

# SAURASHTRA UNIVERSITY



Accredited Grade "A"  
By NAAC

## FACULTY OF EDUCATION

### **MASTER OF EDUCATION (M.Ed)** (As per choice Based Credit System )

**Effective from June-2015**

**Saurashtra University  
University Campus Rajkot-360 005,  
Gujarat ,India**

- **MASTER OF EDUCATION (M.Ed.) PROGRAMME OUTCOME**

**PO1. RESEARCH SKILLS:** Understand different research methods, Equipping scholars with relevant tools and techniques, Data collection and analysis by using statistical measures, use of conceptual understanding in practical research work and writing a research report.

**PO2. ANALYTICAL AND INTERPRETATIVE SKILLS:** Enhance the analytical and interpretation skills of data, Scholars are well trained in using statistical measures, softwares (SPSS) (MS EXCEL) etc.

**PO3. DECISION MAKING SKILLS:** Enable them to solve various problems of school management and classroom management.

**PO4. USE OF TECHNOLOGY:** Understand the innovative technology and tools of ICT and their use in teaching learning environment. Use of ICT in research perspective, design and develop ICT integrated learning resources, analysis and interpretation of the research data with the help of ICT..

**PO5. SOCIAL RESILIENCE:** Understand about social entities and enable to tolerate absorb, cope up with adverse conditions of life.

**PO6. EFFECTIVE CITIZEN ETHICS:** Understand different values, morality, social service and accept responsibility for the society.

**PO7. ASSESSMENT SKILLS:** Identify areas of primary and secondary education assessment, construction of tools, assess syllabi and text book of primary and secondary education.

**PO8. STRUCTURING THE CURRICULA:** Understand the basis, principles and process of curriculum development at primary and secondary level.

### **PROGRAMME SPECIFIC OUTCOMES**

**PSO1.** Understand the historical political and economy aspect of education, learn to apply various research methods and academic writing for educational research. ICT for research and innovative teaching methods.

**PSO2.** Understand about various philosophies and their role in education. Expose the aims, learning strategies, discipline and experiences of education. Inculcate the entrepreneurship skills and self development.

**PSO3.** Enable the students to formulate research questions, addressing social and organizational issues, able to apply scientific methods and theoretical insights to address real-world business and societal challenges.

**PSO4:** Enable them to develop an appreciation for the importance of balancing between rigor and relevance in teaching and research, develop skills for effective oral and written communication of scholarly findings and to comprehend the policies and plans related to the field of education

**M.Ed. Semester Wise Course**

**SEMESTER-I (20 Credits)**

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

**SEMESTER-II (21 Credits)**

<b>Sr. No.</b>	<b>Paper Title</b>	<b>Core/Spl Core Core/sec Core;Ele Specl/sec Spl</b>	<b>Credit(s) / Ours</b>	<b>Class Teaching (Credit &amp; Hours)</b>	<b>Weightage for External Examination (Marks)</b>	<b>Practicum/ Hands On/Students Activity/Seminar / Workshop/etc</b>	<b>Weightage for Internatl Examination (Marks)</b>	<b>Total</b>
1	CC-5 Research Methodology-II	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
2	CC-6 Teacher Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	CC-7 Curriculum Studies	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
4	CC-8 Philosophical Perspectives of Education	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
5	Dissertation Related Work	Research Work	2	0	0	2 (64 Hrs.) Progress Report	30	30
6	Internship in Teacher Education Institutions	Teacher Education	2	0	0	2 Week (64 Hrs.)	30	30
7	Communication and Expository Writing	Total Subject	1	0	0	1 (32 Hrs.)	30	30
			21	12		09		490

**SEMESTER-III (19 Credits)**

Sr. No.	Paper Title	Core/Spl Core Core/sec Core;Ele Specl/sec Spl	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	CC-9 Methodology of Educational Research-III	Core	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
2	SpC-1 Specialization Core Course in Elementary Education-I	Spl Core (A)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	SpC-2 Specialization Core Course in Elementary Education-II	Spl Core (A)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
OR								
2	SpC-1 Specialization Core Course in Secondary and Higher Secondary Education-I	Spl Core (B)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
3	SpC-2 Specialization Core Course in Secondary and Higher Secondary Education-II	Spl Core (B)	4	3 (48 Hrs.)	70	1 (32 Hrs.)	30	100
4	Disertation Related Work	Research	02	0	0	2 (64 Hrs.) Progress Report	30	30
5	Internship in Teacher Education Institutions		04			4(128 Hrs.) 4 Week	60	60
6	Research Paper Presentation		01			1 (32 Hrs.)	30	30
	<b>Total</b>		<b>19</b>	<b>9</b>	<b>210</b>	<b>10</b>		<b>420</b>

**SEMESTER-IV (21 Credits)**

Sr. No.	Paper Title	Core/Spl Core Core/sec Core;Ele Specl/sec Spcl	Credit/ours	Class Teaching	Weightage for External Examination (Marks)	Practicum/ Hands On/Students Activity/Seminar/ Workshop/etc	Research	Weightage for Internal Examination (Marks)	Total
1	<b>CC-10 Teacher Education-II</b>	<b>Core</b>	4	3 (48 Hrs.)	70	1 (32 Hrs.)		30	100
2	SpC-3 Curriculum and Assessment in secondary Education	Specialization	4	3	70	1		30	100
3	SpC-4 Guidance & Counseling	Specialization	4	3	70	1		30	100
4	SpCE-1 (Group-A) Psychology Testing	Specialization	4	3	70	1		30	100
<b>Or</b>									
4	SpCCE-1 (Group-B) Statistical Methods for analysis of data	Specialization	4	3	70	1		30	100
5	<b>Dissertation</b>	<b>Research (Relating to Specialization)</b>	4		100External Ass.	4	4 (128 Hrs.)	Viva 50	150
6	<b>Visit Education Institution</b>		1					30	30
			<b>21</b>	<b>12</b>		<b>8</b>			<b>580</b>

Total Marks (100) = External (70)+Internal(30)

Internal Marks (30)=Academic Writing (10)+Communication Skill (10)+ Pre Exam (10)

(communication Skill -Presentation/ Group Discussion/Work shop/Play /Field Work)

**Saurashtra University**  
**Paper Style for M.Ed Full time**

**Time : 02:30 Hours**

**Note :**

1. Write Your Answers Precisely.
2. Marks will be deducted for irrelevant writing.

Que.1. Answer following Six questions in brief. (06)

Que.2. Answer Any Four of the following Five questions in about 250 Words. (16)

Que.3. Answer Any Two of the following three questions in about 300 Words. (16)

Que.4. Answer Any Two of the following three questions in about 400 Words. (20)

Que.5. Answer Any One of the following two questions in about 500 Words (12)

<b>Year-1 Semester-1</b>	<b>CC-1 Methodology of Educational Research-1</b>	<b>Credit 04</b>
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**Course Out comes :** The students' will be able to

CO1:Understand the concept and place of research in education.

CO2:Gets acquainted with various resources for research.

CO3:Achieves skill in writing and interpreting research reports.

CO3:Are initiated into research by undertaking a piece of research and preparing a dissertation.

### **Course Content**

#### **1.0 Concept of Educational Research**

- 1.1 Concept of educational research : meaning and characteristics
- 1.2 Types of research : Basic, Applied and Action research and basic concept of Qualitative and Quantitative research
- 1.3 Areas of educational research
- 1.4 Steps of the research process

#### **2.0 Review of Related Literature**

- 2.1 Purpose of literature review
- 2.2 Major steps in a literature review
- 2.3 Types of sources
- 2.4 Library skills : Reading skill and Note taking
- 2.5 Internet search

#### **3.0 Selection of the Research Problem**

- 3.1 Standards of selection : novelty, uniqueness, originality and research skill
- 3.2 Sources of the selection of the problem
- 3.3 Narrowing the scope of the problem
- 3.4 Drafting a research proposal
- 3.5 Defining the related terms of research problem

#### **4.0 Variables and Hypotheses**

- 4.1 Meaning and types of variables
- 4.2 Meaning and types of hypotheses
- 4.3 Hypothesis construction : bases, involving variables
- 4.4 Testing a hypothesis



## REFERENCE BOOKS

- Best, John W. (1986). *Research in Education*. (5<sup>th</sup> Ed.). Englewood Cliff: N .J. Prentice Hall, Inc.
- Borg, W. R., Gall, M. D. & Gall, I. P. (1996). *Educational Research: An Introduction*. (3<sup>rd</sup> Ed.). New York: Longman, Inc.
- Burroughs, G. E. F. (1975) *Design and Analysis in Educational Research*. (2<sup>nd</sup> Ed.). Oxford: Alden & Mowbray, Ltd.
- Gephart, S. (1969). *Foundations of Educational Research*. (Selected Readings). Ohio: C. E. Merrill Publishing Co.
- Gilbert, S. (1979). *Foundations of Educational Research*. Englewood Cliff: N. J. Prentice Hall, Inc.
- દેસાઈ, એચ. જી. અને દેસાઈ, કે. જી. (૧૯૯૭). સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ, (છઠી આ.), અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય. ૧૯૯૭
- શાહ, દીપિકા બી. (૨૦૦૪). શૈક્ષણિક સંશોધન. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- ઉચાટ, ડી. એ. (૨૦૦૪). માહિતી પર સંશોધન વ્યવહારો. રાજકોટ : લેખક

<b>Year-1</b> <b>Semester-1</b>	<b>CC-2 Historical, Sociological, Political and Economic Perspectives of Education.</b>	Cradit 04
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### **Course Out comes :**

CO1: To enable the student to develop knowledge and understanding of the history of education.

CO2: To enable the students to understand the historical foundation of education as manifest in the historical documents such as the reports of different commons and committees.

CO3: To enable the students to understand concept and process of social organization and institution.

CO4: To acquaint the students with role of politics in education.

CO5: To enable the students to understand relationship between politics and education.

CO6: To acquaint the students with role of education in economic development.

## Course Content

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

- 1.1 Education in Ancient India  
Education system of Vedic time and post Vedic time.  
Gurukul and Residential Education system.
- 1.2 Education in Medieval India  
Education centers of Medieval India.
  1. Takshshila                      2. Nalanda                      3. Vikramsheela
  4. Vallabhi                      5. Odantpuri                      6. Mithila
- 1.3 National Educational Movement  
Background of National Education  
Meaning of National Education and reasons of its emergence.  
The beginning of National Education.  
Contribution of National Schools in National Education.  
Proposal of Gopal Krishna Gokhle (1904)
- 1.4 Basic Education Movement  
Background of Basic Education.  
Why Basic Education ?  
Recommendations of Vardha committee/Dr. Zakir Hussein Committee (1937)
- 1.5 Recommendations of Various primary and Secondary Standard committees with reference to only teachers/training.
  1. National Policy of Education (1968)
  2. New Policy of Education (1986)
  3. National Education Policy-Critical Committee Acharya Rammurti (1990-92)
  4. Pro. Yashpal Committee Report (1993)

### **Unit-2 Sociological perspective of Education**

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

### **Unit-3 Political Perspectives of Education**

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

#### Unit-4 Economic Perspectives of Education

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

#### Reference book

- Dayal Brijkishor : Development of Educational System in India : Wisdom Press, New Delhi.
- Sharam, Yogendra K. : Sociological, Philosophy of Education : Kanishka Publishers, New Delhi.
- Jaganath Mohanty : Education in India : Deep & Deep Publication, Rajorigarden, New Delhi.
- Brown, Francis J. (1961). Educational Sociology. New York : prentice-Hall Inc.
- Morris, Invoro (1978). The Sociology of Education. (2nd Ed.) London : Uniwin Education Books.
- Nunn, Paroy (1957). Education : Its Data and First Principles. London : Arnold and Co.
- Ottaway, A.K.C. (1953). Education and Sociology. London : Routledge and Kegan Fault.
- Stanely, O. (1957). William Social Foundations of Education. New York : The Dryden Press Inc.
- વ્યાસ, કે. સી. (૧૯૮૧). દિવ. આ. કેળવણીના સામાજિક પાયા. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- જોષી, હ. ઓ. (૨૦૦૬). કેળવણીના સામાજિક પાયા. રાજકોટ : લેખક
- શાહ, બુદ્ધિચંદ્ર અને શાહ કૌશલ્યા (૧૯૮૭). કેળવણીના સામાજિક પાયા. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- પટેલ મોતીભાઈ : ભારતીય શિક્ષણનો ઇતિહાસ : એક ઝલક :બી.એસ.શાહ પ્રકાશન-અમદાવાદ
- રાવલ નટુભાઈ, વ્યાસ શરદ વગેરે : શિક્ષણની વિસ્તરતી ક્ષિતિજો :નિરવ પ્રકાશન -અમદાવાદ
- પાઠક અરૂણભાઈ, શુક્લ ડી.એસ. વગેરે. ભારતમાં શૈક્ષણિક પ્રણાલીનો વિકાસ,વારિષેણ પ્રકાશન-અમદાવાદ

<b>Year-1 Semester-1</b>	<b>CC-3 Psychology of Development and Learning</b>	<b>Credit 04</b>
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#### **Course Out comes :**

CO1:Appreciate the contribution of psychologists in relation to the theories of learning developed by them

CO2:Develops a deeper understanding of the implications of learning theories in class- room teaching

CO3:Know the essential components of teaching-learning situations

CO4:Acquiring himself with the theory of instruction

CO5: Acquaints himself with concept and application of constructivism in teaching learning.

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## **Course Content**

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### **1.0 Introduction to Instructional Psychology and Development**

- 1.1 The nature of Instructional Psychology
- 1.2 The component of Instructional Psychology
- 1.3 The Principles of Instructional Psychology
- 1.4 Concept and Difference between Growth and Development
- 1.5 Types of Development : Physical, Mental, Emotional & Social  
(With reference of Adolescence)

### **2.0 Behaviorists and Cognitive View of Learning**

- 2.1 Ausubel's meaningful learning
- 2.2 Bandura's identification with models and observational learning
- 2.3 Bruner's discovery learning
- 2.4 Jean Piaget' Theory of cognitive Development
- 2.5 Social Development Theory of Lev Vygotsky.  
(Characteristics and limitations of learning principles of Ausubel, Bandura, Bruner, Jean Piaget and Lev Vygotsky with reference to its adequacy, relevancy, comprehensiveness and utility in classroom teaching and learning)

### **3.0 Modern Information Processing Theories**

- 3.1 Phases of information processing
- 3.2 Conditions for effective information processing at every stage
- 3.3 Meaning and importance of semantic encoding and structuring in information processing.
- 3.4 Neuropsychological based of information processing
- 3.5 Application of the principle of multi sensory approach in teaching
- 3.6 Application of information processing to facilitate remembering and reduce forgetting.

### **4.0 Gagne's Hierarchical Learning**

- 4.1 Learning of intelligent skills, learning of cognitive strategies, learning of verbal information, learning motor skills, learning of attitudes.

- 4.2 Classification of Classroom learning in different school subjects into different types of learning.
- 4.3 Merits and limitations of theories of learning of Gange with referencfe to its adequacy, relevancy, comprehensiveness and utility in classroom teaching and learning.

• **Psychology practical**

- (1) A Study of instruction subdual through the method of sequential increasing weight.
- (2) Measurement of optical illusion.
- (3) Mirror Tracing .
- (4) Measurement of Attention Fluctuation.
- (5) Measurement of Span of attention.
- (6) Maze learning
- (7) Learning : whole v/s part method.
- (8) Effect of purpose in the learning process.
- (9) Meaningfulness and learning.
- (10) Efficiency of distributed and mass practice.

**REFERENCE BOOKS**

- Bernand, H.W. (1954). *Psychology of learning and Teaching*. New York: Mc-Graw Hill.
- Hergenhann, B.R. (1976). *An Introduction to Theories of Learning*. N.Y.: Englewood cliffs, Prentice-hall.
- Klausmeier, H.J. (1961). *Learning and Human Abililties*. New York: Harper & Row.
- Wilson, A.R. Roebeck, M.C. and Michael, W.B. (1979). *Psychological Foundations of Learning and Teaching*. New York: McGraw Hill Book Com.

<b>Year-1 Semester-I</b>	<b>CC-4 Educational Studies</b>	<b>Cradit 04</b>
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**Course Out comes : Students will be able to –**

- CO1:Understand and appreciate the theoretical development in education in their proper perspective.
- CO2:Analyze the concept and relevance of educational opportunity for the equality.
- CO3:Examine critically the role of education sustainable development.
- CO4:Critically examine the perspectives of quality achievement in the educational system.
- CO5:Understand the education as a interdisciplinary subject.

### 1.0 Equality in Educational Opportunity

- Meaning of Equality in Educational Opportunity  
(Concept, meaning, Need, Barriers Factor, Article of Indian Constitution)
- Women Education  
(Concept, Barriers Factors, History, Idea's of Equity Need)
- Socio-economical backward class  
(Concept, History, Need, Barriers Factor, Remedial work in future )
- Education of children with disabilities such as hearing, visual, mental, physical.  
(Concept Type, History, Need, Barriers Factors, Remedial work in future  
And Institute of this Children)
- Right to education.  
(Concept, Provision of RTE, Need)

### 2.0 Role of Education for Sustainable Development

- Lifelong learning: Meaning, Needs, Operational System and preconditions for successful lifelong learning.
- Development of teacher as a professional.  
(Concept, Professional competency Areas, Professional Commitment In Service Programmes, Need , Limitation of In-service programmes and performance areas of Teacher)
- Distance Education: Concept, Merits, Limitation.  
(Concept, Historical background, working Area and Management ICNOU, BAOU, system of Education, Evaluation system, Need of open University, Delimitation of Distance Education, Benif, Important of Distance Education)

### 3.0 Achieving and Maintain Quality

- Excellence in Education: Academic aspects.  
(TQM, Concept, TQM In Education, Management of TQM, Process of TQM In Education, Need of TQM)
- Classroom teacher, learning and Evaluation.  
(Role of Teacher in TQM Education, Need, Performance-Competency Commitment of Teacher )
- Non academic aspects: Sports, Fin Arts, Drawing, Painting, Drama, Music, Dance.  
(Concept, Types, Need In TQM Education Important in Skill Development, How to use in Student development, Role of Teacher to Develop Each)
- Role of parents / parent Education.  
(In Student Development, Help of School, Help of Educational system, Responsibility for child How to parents come co-oprative in Education system , Activities of Eduaction Which Help of Parents)

#### 4.0 Education as a Interdisciplinary Subject

- Nature and relationships with (Psychology,Sociology,Management Economics,Literature)
- Peace education, (Meaning, need- various levels such as Personal, Domestic, Local, State, National and Global Barriers of Peace, Violence and Terrorism, Important of Education for Peace)
- Opportunities for peace education in teacher Training and Curriculum of various subjects.  
(Role of Teacher in peace education, Teaching Point of Peace Education, Concept of International understanding )
- Activities for peace education.  
(Activities and Lesson planning of various subjects with Regard peace Education)

#### • List of Practicum in Subject

- (1) Workshops (any skill Development )
- (2) Assignment .
- (3) Academic Writing Skill Development .
- (4) Presentation Skill Development (seminar Presentation)
- (5) Find Research in Subject Areas and Display.
- (6) Group Discussion.
- (7) Movie Making (Drama based on concept)
- (8) Watch Movie on Educational concept and Report writing.
- (9) Question-Answering Method play of unit.
- (10) Small level-seminar and conference on subject.
- (11) Professional Development guest Lectures
- (12) Activities with social co-operation.
- (13) Play games (in classroom with Educational skill)
- (14) Reading skill Development work.
- (15) Document – analysis
- (16) Book Review.
- (17) Life skill Teaching.
- (18) Case study (small project)
- (19) Challenges of Tomorrow in subject (Lecture, Discussion)
- (20) Positive view Development . (concept of life skill)
- (21) Quick Answering (one group on stage and answer the question of Related subject Ask by classmate)
- (22) Exhibition (प्रदर्शन )
- (23) Project.
- (24) Visit of Educational. (Person, Institute, Place)
- (25) Competition. (Vocabulary, story telling , Essay writing )
- (26) Quiz (Related Topic )
- (27) Culture Programme.
- (28) Out door games.
- (29) Self concept Development about subject.
- (30) Book writing skill.

## REFERENCES BOOK

- અધ્યેતા વિકાસ અને અધ્યયન અધ્યાપન પ્રક્રિયા, બી.એસ.શાહ પ્રકાશન
- શિક્ષણની વિસ્તરતી ક્ષીતિજો, બી.એસ.શાહ પ્રકાશન
- જીવનલક્ષી પ્રવૃત્તિઓ, નિરવ પ્રકાશન
- કેળવણીની તાત્વીક અને સમાજશાસ્ત્રીય આધારશીલા, અનડા પ્રકાશન
- શિક્ષણની વિસ્તરતી ક્ષીતિજો—વારીષેણ પ્રકાશન
- ભારતીય સમાજમાં શિક્ષણ પ્રણાલીનો વિકાસ, અનડા પ્રકાશન
- શાળા વ્યવસ્થાપન અને સંચાલન , બી.એસ.શાહ પ્રકાશન
- કેળવણીના સામાજિક પાયા, ડો. એચ.ઓ. જોષી રચિત , રાજકોટ
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<b>Year-1 Semester-II</b>	<b>CC-5 Methodology of Educational Research-II</b>	<b>Credit 04</b>
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**Course Out comes :** The students' will be able to

CO1:Understand the concept and place of research in education.

CO2:Gets acquainted with various resources for research.

CO3:Becomes familiar with various methods of research.

CO4:Gets conversant with the problems of research design, tools of collecting data, methods and techniques of analysis.

## **Course Content**

### **1.0 Tools of Research**

- 1.1 Psychological Test : (a) types and its uses (b) general information about construction procedure
- 1.2 Questionnaire : (a) types, format and basic guidelines for constructing questions and questionnaire, (b) advantages and disadvantages of questionnaire.
- 1.3. Interview : (a) types of interview such as individual & group and structured & unstructured, (b) conduction of interview / interview schedule
- 1.4 Rating Scales : types, format and basic guidelines for constructing scale
- 1.5 Measurement of Attitude : Thurston and Likert technique
- 1.6 Concept of some other tools : format and use of (a) Checklist, (b) Opinionnaire (c) observation schedule
- 1.7 Standardization of research tool : Reliability, Validity, and Norms

### **2.0 Sampling Technique**

- 2.1 Meaning of population and sample
- 2.2 Importance of sampling
- 2.3 Characteristics of a good sample
- 2.4 Sampling technique : (a) Probability sampling : simple random sampling, stratified random sampling, systematic sampling, cluster sampling. (b) Non-probability sampling : incidental sampling, purposive sampling, quota sampling.

### 3.0 Methods of Research-1

- 3.1 Historical Method : (a) purpose and steps in doing historical studies, (b) primary and secondary sources including external and internal criticism of source materials, and (c) interpretations in historical research.
- 3.2 Survey : Problems and method of school surveys, job analysis, documentary analysis, public opinion surveys, community surveys.
- 3.3 Inter Relationship Studies : problems and method of case study, causal comparative study, correlation study
- 3.4 Developmental Studies : Nature of longitudinal cross sectional studies.
- 3.5 Content analysis method.

### 4.0 Methods of Research-2

- 4.1 Experimental Studies : (a) meaning and characteristics of experimental research, (b) method of control, (c) criteria for selecting (evaluating) an experimental design-appropriateness, adequacy of control, internal validity and external validity, and (d) various types of experimental designs : pre, true and quasi-experimental design.
- 4.2 Concept of qualitative research, comparison of qualitative and quantitative research, Brief understanding of methods of qualitative research.

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<b>Year-1 Semester-II</b>	<b>CC-6 Teacher Education</b>	<b>Credit 04</b>
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**Course Out comes : On Completion of this Course the Students will be able to....**

CO1:Understand the history and policy perspectives related to teacher education.

CO2:Get sensitized to objectives and development of teacher education in India.

CO3:Develop understanding of the process of in-service teacher education.

CO4:Understand structure and management of teacher education.

CO5:Understand research in teacher education

CO6:Acquaint with the teacher competencies and teacher professional for effective transaction.

CO7:Reflect on issues and problems of teacher and teacher education.

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**Course Content**

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

1.1 Pre-service teacher education – concept, nature, objectives and scope.

1.2 The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE

1.3 Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship

– weightages in course work and evaluation

1.4 Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

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

2.1 The student teacher as an adult learner – characteristics. The concept of andragogy and its principles

2.2 Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.

2.3 Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation

2.4 Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organization and evaluation – practicum records and portfolio assessment

2.5 Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in preinternship, internship and post-internship

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

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

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

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

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<b>Year-1 Semester-II</b>	<b>CC-7 Curriculum Studies</b>	<b>Credit 04</b>
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**Course Out comes ::** The students will be able to

CO1: Understand the meaning and concept of curriculum.

CO2: Become familiar with the foundation of curriculum development.

CO3: Understand the need for curriculum change.

CO4 Understand the process of curriculum planning.

CO5: Develop skill for selection of content and evaluation of curriculum.

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### Course Content

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#### 1.0 Concept and Foundations of Curriculum

1.1 Concept of curriculum, old and new concepts of curriculum.

1.2 Philosophical foundation, social foundation, Psychological foundation and subject-matter foundation of curriculum.

1.3 Curriculum Related terms (Curriculum, Syllabus, correlation, integration, units, experiences, Educational objective, Subject.)

#### 2.0 Process of Curriculum Planning

2.1 Formation of general objectives for each school stage.

2.2 Suggesting appropriate content of fulfill the objectives.

2.3 Organization for the selected content within appropriate subject boundaries.

2.4 Determining learning experiences and learning activities.

2.5 Role of teachers, parents, subject-matter specialists and community leaders for the planning of curriculum.

#### 3.0 Selection of Content and Evaluation of Curriculum

3.1 Problems in establishing criteria and validity and significance of content.

3.2 Factors governing the selection of content

- (a) Nature and composition of the present
  - (b) Nature student population
  - (c) consistency with needs of society
  - (d) Knowledge explosion
  - (e) Nature and Structure of disciplines
  - (f) Values
  - (g) Influenced by the mode of measurement and evaluation
- 3.3 Balance of breath and depth.
- 3.4 Learn ability and adaptability to experiences of students.
- 3.5 Establishing sequence, classification of content (stage, grade, unit and placement)
- 3.6 Evaluation of curriculum (with structure)

#### **4.0 Strategy for Curriculum Change**

- 4.1 Need for change (changes in population, occupational structure, social system, role of home expanding frontiers of knowledge)
- 4.2 procedure for curriculum change
- 4.3 Various agencies for curriculum change.
- 4.4 Implication of research for curriculum development  
(Problems of Human relationship, analysis and understanding of teaching, learning process, solving problems of classroom and school, organization, development and effective use of resources, sharpening of evaluation skills, action research for curriculum).

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<b>Year-1</b> <b>Semester-II</b>	<b>CC-8 शिक्षण ताल्विक यथादर्शन</b> (Philosophical perspectives of Education)	<b>Credit</b> <b>04</b>
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**Course Out comes :**

- CO1:Be introduced to Indian Philosophy.  
CO2:Know & Compare Indian and Western Philosophy  
CO3:Perceive and summarise from Indian philosophical resources.  
CO4:Lead their lives physically, mentally, intellectually and spiritually sound and healthy.  
CO5:Absorb and accept the ideologies of Indian philosophers in their lives.  
CO6:Experience philosophical thoughts and ideology through activities.  
CO7:Grow & develop physically and mentally through Yoga and sports.

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**Course Content**

- Unit-1 Philosophical Foundation of Indian Education**
- 1.1 Parmatama - Param tatva - chiti Chaitanya - Atma, Ekatom Tatva and Karma,Theory.  
1.2 Knowledge generation process in the context of 'Chaitanya'
- Panchkoshiya Education System
  - Individual and Universal Balance Development
  - Indian Akhnd Mandlakar Development
- 1.3 Three Branches of Philosophy, Metaphysics, Epistemology & Axiology.
- Unit-2 Western Philosophical Foundations of Education**
- 2.1 Idealism  
2.2 Naturalism  
2.3 Realism  
2.4 Pragmatism  
(In the context of concept, objectives teaching methods)
- Unit-3 Study of Indian Philosophical Resources**
- 3.1 Upnishads  
3.2 Bhagvad geeta  
3.3 Jain Darshan (philosophy)  
3.4 Ashtang yoga vidya of Maharshi Patanjali.  
(Central Idea,Belife of Education and Usefulness to Teacher)

#### **Unit-4 Contribution of Indian Philosophy of Education**

- 4.1 Shri Aurbindo
- 4.2 Swami Vivekanand
- 4.3 Mahatma Gandhi

(In the context of concept of Education, Objectives, Methods and Value Education)

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<b>Year-2 Semester-3</b>	<b>CC-9 Methodology of Educational Research-III</b>	<b>Credit-4</b>
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**Course Out comes :** On Completion of this course the students will be able to :

CO1:To understand Concept of Treatment of data.

CO2:To Know about various Statistical techniques.

CO3:To understand about qualitative Research.

CO4:To Develop Skill of Research Report Writing.

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### Course Content

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#### Unit-1 Treatment of data

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

#### Unit-2 Statistical techniques

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

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

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

#### Unit-4 Writing Research Report

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

<b>Year -2 Semester-3</b>	<b>SpC-1 SECONDARY AND HIGHER SECONDARY EDUCATION-I</b>	<b>Credit-4</b>
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**Course Out comes :** On Completion of this course the students will be able to :

CO1: Know the evolution of secondary and higher secondary education in India

CO2: Understand the concept of secondary and higher secondary education

CO3: Know and analyze the different Structures of Secondary and Higher Secondary Education

CO4: Have an understanding of Global Perspectives of Secondary and Higher Secondary Education

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**Course Content**

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

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

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

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

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

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

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

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

#### References:

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<b>Year-2</b> <b>Semester-3</b>	<b>SpC-2</b> <b>SECONDARY AND HIGHER SECONDARY</b> <b>EDUCATION-II</b>	<b>Credit-4</b>
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**Course Out comes :** On Completion of this course the students will be able to :

- CO1: understand the Organization of Curriculum in Secondary and Higher Secondary Education
- CO2: To enable students to gain an understanding of Evaluation at Secondary and Higher Secondary Education
- CO3: To enable students to know the New Trends and Innovation in Secondary and Higher Secondary Education
- CO4: To enable students to know the status and role of teachers in Secondary and Higher Secondary Education

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## **Course Content**

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

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

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

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

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

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

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

- 1.1 Status of Teachers in Secondary and Higher Secondary Education: Recruitment, Qualifications and present position.
- 1.2 Teacher motivation and accountability of teacher.
- 1.3 Teacher role conflict.
- 1.4 Education of Teachers: Pre-service Education and in-service education of teachers.

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<b>Year-2 Semester-4</b>	<b>CC-10 Teacher Education-2</b>	<b>Credit: 4</b>
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**Course Out comes : On Completion of this Course the Students will be able to....**

CO1:Understand the history and policy perspectives related to teacher education.

CO2:Get sensitized to objectives and development of teacher education in India.

CO3:Develop understanding of the process of in-service teacher education.

CO4:Understand structure and management of teacher education.

CO5:Understand research in teacher education

CO6:Acquaint with the teacher competencies and teacher professional for effective transaction.

CO7:Reflect on issues and problems of teacher and teacher education.

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### **Course Content**

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#### **Unit: 1 Perspectives and Policy of Teacher Education**

- 1.1. Teacher Development – Concept, Factors influencing teacher development – personal and Contextual
- 1.2. Teacher Expertise – Berliner’s stages of development of a teacher
- 1.3. Approaches to teacher development – Self-directed development and cooperative or collegial development
- 1.4. In-service teacher education under SSA and RMSA
- 1.5. Need and existing programmes- Art, Physical Education and Special Education

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

- 2.1 Structure of teacher education system in India – its merits and limitations
- 2.2 Meaning, Nature and Scope of Teacher Education
- 2.3 Preparing teachers for different contexts of school education – structural and Substantive Arrangements in the TE programs
- 2.4 Concept of Teacher Mobility
- 2.5 Professional development of teachers and teacher educators and its Practices
- 2.6 Systemic factors influencing the quality of pre and in-service education of secondary School teachers

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

- 3.1 Understanding knowledge base of Teacher Education from the view point of Shulman
- 3.2 Problems, Significance and Implications of Research in teacher education
- 3.3 Trends in Research in Teacher Education: review of any two research studies in Teacher Education with reference design, findings and policy implications

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

- 4.1 Challenges in professional development of teachers
- 4.2 Sufficiency of subject matter knowledge for teaching at the senior secondary level
- 4.3 Major Problems and remedies of Teacher Education in India
- 4.4 Issues related to enhancing teacher competence, commitment and teacher Performance

### **Suggested Sessional Work**

1. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various
2. Programmes for professional development of teacher educators.
3. Select any one current practice in teacher education and trace the background of its formulation as a policy.
4. A review of researches in any one area of research in teacher education and write the policy implications.
5. A review of a research article in teacher education and write implications for practitioner.
6. To organize seminar on Current topic of Teacher Education.
7. Take Visits of Teacher Education Agencies at state level and National Levels.
8. To take Visits of Pre-service and In-service Teacher Education Institutions.
9. Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions.
10. Organize Debate on merit and demerits of pre-service and in-service teacher education.
11. Evaluation of any two of the in-service teacher training programme organized for secondary school teachers.

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- Devgowda, A.C. (1973). *Teacher Education in India*. Bangalore, Karnataka: Bangalore.
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<b>Year-2 Semester-4</b>	<b>SpC-3 Curriculum and Assessment in Secondary Education</b>	<b>Credit-4</b>
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**Course Out comes : On Completion of this Course the Students will be able to...**

- CO1: Understand concept of Instructional design  
CO2: Develop knowledge about instructional design model and model of teaching  
CO3: Understand Psychological Principles of developing story board.  
CO4: Develop skills for developing story board  
CO5: Clarify the concept and need of question banking  
CO6: Understand various types of questions

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**Course Content**

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**Unit: 1 Instructional Designs**

- 1.1 Concept of Instructional Design
- 1.2 Instructional design Models: ADDIE, ASSURE and Dick and Carey Model
- 1.3 Skills of Instructional Designer

**Unit: 2 Story Board and Teaching Model**

- 2.1 Concept of Story Board
- 2.2 Psychological Principles and Steps of Developing Story Board
- 2.3 Model of Teaching: Inquiry training Model, Inductive thinking Model and Concept attainment Model
- 2.4 Advantages & Limitation of Story Board

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

- 3.1 Concept and need of self-study material.
- 3.2 Programmed Learning Material: Concepts, Principles, Types, advantages And limitation
- 3.3 Steps of Developing programmed learning material
- 3.4 Concept, Characteristic and development procedure of CAI.

**Unit: 4 Assessment and Question Bank**

- 4.1 Concept, nature and Perspectives of Assessment(Assessment for Learning and Assessment of Learning)
- 4.2 Types of Assessment: Placement, formative, diagnostic, summative
- 4.3 Concepts, Importance and developing steps of Question Bank
- 4.4 Concepts, Types, advantages and limitations of grading

**Suggested Sessional Work**

1. A critical review of evaluation technique adopted by school board/university or a critical review of grading vs. marking system in examination.
2. Preparation, administration and analysis of diagnostic test followed by remedial teaching.



3. Organize a workshop on assessment and after that make exhibition of assessment tools prepare by the students.
4. Organize a quiz on story board.
5. Analyze a teacher made question paper on consideration of Bloom revised taxonomy.
6. Prepare an assessment report of your seminar presentation.
7. Organize and prepare report on a Seminar on contemporary issue of assessment.
8. Collect feedback from stakeholders about instructional design models.
9. Organize a workshop on variation among assessment and draft a report in group.
10. Organize Debate on merit and demerits of instructional design model and model of teaching.

### Recommended References

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<b>Year-2</b>	<b>SpC-4</b>	<b>Credit-4</b>
<b>Semester-4</b>	<b>Guidance and Counseling</b>	

**Course Out comes : On Completion of this course the students will be able to....**

CO1:To know and nature and principal of Guidance.

CO2:To know nature of Counseling.

CO3:To Understand elements of Counseling and role of counselor

CO4:To understand meaning and nature of group Guidance.

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## **Course Content**

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

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

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

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

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

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

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

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

### **Reference book**

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- Crow,L.D.& Crow (1962) An Introduction to Guidance. New Delhi : Eurasia Pub.House (p)Ltd.

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- દેસાઈ કે.જી.(૧૯૮૧)શૈક્ષણિક અને વ્યવસાયિક માર્ગદર્શનની પ્રવિધિઓ અમદાવાદ:યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ ,ગુજરાત રાજ્ય

<b>Year-2 Semester-4</b>	<b>SpCE-1 (Group-A) Special Elective : Assessment in Secondary Education Psychological Testing</b>	<b>Credit-4</b>
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**Course Out comes : On Completion of this Course the Students will be able to:**

- CO1:Understand Concepts of Measurement
- CO2:Differentiate between evaluation and measurement.
- CO3:Know and evaluate characteristics of evaluation
- CO4:Clarify the Concepts of instructional objectives.
- CO5:Understand need and importance standardized tests.
- CO6:Develop Knowledge of test Construction Procedure.
- CO7:Understand need of Measurement of interest, personality, Intelligence, Attitude and will be familiar with some of this tests.

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### Course Content

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

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

## **Unit: 2 Instructional Objectives**

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

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

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

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

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

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

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

<b>Year-2 Semester-4</b>	<b>SpCE-1 (Group-B) Statistical Methods for analysis of data</b>	<b>Credit-4</b>
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### Course Out comes

CO1:To Understand fundamental of statistics.

CO2:To understand the concepts of normal probability curve.

CO3:To understand meaning of correlation

CO4:To understand parametric and non-parametric test.

### Course Content

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#### Unit : 1 Fundamental probability Curve :

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

#### Unit : 2 Normal Probability Curve

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

#### Unit:3 Correlation

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

#### Unit:4 Parametric and non-parametric test

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

### Practium

1. Do data entry in Excel SPSS
2. To Calculate pearson-r, rank defference spearmar-r
3. To Perform T-test of (1) Independent t-test and (2)dependent t-test

4. To perform T-test (One way ANOVA)
5. To perform  $\chi^2$  test.
6. To perform manwhitney T-test
7. To generate various group.

**References:**

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