

MED
Employability

(Code: M ED 105) Course: Activity I (a): **COMMUNICATION AND EXPOSITORY WRITING**

Marks 25

Objectives: After completion of the course, the student-teachers will be able to:-

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

Activity (Any One)

- Development of pre-academic skills pre-reading, pre-writing and number
- Expository writing: Meaning, concept, Types and tips for effective expository writing.
- Listening skill: meaning, concept and importance of listening skills academic listening- (lecturing) listening to talk and presentation. Listening to announcements (Railway/bus station/ airports/ stadium announcement) Listening to radio and television. Telephone Skill: Basics of Telephone communication: How to handle calls telephone manners, leaving a message, making requests, greeting and leave taking over phone, asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, tele-conference, tele interviews handling.
- Communication skills: Meaning, concept and components of effective communication
- Strategy of effective communication.
- Role of ICT in effective communication.


Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Workshop on Development of Expository Writing skills for seven days.
- Workshop on Communication skills for ten days.

References

- <http://gujarat-education.gov.in/education-citizen-act-rules.htm>
- www.ugc.ac.in
- www.education.nic.in
- www.scribid.com
- HNGU Handbook-I
- HNGU Handbook-II


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(Code: M Ed- 106) Course Activity I (b): SELF-DEVELOPMENT

Marks: 25


Objectives: After completion of the course, the student-teachers will be able to:-

- To understand what you are and what you want to be?
- To make self exploration and self evolution.
- To know oneself and through that knowing entire existence.
- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence.
- It is a process of reflecting on the linkages between the self and one's professional practice.

Activity (Any One)

- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education will be central to these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, & Harmony: with body, in family, in society, in nature, in existence
- Realization, understanding, desiring, thinking, selecting such as, *Shanti, Santosh, Anand*.
- Human Values: *Swatantrata, Swarajya, Moksha*

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students


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SEMESTER – II

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(Any Three)

Learning outcome : After completion of the course, the student-teachers will be able to:-

- Sensitize to their communicative behaviour.
- Enable to reject and improve their communicative behaviour performance
- Build capacities for self criticism and facilitate growth.
- Enhance their listening & writing skill.
- Present effective lecture after enhancing their listening skills.
- Write or draft professional letters and mail etc.

Activity -1

Preparation of Report on

- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

Activity – 2

- Writing Skills: Essential components of writing skills, writing standard, business letter, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation.

Activity – 3

- Prepare a Programme on SMS case writing and documentation.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on e-mail drafting.

Activity – 4

- Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective thinking critical thinking, negotiation skill.

Activity – 5

- Prepare a Programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Workshop on academic writing skill.

- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

References:

1. <http://gujarat-education.gov.in/education-citizen-act-rules.htm>
2. www.ugc.ac.in
3. www.education.nic.in
4. www.scribid.com
5. HNGU Handbook-I
6. HNGU Handbook-II

(Code: M Ed-307) Activity I (c):

Marks 50

Dissertation

- State the background of the problem
- Review of the Related Literature
- Plan a research design
- Selection of Tool, Collecting and Quantifying of data
- Tabulation of data

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- Seminar on Field of Educational studies

Reference

- FURLONG, G. (2006) Review of Initial Teacher Training Provision in Wales accessed at www.learning.wales.gov.uk/pdfs/itt-provision-wales-e.pdf
- Blackwell, Fritz (2004), India: A Global Studies Handbook, United States of America: ABC-CLIO, Inc., ISBN 1-57607-348-3.
- India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting, Government of India, ISBN 978-81-230-1557-6.
- Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0-684-31351-0.
- Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", International Journal of Constitutional Law, 2 (1): 148–158, Oxford University Press.
- Desai, Sonalde, Amaresh Dubey, B.L. Joshi, Mitali Sen, Abusaleh Shariff and Reeve Vanneman. 2010. India Human Development in India: Challenges for a Society in Transition. New Delhi: Oxford University Press.

(Code: M Ed S -104 (a)) COURSE – 4 (a) : CURRICULUM STUDIES

90 Periods

Marks 100

Objectives : After completion of the course, the student-teachers will be able to:-

- Conceptualize the meaning and different perspectives of curriculum

- Understand the epistemological, sociological and the psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches
- Compare and analyse the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

Unit – 1: Perspectives on Curriculum

20 Periods

- Meaning, Concept and importance of curriculum
- Four perspectives on curriculum
 - Traditionalists
 - Conceptual-Empiricists
 - Reconceptualisits
 - Social constructivists
- Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, Integrated curriculum and their relevance.

Unit – 2: Construction & Development of Curriculum

20 Periods

- Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.
 - Different Models
 - Administration
 - Grass Root
 - Demonstration
 - System Analysis
- National curriculum of USA, Japan, China countries at different levels.

Unit – 3: Bases of Curriculum Development

30 Periods

- *Epistemological bases*: Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; grammar of school subjects.
- *Sociological bases*: societal needs and aspirations, culture and values, social changes, knowledge explosion, national concerns and goals, globalisation, localization and privatization, political ideology and technological influences, economic necessities; Socio-cultural context of students - multi- cultural, multilingual aspects.
- *Critical issues*: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

Unit – 4: Curriculum Administration & Evaluation

20 periods

- Taylorism
- Administration as a process.
- Administration as a bureaucracy
- Human relation approach to Administration.
- Formative, Summative & Interpretation of Evaluation results.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Preparation and presentation of papers on comparative study of National curriculum of other countries at different levels.
- Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks that were developed later.
- Detailed study of National curriculum framework of school Education, India (1988, 2000, 2005) followed by seminar presentation.
- Study a curriculum of any level of education and find out their bases of construction. Prepare a report to this effect.

References

- Bob Moon and Patricia Murphy (Ed) (1999). *Curriculum in Context*. Paul Chapman Publishing, London.
- Butcharov,P.(1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). *Knowledge of Language*, Prager, New York.
- Datta, D.M. (1972). *Six ways of Knowing*. Calcutta University Press, Calcutta.
- Dewey , John. *The Child and the Curriculum*, University of Chicago Press: Chicago
- G.W. Ford and Lawrence Pungo,(1964). *The structure of Knowledge and the curriculum*. Rand McNally & Company, Chicago.
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- Kelley, A.B. (1996). *The Curricular Theory and Practice*. Harper and Row, US.

(Code: M.Ed S 104 (b)) Course – 4 (b) EDUCATIONAL TECHNOLOGY

90 Periods Marks 100

Scores- Standard scores, T Scores and Stannine scores- computation and uses

Computer Applications in Educational Research: MS Windows based application, MS Office use of statistical packaged such as SPSS, Accessing INTERNET and using search engines, e- mail. Web sites and designing web - page, making keyword- based search, Configuration of Computer system – criteria for selecting Software.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

References

- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.
- Best J.W. (1986) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. Borg, W.R. and Gall, M.D. (1983) Educational Research – An Introduction, New York, Longman, Inc.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
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- Travers, R.M.W. (1969) An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd.
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- Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall.

(Code: M Ed S-204 (a)) Course – 8 a : PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

90 Periods Marks 100

Objectives: After completion of the course, the student-teachers will be able to:-

- To gain insight on concept, objectives and status of pre-service and in-service teacher education.
- To acquaint student-teachers with historical background of teacher education in India.
- To acquaint student-teachers with organization of pre-service teacher education programmes with respect to curriculum, infrastructure and resources needed.
- To examine the current pre-service and in-service teacher education programmes in terms of various policy documents.
- To critically examine the role of various regulating agencies of teacher education
- To understand the value and process of in-service education

Unit – 1: Teacher Education-Concept, Need and Objectives **20 Periods**

- Concepts of Teacher Education
- Need and Importance of Teacher Education
- Objectives of Teacher Education at various levels
- Teacher Education in Ancient India
- Teacher Education in Pre- and Post-Independent India
- Comparative Study of Teacher Education in Various Countries (self-study)

20 Periods

Unit – 2 : Various Organizational Patterns of Teacher Education in India

- B.Ed. (One Year, Two Years, Distance Mode)
- B.Ed. Basic Education
- B.Ed. Special Education
- B.Ed. Integrated (Four Years)
- B.Ed. in Elementary Education
- Diploma in Elementary Education
- M.Ed. (Full time , Part Time & Distance Mode)

Unit – 3 : Broad Organization Patterns of Teacher Education **20 Periods**

- Admission Process
- Planning and scheduling of course
- Curriculum Components
 - Foundation Course
 - Pedagogy Course
 - Engagement with field
 - Enhancing professional competence

Unit – 4: In-service Education of Teachers **30 Periods**

- Meaning of in-service teacher education
- Significance of in-service teacher education
- Objectives of in-service teacher education
- Various programmes of in-service teacher education like Special Orientation Programme for Teachers (SOPT), Programme of Mass Orientation of School Teachers (PMOST)
- Thrusts in in-service teacher education
- Designing of in-service teacher education some basic guidelines
- Various agencies of in-service teacher education

- Limitations of in-service teacher education

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, evaluation
- Study best practices of teacher education institutions
- Comparative Study of teacher education system in India and different countries
- Studying organization of different components in teacher education institutions (practice teaching, co-curricular activities, evaluation patterns, etc.)
- Studying the structure, modes and patterns of in-service programme
- Critical study of in-service programme in terms of their needs, relevance, planning, evaluation and duration
- Surveying the views of the practicing teachers regarding need and importance of teacher education. Based on the needs design an in-service teacher programme
- Preparation of a Proposal for Organizing an In-service teacher education programme
- Studying the difference between practices and demand in preparation of teacher

References

- J. S. Raput & Walia, K. (2002). *Teacher Education in India*. Sterling Publishers Private Limited: New Delhi.
- Kauts, A. (2013). *Quality Concerns in Teacher Education*. Patiala: 21st Century Publications
- Bose, K., and Srivastava, R.C. (1973). *Theory and Practice. Teacher Education in India*. Allahabad: Chug Publication.
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- Mangla, S. (2002). *Teacher Education- Trends and Strategies*. New Delhi: Sage Publishers.
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- Report of the University Education Commission (1947-48)
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- Macdonald, B. and Walker, R. (1976) Changing the Curriculum. Britain: Pitman Press
- Musgrave, P.W. (1974) Contemporary studies in the Curriculum. Australia:Angus and Roberston Publishers
- Nigam, B.K. and Khan, I.M. (1993) Evaluation and research in Curriculum Construction. New Delhi: Kaniska Publishers
- Rajput, J.S. (2004) Encyclopedia of Indian Education. New Delhi: NCERT.
- Satyanarayan, P.V. (2004) Curriculum development and management. New Delhi: DPH
- Sharma, R. (2002) Modern methods of Curriculum Organisation. Jaipur: Book Enclave.
- Sharma, S.R. (1999) Issues in Curriculum Administration . Pearl Publishing house.
- Sockett, H. (1976) Designing the Curriculum. Britain: Pitman Press.
- Srivastava, H.S. (2006) Curriculum and methods of teaching. New Delhi: Shipra Publishers.71
- Tata, H. (1962) Curriculum development theory & practice. New York: Harcourt, Brace & World Inc

**Code M. Ed S-304 (c) Course- 12 (c): CURRICULUM, PEDAGOGY AND ASSESSMENT
(SECONDARY AND SENIOR SECONDARY LEVEL)**

90 Periods Marks 100

Objectives : After completion of the course, the student-teachers will be able to:-

- Understand the problem and challenges related to secondary and senior secondary education.

- Examine the status of development of secondary and senior secondary education in India after Independence.
- Reflect on various issues related with secondary education
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.

Unit – 1 : Quality in Secondary Education

15 Periods

- 1.1 Concepts, indicators of quality, setting standards for performance
- 1.2 Present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE, etc.

Unit – 2 : Issues & Concerns in Secondary Education

30 Periods

- 2.1 Challenges related to Universalization of Secondary Education
- 2.2 Problems and Strategies of Alternative Schooling at Secondary school Stage
- 2.3 Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities
- 2.4 Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems
- 2.5 Problems of classroom discipline, under achievement, lack of motivation, slow learners, delinquency and maladjustment
- 2.6 Issues of quality in secondary and senior secondary education.
- 2.7 Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.

Unit – 3 : Secondary Education Curriculum

20 Periods

- 3.1 Concept, components and determinants of curriculum.
 - 3.2 Principles of curriculum construction.
 - 3.3 Criteria for selection and organisation of content and learning activities.
- Secondary School curriculum: features, principles, relevance.
- 3.4 Critical appraisal of present Secondary School curriculum in the state.

Unit – 4 : Assessment and Evaluation in Secondary Education

25 Periods

- 4.1 Meaning nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.
- 4.2 New trends in evaluation – grading , internal assessment ,semester system, CCE
- 4.3 Critical appraisal of the present evaluation system at secondary school level.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- 4 List out the training programmes organized by NUEPA/NCERT in previous sessions and find out number of teacher educators benefitted from it mentioning various current issues of training.
- 5 List out the nation parameters of quality education in India and examine the quality of secondary education in your state.

- 6 Critical review on education management system of secondary school education
- 7 Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
- 8 Visit secondary teachers training in your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
- 9 Evaluation of assessment process in any school and write about its merit and demerits.

References

- Aggrawal, J.C. and Gupta, S. (2005) Curriculum development. New Delhi: Shipra Publisher.
- Alaxander, W.M. and Saylor, J.G. (1966) Curriculum Planning for modern schools . New York:Holt, Rinhart and Winston Inc.
- Balrara, M. (1999) Principles of Curriculum. Renewal. New Delhi: Kanishka Publishers.
- Candra, A. (1977) Curriculum. Development and Evaluation in education. New Delhi: Sterling Publishers.
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- Hassrin, M. (2004) Curriculum Planning for elementary education. New Delhi :Anmol Publishers.
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- Jhompson, K. and White, J.C. (1975) Curriculum development. London: Pitman Publishing House.
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- Nigam, B.K. and Khan, I.M. (1993) Evaluation and research in Curriculum Construction. New Delhi: Kaniska Publishers.
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- Satyanarayan, P.V. (2004) Curriculum development and management. New Delhi: DPH
- Sharma, R. (2002) Modern methods of Curriculum Organisation. Jaipur: Book Enclave.
- Sharma, S.R. (1999) Issues in Curriculum Administration . Pearl Publishing house.
- Sockett, H. (1976) Designing the Curriculum. Britain: Pitman Press.
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- Tata, H. (1962) Curriculum development theory & practice. New York: Harcourt, Brace & World Inc.

(Code: M Ed -305) Activity I (a): INTERNSHIP IN SPECIALIZATION

Marks 100

(Elementary or Secondary / Senior Secondary Level)

Any 10 Activities

Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or co-curricular activities/material or any innovation.
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A journal should be maintained by the student in which he/she records one's experiences, observations, and reflections during internship.

- 4.4 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- 4.5 Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- 4.6V Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Make a critical appreciation of Right to Education Act in the context of inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Study & review any two national policies in the light of inclusive education.
- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

References

- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.*
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.*
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* NCERT Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools, R .I E. Mysore*

(Code: M Ed H-403) COURSE- 15: EDUCATIONAL EVALUATION AND MEASUREMENT
90 Periods Marks 100

Objectives: After completion of the course, student-teachers will be able to -

- Give knowledge of theoretical foundations, recent developments and practical educational bearings concerning prominent evaluation concepts

- Creative awareness among students regarding the relationship between instructional objectives and evaluation ; evaluation model and designs and their application for assessment of performance
- Help students to gain a practical insight into the evaluation of instructional design, teacher, student, and to utilize the evaluative data for improvement
- Develop in the student's capacity and skills to analyze instructional issues and concerns on the basis of sound evaluation principles.

Unit – 1 : Introduction to Evaluation and Measurement

20 Periods

- 1.1 Concept of Evaluation, Assessment and Measurement
- 1.2 General principles of Evaluation
- 1.3 Types of Evaluation Procedures
- 1.4 Classification of Evaluative Methods
- 1.5 Evaluation of the Teaching – Learning Process

Unit – 2 : Instructional Objectives and Evaluation

25 Periods

- 2.1 Instructional Objectives as Learning Outcomes
- 2.2 Mager's Specifications of Instructional Objectives
- 2.3 Taxonomy of Instructional Objectives
- 2.4 The Cognitive Domain – Bloom's Taxonomy
- 2.5 The Affective Domain – Krathwohl's Taxonomy
- 2.6 The Psychomotor Domain – Harrow's Taxonomy

Unit – 3 : Technology of Educational Evaluation

20 Periods

- 3.1 Evaluation Model Building – Theory and Technology
- 3.2 Models of Evaluation
- 3.3 Goal Attainment Model
- 3.4 Judgmental Model – Intrinsic Criteria
- 3.5 Judgmental Model – Extrinsic Criteria
- 3.6 Decision – Facilitation Model

Unit – 4 : Learner Evaluation

25 Periods

- 4.1 Diagnosis and Remediation of Learning Difficulties
- 4.2 Nature and Characteristics of good diagnosis
- 4.3 Diagnostic Test – meaning, purpose planning, administration and interpretation
- 4.4 Remedial Instruction – meaning, principles, and organization
- 4.5 Techniques in Evaluating Learning and Development (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)
- 4.6 Student Assessment in : The Inductive Model ; The Concept – Attainment Model ; The Integrative Model ; The Direct – Instruction Model ; The Lecture – Discussion Model ; The Inquiry Model

Mode of transaction: Lecture cum discussion, workshop sessions, assignment presentation by students.

Activities (Any One)

- Preparation of Check list, rating scale, Anecdotal records (Any One)
- Writing the examples for models of evaluation
- Writing of Instructional objectives.

References

- Dave, R. H. (1969) Specimen of Unit Tests in Science and Mathematics. New Delhi: National Institute of Education.
- Harrow, A. J. (1972) A Taxonomy of the Psychomotor Domain. New York : McKay
- Krathwohl, D. R. Bloom, B. S. And Mussia, B. (1964) Taxonomy of Education Objectives. Hand Book – II, New York : McKay
- Mager, Rober, F. (1962) Preparing Instructional Objectives. California : Fearon Publishers, 60 xii
- Mehrens, W. A. And Lehman, I. J. (1978) Measurement and Evaluation in Education and Psychology. New York : Holt Rinehart and Winston, 7.

**(M.Ed S 404 (a) COURSE-16(a): WOMEN IN EDUCATION MANAGEMENT (AT
SECONDARY/SENIOR SECONDARY LEVEL)**

90 Periods Marks 100

OBJECTIVES: This course has been designed to enable the students to:

1. To enable the students to understand the development of .women education.
2. To enable the students to know the statistical status of women education.
3. To enable the students to understand the significance of Women in global overview.