programmes -characteristics of an effective teacher education programme .
3. Methodological issues of research in teacher education-direct various indirect inference, generalisability of findings, laboratory versus field research, scope and limitation of classroom observation
4. Trends of research in teacher education -review of a few recent research studies in teacher education with reference design, findings and policy implications

Field Engagement

- ⇒ A review of researches in any one area of research in teacher education and write the policy implications
- ⇒ A review of a research article in teacher education and write implications for Practitioner
- ⇒ Seminar on the paradigms for research on teaching research on effectiveness of teacher education programmes .

Unit-4 Problems and Issues in Teacher Education

1. Challenges in professional development of teachers-relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
2. Sufficiency of subject matter knowledge for teaching at the senior secondary level,

3. Single subject versus multiple subject teachers - implications for subject combinations in initial teacher preparation
4. Issues related to enhancing teacher competence, commitment and teacher performance
5. Partnerships in secondary teacher education -TEI with school and community, Government Agencies with University, with NGOss, between teacher education institutions preparing teacher for different levels of school education.

Field Engagement

- ⇒ Seminar on the challenges in professional development of teachers.
- ⇒ Conduct a research on subject matter knowledge for teaching at the senior secondary level.
- ⇒ Group discussion on the issues related to enhancing teacher competence, commitment and teacher performance.

References

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SEMESTER- III
PERSPECTIVE CORE COURSE
M.ED. CC 303

SPECIALIZATION CORE COURSE IN ELEMENTARY EDUCATION-I

Objectives:

1. To enable the students to understand the concepts pertaining to Elementary Education.
2. To enable the students to get familiarize with basic to higher educational institutions with reference to Primary Education.
3. To enable the students to become familiarize with diverse aspects of organization and administration of Elementary Schools.
4. To acquire the students with different institutions and programs at school level.

Unit-I Elementary Education: concept, Forms and policies

1. Concept, objectives and aims of Elementary Education.
2. Kothari Commission (1964-66) with reference to development of Primary Education.
3. National Education/Policy (1992) (POA) Recommendations of universal Primary Education .
4. NPE-1986 with reference to Primary Education.
5. NKC -National Knowledge Commission.
6. NCF- 2005 National Curriculum Frame Work (Meaning; Curriculum at Primary School Level and its features).
7. RTE-2009 : Right and Law Education (Norms and from (STD : 1 to 8) for Primary schools; Rights of Children and Teachers.

Unit-II Structure of Primary Education and type of school.

1. Education/Structure of Primary Schools.
2. Types of Primary Schools:-
 - (a) Navoday Vidhyalay (Objectives, tasks and Facilities).
 - (b) Ashram Shala (Objectives, tasks and Facilities).
 - (c) Eklavya Model School (Objectives, tasks and Facilities).
 - (d) Kendriya Vidhyalay (Objectives, tasks and Facilities).
 - (e) Public Schools (School run by District Panchayat).
 - (f) Kasturba Gandhi Balika Vidhyalay (School run by District Panchayat).
 - (g) Self Finance Primary Schools (School run by District Panchayat).

Unit-3 Primary School Organization

1. School / organization: -
 - (a) Meaning, Concept, Objectives and necessity)
2. Components of Primary Education Organization:-
 - (a) Chairman of Primary Education (Roles and Responsibilities).
 - (b) District Primary Educational Officer (Roles and Responsibilities)
 - (c) Co District Primary Educational Officer (Roles and Responsibilities)
 - (d) Taluka Primary Educational Officer (Roles and Responsibilities).
 - (e) Education Supervisor (Roles and Responsibilities).
 - (f) Head Master Teacher of Central Schools (Roles and Responsibilities).
 - (g) Head Master (Principal) (Roles and Responsibilities).
 - (h) Teacher (Roles and Responsibilities).
3. Selection Process of Teacher and Principals of Primary Schools.
4. Primary School Teacher's Professional Values and Ethical Values

Unit-4 Role, Contribution and different tasks and its structure at Primary Education level.

- (a) MHRD
- (b) NCERT
- (c) GCERT
- (d) DIET

Field Engagement:

1. Organize a seminar on professional Ethics of Elementary Teachers.
2. Draw and explain a structure of Elementary School education in Gujarat.
3. Visit and prepare a report on any one of elementary schools.
4. Write down a difference between Navoday Vidhyalay and Kendriya Vidhyalay.
5. Organize seminar on RTE-2009.
6. Visit an Elementary school and prepare a report on primary school Teacher 's Educational experience at Elementary school level.
7. Visit any DIET institute and prepare a report on its functions at Elementary school.

References:

1. Aggrarwal, J.C. (2006). "Elementary Education and Teacher Education. "Delhi: Doaba Housh
2. Government of India (1986). "National Policy on Education"New Delhi: MHRD
3. Government of india (1987)."Programme of Action." New Delhi : MHRD
4. NCERT (2005) "National Curriculum Fremework-2005 ."New Dehli : NCERT
5. દેસાઈ ધનવંત મ. (૧૯૭૬) શૈક્ષણિક પ્રશાસન, અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
6. પટેલ અને પંડ્યા (૨૦૦૯) શાળા વ્યવસ્થાપન અને પ્રવર્તમાન, ગાંધીનગર : ગુજરાત રાજ્ય, પાઠ્ય પુસ્તક મંડળ
7. પટેલ મોતીભાઈ અને દવે જયેન્દ્રભાઈ અને અન્ય (૨૦૦૩) શાળા પ્રબંધ, અમદાવાદ : બી.એસ.શાહ
8. પાઠક અને મોદી (૧૯૯૪) શાળા વ્યવસ્થાપન અને શૈક્ષણિક સંગઠન, અમદાવાદ : નીરવ પ્રકાશન

SEMESTER- III

PERSPECTIVE CORE COURSE

M.ED. CC 303 SECONDARY AND HIGHER SECODARY EDUCATION-I

Objectives:

1. To enable the students to understand the concepts pertaining to secondary And Higher Secondary education.
2. To enable the students to become familiar with the diverse aspects of organization and administration of secondary And Higher Secondary schools in our country.
3. To acquaint the students with the functioning to secondary And Higher Secondary education institution and programmms
4. To enable the students to understand the problems and concerns related to secondary And Higher Secondary education.

UNIT-I Secondary And Higher Secondary Education

1. Aims and Objectives of secondary and Higher Secondary education.
2. Educational Structure of secondary And Higher Secondary education in Gujarat.
3. School Management (Meaning, Concept, Need, Importance and Process)
4. Appointment process of Principals and Teachers at Secondary And Higher Secondary School Level in Gujarat
5. Professional Ethics of secondary And Higher Secondary School Teachers.

Field Engagement

1. Visit Secondary And Higher Secondary School and prepare a Report on School Teacher's Educational Experience at School level.
2. Organize a seminar on professional Ethics of Teachers.
3. Assignment work- Draw and explain a s.tructure of Secondary And Higher Secondary School Education in Gujarat.

UNIT-II Types of Schools

1. Types of Schools (According to School Management)
2. Navoday Vidyalaya
3. Adarsh Nivasi Shala
4. Eklavya Model Residential School (EMRS)
5. Girls Residential School (GRS)
6. Central School
7. Public Schools

(With reference to Objectives, functions and facilities)

Field Engagement

1. Visit and prepare a report on any one type of secondary And Higher Secondary school.
2. Organize a workshop on objectives and functions of public schools.
3. Write down a difference between Adarsh Nivasi Shala and Eklavya Model School.

UNIT-III Present Scenario of Secondary And Higher Secondary Education: Issues and concerns

1. Girls Education at School Level
2. Marginalization at School Level
3. ICT related issues at School Level
4. Problems of 'Shikshan Sahayak' in Gujarat
5. Problems related to Infrastructure facilities, Educational Aids and Classrooms at School Level
6. Problem related to Students leaving schools at Secondary And Higher Secondary School Level
7. Research work on problems related to Secondary And Higher Secondary Education.

Field Engagement

1. Organize a Seminar on Problems of Girl's Education at School Level in Gujarat.
2. Take an interview of 'Shikshan Sahayak' to know their problems at Secondary And Higher Secondary school Level.
3. Write down a short note on Facilites related to ICT at School Level.

UNIT-IV Institutions and Programmes at Secondary And Higher Secondary School Level

1. UGC
2. NCERT
3. NUEPA
4. NCTE
5. NAAC
6. CABE
7. IASE
8. CTE
9. GCERT

(With reference to its Structure and function at School Level)

9. Vidyadeep Yojna

(With reference to its objectives and impact on Secondary And Higher Secondary Education)

Field Engagement

1. Organize a Seminar on functions of GCERT at Secondary And Higher Secondary School level.
2. Visit any school in Gujarat and collect the information related to government programmes organizes in the school.
3. Write down the role of NCERT at School Level.

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1. Bhatnagar, S. (2005) . " Modern Indian Education & its problems. " Merath : R.Lal Book Depo.
2. Ramchandran, V. (1998). "Girls and women Education: Policies and implementation Mechanism. " A Case study, UNESCO
3. Sukhai, S. P. (2006). " School Administration and Organisation." Agra: Vinod Pustak Mandir.

SEMESTER- III
PERSPECTIVE CORE COURSE
M.ED. CC 304

SPECIALIZATION CORE COURSE IN ELEMENTARY EDUCATION- II

Objectives: To enable the students:

- ⇒ To enable the students to familiarize with different policies and academic programmes at Primary Level.
 - ⇒ To enable the students to understand innovative dimensions of broadening horizons of Primary Education.
 - ⇒ To enable the students to understand questions and its solutions raised with reference to Primary Education.
 - ⇒ To enable the students to understand how to execute evaluation.
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**UNIT-I POLICIES AND DIFFERENT PROGRAMMES AT
PRIMARY LEVEL**

1. Sarva Shiksha Abhiyaan (Objectives; Activities; and the Grants Allotted Under the Scheme)
2. Shala Praveshotsav and Admission (Objectives; Importance and Implementation)
3. Gunotsav (Objectives and Process)
4. Pragnya Programme (Objectives; Aims; Tasks and Merits and Demerits)
5. Madhyahan Bhojan Programme (Objectives and Importance)
6. Vidyalakshami Yojana (Merit and Demerits)
7. Vidyadeep Yojana (Merit and Demerits)
8. ECO Club (Objectives and Activities)
9. Science Fair (Objectives; Merits & Demerits)
10. BISEG (Merits and Limitations)

11. Education for Handicapped Students (Objectives; Identity and Types of Handicapped Students)
12. Technology in Education (Objectives and Educational Implementations)

UNIT-II INNOVATION IN PRIMARY EDUCATION

1. Art, Music, Physical Education and Yoga Education at Primary Education Level and Role of Teacher
2. Concept, Nature, Need and Teacher's Role in Adolescents' Education at Primary Education Level.
3. Government' efforts for SC, ST and Exceptional Childrens' Primary Education.

UNIT-III ISSUES AND SOLUTIONS OF PRIMARY EDUCATION

1. Girls' education and gender discrimination at Primary Education Level and government's efforts to remove the discrimination.
2. Problem of Wastage and Stagnation at Primary School Education.
3. Problem of educational quality at Primary School Education.
4. Problems raised due to scarcity of primary teachers.
5. Impact of selection policy of primary teachers from standard 6 to 8.

UNIT-IV EVALUATION IN PRIMARY EDUCATION

1. Types of Evaluation at Primary School Level
2. Internal Evaluation at Primary School Level
3. SWOT Analysis at Primary School Level
(1) Strength (2) Weakness (3) Opportunity (4) Threats
4. Continuous and Comprehensive Evaluation at Primary Education Level
5. Total Quality Management at Primary Education Level

Field Engagement

1. Organize a seminar on programs at Elementary school level in college.
2. Prepare a report on policies of Government for education of SC/ST and disable students.

3. Select any five primary schools and collect the information from the teachers selected from the year 2013-13 about their teaching subjects.
4. Prepare a note on SWOT analysis at Elementary school level.
5. Visit any Elementary school based continuous and comprehensive evaluation sheet used at Elementary school level.

References:

1. દવે જયેન્દ્ર પટેલ મોતીભાઈ (૧૯૯૨) (પાંચમી આવૃત્તિ) ભારતીય શિક્ષણના નૂતન પ્રવાહો અને સમસ્યાઓ અમદાવાદ : બી.એસ. શાહ પ્રકાશન
2. દેસાઈ ધનવંત (૧૯૬૪) ભારતીય વર્તમાન પ્રશ્નો : અમદાવાદ : એ.આર. શેઠ કંપની
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7. Pandey ,v.c.(2005)."Girls Primary Education."Delhi : Isha Books.
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SEMESTER- III

PERSPECTIVE CORE COURSE-B

M.ED. EC 304 SECONDARY AND HIGHER SECONDARY EDUCATION-II

Objectives

1. To enable the students to develop idea about pedagogy used at Secondary And Higher Secondary School level.
2. To enable the students to develop and understand about important principles of curriculum construction in secondary And Higher Secondary education.
3. To enable the students to understand the types of evaluation and process prevailing in the secondary And Higher Secondary education.
4. To acquaint the students with secondary education policies and practices And Higher Secondary related to secondary education.

UNIT-I Pedagogy used at Secondary And Higher Secondary School Level

1. Child centred pedagogy
2. Process of knowled construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving
3. Forms of learner's engagement-observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration
4. Pedagogical analysis of the subject content
5. Critical Pedagogy
6. Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, John Dewey, and Socrates (dialogue), and their applicability in school context

Field Engagement

1. Write a report on pedagogy prescribed in the educational thoughts of John Dewey.
2. Organize a debate on educational thoughts of Sri Aurobindo and Gandhi.
3. Visit Secondary And Higher Secondary school and find out different forms of Learner in the schools.

UNIT-II Curriculum

1. Meaning and Concept of Curriculum at Secondary And Higher Secondary School Level
2. Aims and Objectives of Curriculum at Secondary And Higher Secondary School Level
3. Principles of curriculum development and its implementation process at School Level
4. Approaches of urriculum at School level.
5. Role of Curriculum Support Materials at School Level
6. Types of Material and Aids at School Level
7. Research work related to curriculum development at School Level

Field Engagement

1. School level curriculum related research - review any 5 research studies and prepare a report on it.
2. Organize a workshop on curriculum development process at school level.
3. Visit any school and collect the information about types of material and aids available in it.

UNIT-ID Evaluation At Secondary And Higher Secondary School Level

1. Types of Evaluation at School Level
2. Continuous Comprehensive Evaluation at School Level
3. Area of Internal Assessment at School Level

4. SWOT Analysis at School Level
5. Total Quality Management (TQM) at School Level

Field Engagement

1. Visit any school and prepare a Report on Continuous and Comprehensive Evaluation of students at School level.
2. Organize a seminar on Total Quality Management (TQM) at School Level.
3. Prepare a note on SWOT Analysis at School Level by selecting one school.

UNIT-IV Policies and Practices of Secondary And Higher Secondary Education

1. NPE 1986
2. POA 1992
3. NCF 2005
4. National Knowledge Commission
5. Gujarat Secondary Education Act 1972 (Code of conduct)
6. RMSA (Rastriya Madhyamik Shiksha Abhiyan)
7. Teacher Aptitude Test, Head Master Teacher Aptitude Test
8. 'Karmayogi Talim'
9. Other present programmes
(With reference to introduction and impact at School Level)

Field Engagement

1. Organize Seminar on RMSA.
2. Critically analyze the Teacher Aptitude Test papers of different subjects.
3. Visit school and get the opinions of Teachers regarding new policies implemented at School level in Gujarat.

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2. Aggarwal, J.C (1990). "Curriculum Reform in India- World overviews. " Delhi: Doaba House.
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