



**CURRICULUM
FOR**

MASTER OF EDUCATION (M.ED.)

**P.G.DEPARTMENT OF EDUCATION
SARDAR PATEL UNIVERSITY
VALLABH VIDYANAGAR**

(GUJARAT)

JUNE – 2010

SARDAR PATEL UNIVERSITY
FACULTY OF EDUCATION
COURSES OF STUDY
DEGREE OF MASTER OF EDUCATION
(REGULAR)
TO BE IMPLEMENTED FROM JUNE-2010

R.PG.ED

1. A candidate who has taken the degree of Bachelor of Education or B.Ed. (English) of this university or an examination recognized as equivalent thereto by the university and NCTE will be eligible for admission to the two semester course of study leading to the degree of Master of Education (Regular two semester course) of this university subjected to the rules regarding the minimum percentage of marks and admission rules etc. prescribed by the university for admission to the Master's degree course from time to time.
2. The semester examination for the degree of Master of Education will include papers and Dissertation.
3. The candidate will be required to select :
 - (I) Any one paper from the optional papers in addition to compulsory (core) papers including foundation course paper in each semester. Paper will be of 50 marks in each semester.
 - (II) The candidate will be required to study 05 papers in each semester.
 - (i) One foundation course paper. (50 marks)
 - (ii) Three compulsory core papers (50 marks).
 - (iii) Any one paper from the optional papers (50 marks)
 - (III) Dissertation will consist of 200 marks
Dissertation work will be continuous in both the semesters and will be submitted at the end of second semester. Each student have to report about the progress of Dissertation through his or her concerned guide to Head of Department. Assessment of the dissertation work in progress will be done before the end of the first semester or on the convenient days of first term.
 - (IV) Over & above this the students will have to submit the following submissions.
(A) Seminar & Term Paper (o2 in each)
Each student will present two seminars in each semester & each student will prepare two term papers in each semester. (See A-1 & A-2)
(B) Teacher Educator's Portfolio
Teacher Educator's portfolio is an innovative practice and study requirement of all the M.Ed. Students. Students will be oriented for the same. The portfolio includes following assignments given by the faculty members concerned directed by Head of the Department.
The work of supervision, monitoring and guidance for teacher educator's portfolio will be assigned by Head of the department to the faculty members. It will be evaluated by conducting interviews and submissions given by the students. Half of the internal marks will be given by the faculty concerned and half of the internal marks will be given by head of the department considering the performance of the student and with consultation of the interview committee members/faculty members present on the day of interview. Student should submit his or her teacher educator's portfolio assignment to the faculty concerned.

Semester-I (See B-1)**Teacher Educator's Portfolio**

Practitioner's research
Book Review or Review of Research Papers
Classroom or Public Communication
Academic Visit (Brief Meaningful Report)

Semester -II (See B-2)**Teacher Educator's Portfolio**

Project Work
Community Work
Information Access and Organization Through Internet
Writing an Educational Article

(C) Material production

Each student will prepare the material assigned by the concerned faculty member & the faculty member will guide, supervise & monitor the same. (See C-1 & C-2)

(D) Field based Experiences.

Field based experience requires to have some preparation for better field-based learning of the students therefore each student will submit a preparatory submission in the first semester. In the second semester students will go for field-based experience at different B.Ed. or P.T.C. Colleges. The days for the same may be maximum 10 days or convenient to the institution concerned and the department. It will be under the guidance of faculty teachers to whom the no. of students assigned. Students will prepare a report on field based experience & will submit to the concerned faculty members for the further procedure of interview based evaluation. (See D-1 & D-2)

All the submission work will be evaluated by the concerned faculty member and interviews also will be conducted for the evaluation process-marks allocation will be made by the Head of the department. However some works will be evaluated by the faculty member concerned with the consultation of the Head of the department.

Student will have to complete all their assignments in addition to formal scheduled time of the department.

4. Admission to various Elective (optional) course papers will be decided by the Head of the Department of Education on the basis of resources available.
5. A candidate who has passed the qualifying examination from other university will not be admitted without producing the eligibility certificate from Sardar Patel University.
6. Candidate desirous of appearing at the semester examination must forward their applications in the prescribed form to the Registrar, through the Head of the Department of Education on or before the date prescribed for the purpose under the relevant ordinance.
7. No candidate will be admitted to any examination in the concerned subject unless certified by the Head of Department
 - (i) That he/she has attended the course of study prescribed for the respective semester to the Head's satisfaction.
 - (ii) That he/she has obtained at least 40% of marks separately in each course in the internal assessment.
8. (I) Every candidate will be required to select the problem of dissertation in the beginning of first semester and which will be required to be approved by the Head of the Department within five weeks of admission. The candidate will thereafter begin work

in his/her Dissertation and will submit a progress report every fortnight to the guide regarding the dissertation work. If the guide of the candidate is not satisfied regarding the progress of the dissertation work he/she will recommend through the Head of the Department to cancel the registration of such a candidate.

(II) Candidate reading for the M.Ed. degree examination will be required to submit two copies of dissertation and synopsis before the date fixed by the Head of the department. The Logbook and the progress record will be judged by the panel of internal guide in the department and will assign marks for the purpose of internal assessment. In each semester Dissertation assessment interviews will be conducted in the department.

(III) In viva-voce candidates will be examined on the dissertation.

9. Mode of Evaluation

(i) For Five theory papers weightage will be 50 marks for internal and 250 marks for external examination in First Semester & same for the Second Semester.

(ii) 200 marks of dissertation work will be distributed into two parts: In 1st semester 50 marks are allotted as internal evaluation. The internal evaluation will be based on presentation and interview. The marks allotted for these components will be communicated by the HOD. In 2nd semester 100 marks are for the Report of the study and 50 marks for the viva-voce (External Exam) on the report. The distributions of marks for internal and external examination are mentioned in the table.

(I) External Evaluation

No	Course	Semester - I		Semester-II	
		Credit	Marks	Credit	Marks
1.	Foundation Course	4	50	4	50
2.	Core Course 1	4	50	4	50
3.	Core Course 2	4	50	4	50
4.	Core Course 3	4	50	4	50
5.	Elective (Only One)	4	50	4	50
	Total	20	250	20	250
Dissertation		--	--	*5	100+50=150
* Dissertation is of Total 5 credits.					

(II) Internal Evaluation

No	Course	Semester - I		Semester-II	
		Credit	Marks	Credit	Marks
A.	Seminar & Term Paper	1	20	1	20
B.	T.E. Portfolio	3	40	3	40
C.	Material Production	1	15	1	15
D.	Field Based Education	3	25	3	25
E.	Test	2	50	2	50
F.	Dissertation	5	50	--	--
	Total	15	200	10	150

(III) Grand Total of Semester I & Semester II (Internal & External)

Evaluation	Semester-I		Semester-II		Total	
	Credit	Marks	Credit	Marks	Credit	Marks
Internal	15	150 + 50*	10	150	25	350
External	20	250	20 + 05*	250 + 150*	45	650
Grand Total	35	450	35	550	70	1000

*Shows Marks of Dissertation in 1st Sem. (Only Internal) & Marks of Dissertation in 2nd Sem. (Only External)

*5 Credits of Dissertation is continuous for both the semesters.

70 Credits: 1000 Marks

Internal Evaluation: Semester - I

N0	Detail	Credits	Marks
A.1	Seminar & Term Paper (2 each)	1	20
B.1	Tr. Educator's Portfolio	3	40
	Practitioner's research		
	Book Review		
	Classroom or Public Communication		
	Academic Visit		
C.1	Material Production	1	15
D.1	Field based Experience (Preparatory Submission)	3	25
E.1	Internal test of 50 marks reduced to 10 (in each theoretical paper)	2	50
F.1	Dissertation	5	50
	Total.....	15	200

Internal Evaluation : Semester - II

No	Detail	Credit	Marks
A.2	Seminar & Term Paper (2 each)	1	20
B.2	Tr. Educator's Portfolio	3	40
	Project Work		
	Community Work		
	Information Access and Organization Through Internet		
	Writing an Educational Article		
C.2	Material Production	1	15
D.2	Field Based Experience (Practical at B. Ed. or P.T.C. College)	3	25
E.1	Internal test of 50 marks reduced to 10 (in each theoretical paper)	2	50
	Total.....	10	150

- 10.** (i) The Head of the department of Education will in joint consultation with other teachers of the department prepare in the beginning of the semester a scheme for the internal assessment and communicate to the students and the university.
- (ii) A record of the internal assessment will be maintained in the Department office and the teacher concerned for the affiliated P.G. Colleges at their respective colleges or institutions.
- (iii) The field based experience is the integral component of M.Ed. programme maximum of 10 days may be spared for the same by the head of the institute. Total of 50 marks are assigned for field based experiences distributed into two semesters 25 marks in each semester as an internal evaluation only.

11. Standard of Passing

To pass the M.Ed. Semester Examination candidate must

- (a) Obtain at least 40% of marks in each paper in the internal assessment as well as at the external examination.
- (b) Obtain at least 40% of marks in dissertation in the internal assessment as well as at the external examination.

12. Award of classes

- (i) Those of the successful candidates will be placed in the Second Class if they obtain.
 - (a) at least 50% of marks separately in the internal Assessment and the University Examination, and
 - (b) 50% or more but less than 60% marks of the total marks.
- (ii) Those of the successful candidates will be placed in the First Class if they obtain.
 - (a) at least 60% of marks separately in the internal Assessment and the University Examination, and
 - (b) 60% or more but less than 70% marks of the total marks.
- (iii) Those of the successful candidates will be placed in the First Class with Distinction if they obtain.
 - (a) at least 70% of marks separately in the internal Assessment and the University Examination, and
 - (b) 70% or more of the total marks.

Grade system, conversion of marks into grade and grade into the marks will be decided by the university as the common evaluation procedure.

13. As M.Ed. is Two Semester Course:

A candidate failing in the first semester will be permitted to pursue course for M.Ed. second semester examination but his/her result will not be declared until he/she clears all the courses of the first semester of M.Ed. including internal assessment and dissertation. If a candidate fails or cannot appear in the exam or in any paper in the first semester examination he/she will be allowed to study the second semester course and will be eligible to appear examination of both the semesters, subject to his or her required attendance in the first semester and second semester. For the total number of trials University's general rules will be applicable.

14. Students should complete and submit their work meaningfully using their formal scheduled time of the department and by additional time devoted for the same. It is the student's responsibility to submit all the work per instructions.

15. The affiliated or recognized institution running M.Ed. course will produce a list of Dissertation problem in due course for the approval of the Head, Department of Education, Sardar Patel University, Vallabh Vidyanagar. The Departmental head shall make suggestions to change the Dissertation problem or cancel the same, if so necessary, with the consultation of the head of the institution concerned. Even after the approval of the Dissertation problem, if any change required to be done in the Dissertation problem title, the approval of HOD, Dept. of Education, Sardar Patel University Vallabh Vidyanagar will be required. This to be done during the first semester only.

16. In any matter relating to misbehavior, misconduct or ragging type behavioural deviations departmental committee may be formed by HOD and the committee may recommend to the University for the Punishment or any other disciplinary measures.

OVER ALL OBJECTIVES OF CURRICULUM

- (1) To instruct students in terms of widening horizons of education and deepened understanding in their core subject areas and in optional subjects they select.
- (2) To acquaint students to the recent major aspects of their study.
- (3) To provide vital inputs through value added transactions in the classrooms using discussion value clarification and other transaction varieties.
- (4) To assist students in the process of self learning and facilitate them well.
- (5) To clarify illustrate core aspects of the particular subject covered under study.
- (6) To develop professional attitude of the students in perspectives of their behaviour and other requirements.
- (7) To provide basic guidelines for a smart and strategic learning.
- (8) To help students to be more critical and aware in their subject areas in particular and for the profession in general.
- (9) To assist students to develop their research insights.
- (10) To assist students to be a good adult learner.

**P.G. Department of Education
Sardar Patel University
Vallabh Vidyanagar
Structure of M.Ed. Course
Semester-I**

Foundation Course	Credit	Marks
F1. Life-skills Education for Quality of life	04	50
Core Course :		
C 1. Philosophical and Sociological Foundations of Education	04	50
C.2. Fundamentals of Educational Research	04	50
C.3. Practical Dimensions of Advanced Pedagogy	04	50
Elective Course: (Any One)		
E 1. Educational Measurement and Evaluation (E.11)	04	50
E 2. Professionalism in teacher Education (E 13)		
E 3. Education for women Empowerment (E 17)		
E 4. Education for Holistic Health (E 16)		
E 5. Environmental Education (E 14)		
E 6. Education for Developing Thinking and creativity (E 20)		
E 7. Economics of Education (E 18)		
E 8. Educational Technology (E 15)		
E 9. Educational Administration and Management (E-12)		
E 10. International /Global Perspectives on education (E - 19)		
TOTAL:	20	250

Semester - II

Foundation Course	Credit	Marks
F2. Indian Perspectives on Education	04	50
Core Course :		
C 4. Psychological and technological Bases of Education	04	50
C 5. Educational Research in Action	04	50
C 6. Advanced Pedagogy: Directions for Teacher Education	04	50
Elective Course (Any One)		
E 11. Psychological Testing and Counseling (E 1)	04	50
E 12. Advanced Educational Leadership (E 9)		
E 13. Academic Skills for Teacher Educators (E 2)		
E 14. Human Development and Peace Studies (E 5)		
E 15. ICT in Education (E 8)		
E 16. Yoga Education (E 4)		
E 17. Education for Community Development (E 3)		
E.18. Curriculum Development (E 7)		
E 19. Teacher Education (E 10)		
E 20. Futuristic and Innovative Practices in Education (E 6)		
Total :	20	250

Semester - I

Foundation Course

F-1: Life Skills Education for Quality of Life

Unit I : The concept of life skills

- (a) Human values and life skills
- (b) Life skills as proposed and defined by WHO (1990)
- (c) Indian view of life skills

Unit II : The Concept of Quality of Life

- (a) The ancient and classical view of QoL
- (b) The contemporary view of QoL (by Amartya sen)
- (c) Analysis of selected aims and definitions of education in reference to QoL

Unit III: Practices for developing life-skills

- (a) Tasks and activities for developing each of the life skills
- (b) Education for four pillars of Education (Dellor's Report)
- (c) Formal and informal methods to develop life skills.

Units IV : Imperatives for Education

- (a) Curriculum planning & designing syllabi to bring about QoL & life skills.
- (b) Integrating Philo-socio-psycho-eco and health development practices
- (c) Research in QoL and Life skills

SUGGESTED READINGS:

1. +વનકૌશલ (શિક્ષક માર્ગદર્શિકા) (૨૦૦૬) ગાંધીનગર, +સીઈઆરટી પ્રકાશન.
2. Nussbaum, Martha & Sen, Amartya, (1996). The Quality of life Oxford, Clarendon Press.
3. Frankl, Viktor (1959), Mans's search for Meaning. London Random House.
4. www.unicef.org/life-skills
5. www.smilefoundationindia.org
6. રાવલ સી.વી. (૨૦૦૧). પારિભાષિક કોશ-ત²વજ્ઞાન. અમદાવાદ યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Core Course:

C.1 Philosophical and Sociological Foundations of Education

Unit - I: Dimensions of Philosophical Thinking and its Educational Implications

- (a) Metaphysics, epistemology and axiology as the bases of Education
- (b) Concept and nature of man & universe.
- (c) Concept and process of knowledge.
- (d) Implications for man's ethical conduct.

- Understanding above concerns (b, c & d) in light of core beliefs of

- (i) Idealism (ii) Pragmatism (iii) Existentialism (iv) Post modernism (v) Buddhism
(vi) Shankar Vedant and Thinkers: (i) Shree Aurobindo (ii) J. Krishnamurty (iii) Michel Foucault

Unit II: Educational Philosophy in Action

- (a) Analysis and evaluation of definitions, concept and process (as per R. S. Peters) of education.
- (b) Analysis of philosophical, sociological and literary texts for deriving educational implications.
- (c) Philosophical bases of educational system in a secular, democratic nation.
- (d) Researches in the area of Educational philosophy: Problems, methodology and utility/directions.

Unit-III Sociology of Education

- (a) Concept, Nature and scope of sociology of education
- (b) Nature of Indian society: social and cultural changes in India & Education.
- (c) Human rights, feminism, women empowerment, constitutional provisions and education.
- (d) Relevance and need of studying Sociology of education in contemporary times.

Unit IV Contribution and Implications of Selected Social Thinkers

- (a) Max Weber (b) Habermas (c) Mahatma Gandhi
- (d) Deen Dayal Upadhyaya

SUGGESTED READING

1. Broudy Harry, Building a Philosophy of Education, Prentice Hall New Delhi, 1965.
2. Bokil V.P.: Foundations of Education, Pub.By the auther 1903 sadashiv Pona.1970.
3. Chisholm R.M. : Theory of Knowledge, Prentice Hall Mew Delhi, 1994.
4. Wynne J.P. : Theories of Education, Harpaer & Row New York, 1964.
5. Taneja V. R. and Taneja S. : Educational Thinkers, Atlantic Publishers, New Delhi, 1980.
6. Peters R.S. (ed.): The Concepts of Education, Routledge and Kegan Paul, Landon, 1973.
7. Ozman H. and Craver S. L Philosophical Foundations of Education, Charles Merrill & Co.Ohio, 1981.

8. Mohanti J.: Indian Education in the Emerging Society, Sterling Pub.New Delhi, 1994.
9. Mathur V.S.: A Sociological Approach to Indian Education, Sterling Pub. New Delhi.
10. Michel Foucault: Archeology of Knowledge, Routledge and Kegan Paul.
11. દવે જયેન્દ્ર શાસ્ત્રી: શિક્ષણ દર્શન પરિભાષા કોર્ષ સરદાર પટેલ યુનિવર્સિટી, વલ્લભ વિદ્યાનગર
1978.: કેળવણીના તાત્વિક આધારો, (તૃતીય સંસ્કણ યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ-
1998. : ભારતીય ચિંતકોનું શિક્ષણ ચિંતન, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ-1990.
12. શાહ, બુદ્ધિશંકર: શિક્ષણનું સમાજશાસ્ત્ર યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
13. ઓડ લક્ષ્મીનારાયણ: શિક્ષણ કે દાર્શનિક આધાર, મ.પ્ર. ગ્રંથ અકાદમી, ભોપાલ
14. મુખર્જી રવીન્દ્રનાથ (આદિ) ભારતમે પરિવર્તન ઓર સમસ્યાએ, વિવેક પ્રકાશન-1988
15. મિશ્રા પી.ડી. : સામાજિક સંબંધો કે મૂલ તત્વ, ઉત્તર પ્રવેશ હિન્દી સંસ્થાન, લખનવ-1986
16. શર્મા એસ.એસ. ભારતીય સામાજિક સંસ્થાએ, વિનોદ પુસ્તક ભંડાર, મેરઠ
17. પરમાર વાચ. એ. સમાજશાસ્ત્રીય સિદ્ધાંતો, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ, બીજી આવૃત્તિ-
1994
18. પરમાર વાચ. એ. વીસમી સદીના ડાબેરી ચિંતકો, પોપ્યુલર પ્રકાશન સુરત-2003.
19. મોગરિયા વિ.ડી. તથા અન્ય : 'વિકાસમાન ભારતમાં શિક્ષણ અને સામાજિક પરિવર્તન', ગાલા
પબ્લીશર્સ, વલ્લભ વિદ્યાનગર.

C - 2: Fundamentals of Educational Research

Unit: 1 Research and Education

1. Concept of Research and Educational Research.
2. Need of Educational Research
3. Areas of Educational Research
4. Types of Research Basic, Applied and Action Research
5. Scientific Inquiry, Scientific method and Theory development
6. Impediments to research impact on education

Unit: 2 Sources for Educational Research and review of Related Literature

1. Types of Sources (Preliminary, Secondary, Primary and Supplementary) Their meaning, use and examples.
2. Study skills for Educational researcher, skills for literature search, library skills, reading skills and note-taking skills.
3. Review of related literature-meaning, importance and procedure.
4. Introduction to integrative research review and Meta analysis.

Unit: 3 Planning Educational Research

1. Major steps of the process of Educational Research
2. Selection and Definition of the problems of Research
3. Formulation and types of Hypotheses.
4. Meaning and type of variables.
5. Preparation of Research Proposal.

Unit: 4 Methods of Educational Research

1. Survey
2. Co relational and causal comparative study.
3. Experimental Research-Definition, Major experimental designs and their internal and external Validities, Limitations of experimental research.
4. Historical method
5. Qualitative Research: Meaning and nature. Comparison of Qualitative and quantitative approaches. Introduction to main qualitative research methods- Ethnography, Participant observation, case-study, open ended interview, Narratives.

SUGGESTED READING:

1. Best, Jhon W. research in Education Englewood Cliffs; N.J.Prentice Hall, Include. 1978
- Borg, W.R. & Gall MD. Educational research-An Introduction (Third edition) New York: Longman Inc. 1979.
2. Burroughs, G.E.F. design and Analysis in Educational Research (second Edition) Oxford: Alden & Mawbray Lte. 1975.
3. Gilbert S. Foundations of Educational research, Englewood, Clifffic New Jersey: Prentice-Hall Inc. 179.
4. Good Carter V. and Scates Douglas E. Methods of Research Educational, Psychological, Sociological, New York. Appleton Century Crofts, Inc. 1954.
5. Hyman H.H. Survey: Design and Analysis, Principles, cases. Procedures, New York : The Free Press. 1955.
6. Kerlinger F.N. Foundations of Behavioural research: Educational and Psychological Inquiry. New York: Hlt and Rinehast and Winson, Inc. 1983.
7. Koul, Lokesh, Methodology of Educational Research. New Delhi: Vani Educational Books, 1984
- levin, J. Elementary Statistics in Social Research. (Second Edition) New York: Harper & Row Pub., 1977.

8. Sukhia, S.P. Mehrotra, P.A. and Mehrotra, R. N. Elements of Educational Research (second Edition) New Delhi: Allied Publishers, 1966.
9. Travers, R.M.V. An Introduction to Educational Research (Third Edition) London: The Macmillan Co. 1969.
10. Agar, Michael (1996) Professional stranger: An informal introduction to ethnography (2nd Edition) Academic Press, ISBN 012044704
11. Ellis, C., and Bochner, A. P. (eds) (1996). Composing Ethnography: Alternative Forms of Quantitative Writing Walnut Creek CA: Altamira.
12. Gibbs, G. R. (2007) Analyzing Qualitative Data (Book 6 of the SAGE Qualitative Research Kit.) London: Sage.
13. Sierhuis, M. (1996) World Modelling, a framework for modelling complex systems. NYNEX Science and Technology Technical Memorandum
14. Bugdan, R.C. & S.K. Bikien. (1998) Qualitative research in Education (3rd ed.) Allyn & Bacom Publications.
15. <http://en.wikipedia.org/wiki/james-Spradly>
16. Spradly James P. (1979). The Ethnographic Interview, Fort Worth; Wards Worth Harcourt Brace.
17. Pinnegar, S., & Daynes, J.G. (2007). Locating narrative inquiry historically: Thematics in the turn to narrative. In D.J.Clandinin (Ed), Handbook of narrative inquiry: Mapping a methodology (pp.3-34) Thousand Oaks: Sage.
18. Jorgenes, Danny L. (1989) Participant Observation: A Methodology for human Studies, New Buzzy Park, CA : sage publications.
19. Creswell, J.W. (1998) Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks, CA: Sage
20. Ole R. Holsti (1969). Content Analysis for the Social Sciences and Humanities Reading, MA : Addison - Welsey, 1969
21. Klaus Krippendorff (2004) Content Analysis: An introduction to its Methodology 2nd edition Thousand Oaks, CA: Sage
22. Krippendorff, K. (1980). Content Analysis, New delhi : Sage Publication India Pvt. Ltd.
23. Peter, freebody (2003) Qualitative research in Education Introduction and Practice. New Delhi. Sage Publication
24. Stage, F.K., & Maple, S.A. (1996) Incompatible goals : Narratives of graduate women in the mathematics pipeline. American Educational research Journal, 33, p.23-51
25. Lichtman, M. (2009). Qualitative Research in Education: A User's Guide. Washington DC: Sage.
26. Denzin Norman and Linclon Yvonna. (ed. 2005). A handbook of Qualitative Research. New Delhi, Sage Publications
27. ઉચાટ ડી.એ. સામાજિક શાસ્ત્રોમાં સ:શોધન સમસ્યા પસંદગીના સૈધ્ધાંતિક અને વ્યવહારુ આધારો રાજકોટ, પારસ પ્રકાશન 1997
28. દેસાઇ એ.જી. અને દેસાઇ કે.જી. સ:શોધન પદ્ધતિઓ અને પ્રવિધિઓ અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, 1989
29. દેસાઇ એચ. જી. અને ત્રિવેદી એમ.ડી. (સં) શૈક્ષણિક સંશોધનની રૂપરેખા રાજકોટ : સૌરાષ્ટ્ર યુનિવર્સિટી, 1982
30. આર એસ પટેલ “શૈક્ષણિક સંશોધનનું માર્ગદર્શન સંબંધિત સાહિત્યની સમીક્ષા”: ગુજરાત રાજ્ય યુનિવર્સિટી પી એચ ડી ગાઇડ એસોશિયેશન અમદાવાદ, ઓક્ટોબર 2006
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32. ઉચાટ ડી એ (2006) ગુણાત્મક સંશોધન, રાજકોટ: લેખક

C-3 Advanced Pedagogy: Directions for Teacher Education

Unit I Theoretical Basis of Pedagogy

- (a) Nature and Characteristics of Process of Educating
- (b) Relationship of Educational Theory and practice
- (c) Philosophical models of Teaching

Unit II Understanding Teaching and Learning

- (a) Analysis of concepts of Teaching and learning in major.
- (b) Changing concepts of Teaching and learning
- (c) Neuro-Scientific basis of learning

Unit III Taxonomies of Educational Objectives

- (a) Cognitive, affective and connective (in reference to Bloom, Krothwal, Grundland and Mager)
- (b) Experiential learning
- (c) Metacognition: Concept and Strategies

Unit IV Excellence in Teaching

- (a) Professional approach to Teaching
- (b) Teacher effectiveness: Teacher as helper, mentor & coach
- (c) Curriculum Transaction as Knowledge Management (Concept and Process).

SUGGESTED READING:

1. Arends, Richard. (1989) Learning to Teach. London McGrawhill Pub. Co.
2. Entwistle, Noel (1990) Handbook of Educational Ideas and Practices. N.4 Routledge Pub.
3. Hergenhahn, B.R. & Olson Matthew. (2005). Introduction to Theories of learning. London. Prentice Hall.
4. Duke, L Daniel. (1990). Teaching: An Introduction. London. McGraw Hill Pub.
5. Sharma, R.A. (2006). Pedagogics of Education, Meerut.
6. Reters, R.S.(1967) The concept of Education, N.Y.Rontledge.Vedanayagan, E.G.(1988) Teaching Technology for college Teachers. New Delhi. Sterling Publishers.
7. Mukhophadyay, M & Others. (2003). Globalisation and challenges for Education Delhi. MEPA and Shipra Publications.
8. Yadav R.S. (2006). Advanced Taxonomies of Educational Objectives. Agra. H.P.Bhargav Book House.
9. Brockbank, Anne & McGill, Ian (2007). Facilitating Reflective learning through mentoring and coaching. London, Kogan Page.

Elective Course: (Any One)

E-1 Educational Measurement & Evaluation

SECTION – I

Unit - I The Measurement & Evaluation Process

1. Concept of measurement and evaluation.
2. Role of measurement and evaluation in teaching-learning process.
3. Grading-Concept and process of grading.
4. Continuous internal assessment.
5. Semester system.
6. Question bank - meaning, Steps for Construction and importance.
7. Using Computers in Evaluation

Unit - II Test Construction and Standardization

1. Classical test Theory and Item response Theory
2. Norms referenced test
3. Criterion referenced test
4. Steps in standardization of a test, Validity, Reliability Usability & Norms.
5. Construction of Diagnostic test and its uses

Unit - III Tools and Techniques of Evaluation

1. Questionnaire, Observation, Interview, Anecdotal Record, Rating Scale, Checklist.
2. Case studies, Situation test, Sociometry, Self-reporting techniques.
3. Performance test.
4. Personality inventory and Projective techniques.
5. Attitude - meaning and measurement & types of Attitude.
Thurston method.
Liker method
6. Interest - meaning and measurement & types
Rational approach
Empirical approach

Unit – IV Evaluation Programme

1. Concept of evaluation Programme
2. Functions of evaluation Programme
3. Selection of an appropriate test
4. Administration of a test and Scoring
5. Interpretation of test scores
6. Preparing records and reports.

Practicum:

1. Items and test construction and its logical review.
2. Empirical review of item and test.
3. Preparation of Evaluation report.
4. Construction of one measuring tool
5. Review of tools used in research

SUGGESTED READINGS:

1. Bloom, et. al, Taxonomy of Educational objectives: Handbook 1, Cognitive Domain
New York: Devid Kckay co 1956

2. Ch. Se., C.I. Measurement for educational Evaluation (2nd Ed.) Philippines: Addison-westly publishing company 1978.
3. Ebel Robert L. Essentials of Educational Measurement 63rd ed., New Delhi: Prentice Hau. 1979
4. Ebel Robert, L. Measuring Educational Achievement. New Delhi Prentice Hall, 1966
5. Groundlund, N.E. Preparing Criterion-preference Tests for classroom Instruction, New York, The Mac Milan Company, 1973
6. Groulund, N.E. Construction Achievement Tests, Second Edition, New Delhi, Prentice-hall 1977.
7. Ground N.E. Measurement and Evaluation in Teaching (32rd ed.) New York: Mac Milan Co. 1976
8. Hills, J.R. Measurement and Evaluation in the Classroom, Columbus, Ohio, a Bell Howell co. 1976
9. Kranthwohl et al. Tadology of Educational Objectives: Handbook 2. Affective Domain, New York, David Mackay, Co.1964
10. Meherans W.A. & Lelmann I. J. Measurement and Evaluation in Education and Psychology. New York: olt, Rinehart & WinstorInc. 1973
11. Mager Robert F. Preparing Instructional objective. Fearin Publisher Palo Alto, California, 1962
12. Hunnaly O.C. Educational Measurement and Evaluation. New York: Mc-Graw Hill Book Co. 1964.
13. Patel R. N. Educational Evaluation: Theory and Practice, Bombay Aimalaya Publishing House, 1978.
14. Popham W. J. (Ed) Criterion referenced Measurement: Elglewood Cliffs, N. J. Educational Technology Pub. 1972
15. Fold, G. H. Haladyana, T. M. A. Technology for Test item writing New York, Academic Press, Inc. 1982
16. Simpson E. J. The Classification of Educational Objectives Psychomotor Domin.
17. Thorndlike, Robert L. & Elizabeth, P. Hagen, Measurement and Evaluation In Psychology and Education, second Ed. New York: Wiley, 1961
18. Tuckman B.W. Measuring Educational Outcomes. New York: Harcourt Brace, Jovanovich, Inc. 1975
19. Wrihstone, J. Wet. al. Evaluation in Modern Education New York: American Book Co. 1956
20. Upasani, N.K. Evaluation in Higher Education, Bombay: S.N.D.T Women's University, 1978

E-2 PROFESSIONALISM IN TEACHER EDUCATION

Unit-1 Basic Understanding and Concepts

- Concept of professional or non-professional
- Quality of a teacher as a professional
- Ethical consideration in the profession of teaching
- Accountability in the profession of teaching

Unit-2 Importance and Role of Teacher as a Professional

- Social agent
- Agent of change
- Researcher
- Mentor and Manager

Unit-3 The Teacher and Professional Skills

- Learning skills
- Thinking skills
- Skills of planning and facilitation
- Skills of Communication and management

Unit-4 The Teacher and Self Development

- Action Research
- Reflexation 'on' and 'in' action
- In service courses
- Collaboration

SUGGESTED READINGS

- Books, V. & Sikes, P. The Good Mentor Guide: Initial Teacher Education in Secondary Schools. Buckingham: Open University Press. (1997)
- Cairney, T. Teachers as researchers. In Barbara Comper & Hancock, J. Developing Teachers. Melbourne: Thomas Nelson(1987)
- Fletcher, S. Mentoring in schools: A handbook of good practice. London: Kogan Press (2000)
- Kincheloe, J.L. Teachers as researchers: Qualitative Inquiry as a path to empowerment. London: The Falmer Press (1991)
- Tomlinson, P. Understanding Mentoring. Buckingham: Open University Press.(1995)
- Cullingford, C. The Effective teacher. London Cassel. (1995)
- Dean, J. Professional Development in school. Milton Keynes: Open University Press. (1991)
- Ghaye, K. & Ghaye, A. Teaching and Learning through Critical Reflective Practice. London: David Fulton Publishers. 1998.
- Schon, D.A. Educating the reflective practitioner. San Francisco: Jossey-B 1987.
- Travers, J.F., Elliot Effective Teaching, Effective Learning Iowa: Brown & Benchmark Pub. (1993)
- S.N. & Kratochwill, T.R. Higher Education for Human Development. Association for Indian Universities, New Delhi-110 002 (2000)
- Powar, K.B. Higher Education for Human Development. Association for Indian Universities, New Delhi-110 002 (2000)
- Stykes, G. Teaching and Professionalism: A cautionary perspective. In Weis et al. (Eds.), Crisis in teaching: Perspective on current reforms. Albany, NY: State University of New York Press. (1989)
- Sheela Mangla Teacher Education : Trends and Strategies, Radha Publications, New Delhi-110 002 (2001)

E-3 EDUCATION FOR WOMEN EMPOWERMENT

Unit-1 Introduction to Women Empowerment

- Concept
- Meaning
- Importance
- Socio cultural Concerns

Unit-2 Areas of Empowerment

- Social empowerment
- Economic empowerment
- Political empowerment
- Legal empowerment

Unit-3 Education and its Key Role for Women Empowerment

- Importance of education for women empowerment
- Education: a constructive way of empowerment
- Education for attitudinal change
- Social reconstruction through women education

Unit-4 Empowerment of Women through Education

- Curriculum requirements
- Human rights awareness
- Leadership and women empowerment
- Formal and non-formal approaches to education for women empowerment

SUGGESTED READINGS

1. Abha Laxmi Singh, Irfan Sabir, Rural Women (2005) B.R.World of Books, New Delhi.
2. Kiran Prasad, women and media (2005) B.R.World of books, New Delhi.
3. Yashoda Bhat, women India 50 years of Independence B.R.World of Books, New Delhi.
4. Sharma R.S.Introduction to the constitution of India 6th edition: PHI Learning Pvt. Ltd. New Delhi-110 001.

E-4 Education For Holistic Health

Unit: 1 Fundamentals of Holistic Health

- Concept of Holistic Health.
- Need of education for Holistic Health.
- Scope of education for Holistic Health.

Unit: 2 Context of Education for Holistic Health

- The western context of Education for Holistic Health.
- The Indian context of Education for Holistic Health.

Unit: 3 Education for Holistic Health and personality

- Holistic Health and mental Health.
- Criteria of a Holistically Healthy person.
- Factors affecting Holistic Health.

Unit: 4 Development of Holistic Health

- Dimensions of development of Holistic Health.
- Institutional programme for development of Holistic Health.
- Gandhian concept for development of Holistic Health.

SUGGESTED READINGS

1. Mangal S.K.: 'Advanced Educational Psychology' Prentice Hall of India Pvt. Ltd. New Delhi, 2004.
2. Carroll H.A. 'Mental Hygiene: 'The dynamics of adjustment,' N.J. : Prentice Hall, 1967.
3. Wechsler D.: Mental Health in Later Maturity Washington, U.S. Govt. Printing Office.
4. Sykes H.T.S. Sevagram, Basic Education its principles & practice.
5. Bears C.W. : A mind that found Itself N. Y. Dudley 1948.
6. स्वामि अभिलानंद (स्नु. डॉ. सावना त्रिवेदी) हिंदू मनोविज्ञान पश्चिमने माटे तेनो अर्थ युनि. ग्रंथ निर्माण बोर्ड, गु. रा. अमदावाड

E-5 ENVIRONMENTAL EDUCATION

Unit-1 Understanding Basic Concepts

- Man and environment
- Environment and development
- Concept of biosphere and bio-diversity
- Concept of environment and ecosystem

Unit-2 Environmental Education

- Distinction between environmental science and environmental education
- Concept and scope of environmental education
- Aims and objectives of environmental education
- Principles and foundations of environmental education
- Environmental education for sustainable development

Unit-3 Major Aspects of Environmental laws and education

- Environmental Pollution: Land, Air, Water, Noise
- Global Environmental Issues: Ozone Layer depletion, Green House Effect, Acid Rain
- Need for conservation and preservation of the environment
- Environmental Laws: Major aspects

Unit-4 Curriculum and Pedagogy for Environmental Education

- Interdisciplinary and Multi-Disciplinary Approaches to Curriculum Development.
- Curriculum for Environmental Education at Primary, Secondary and Higher Secondary Level.
- Seminar, Workshop, Field Surveys, Projects and Exhibitions
- Role of Print and Non-Print Media

SUGGESTED READINGS

- Chhatwal G.R. Encyclopedia of Environmental Education, New Delhi Anmol Publications. 1998.
- Cunningham W.P. & Saigo B.W. Environmental Science: A Global Concern, Dubuque, IA, Wm.C. Brow Publishers.
- Damodar, M. Environmental Education, New Delhi, Kalyani Publication
- Desh, B. & Berberet G. Environmental Education for Conservation and Development, New Delhi, Nataraj Publications 1987
- Enger E.D. & Smith B.F. Environmental Science: A Study of Interrelationship Dubuque, IA, Wm. C. Brow Publishers.
- Fisher, W.F. Towards Sustainable Development, Jaipur and New Delhi, Rawat Publications. 1997
- Gupta S.P. Environmental Issues for the 21st Century, New Delhi, Mittal Publication 2003
- Gupta N.L. & Gurjar R.K. Environmental Degradation and Development and Strategies in India, New Delhi, Ashish Publishing House.

- Jana, M.M. Ecosystem Pollution: New Delhi, Ashish Publishing House.
- Misra S.G. & Mani, D. Ecosystem Pollution: New Delhi, Indus Publishing Company, 1993.
- Nanda V.K. Environmental Education, New Delhi, Anmol Publications, 1997
- Paulsamy S. Introduction to Environmental Biology, Delhi, Emkay Publications 1998
- Raven P.H. & Beng L.R. Environment, USA Hohn Wiley & Sons, Inc. 2006.
- Sharma R.A. Environmental Education, Meerut, Surya Publication, 1997.
- Shrivastava R. & Singh D.P. Environmental Education New Delhi Anmol Publication Pvt. Ltd.
- Sungoh, S.M. Environmental Education, Shillong, Ri Khasi Press. 2001
- Swan J.A. & W.B.Stapp Environmental Education, New York, Hohn Wiley and Sons Publication.
- Trivedi P.R. & Gurdeep Concepts in Environment, New Delhi Askashdeep Publishing House. 1997
- Trivedy R.V. Handbook of Environmental Laws, Acts, Guidelines, Companies and Stadards. Vol II Hyderabad, B.S. Publishers. 2004.

E 6 Education for Developing Thinking and Creativity

Unit 1: Education and Thinking

- (a) Guilford's model and its educational implications
- (b) Thinking skills: types, characteristics.
- (c) Barriers to thinking

Unit 2: Development of thinking skills: Tasks and Activities

- (a) Teaching of HOT skills
- (b) Developing Critical thinking
- (c) Developing scientific thinking

Unit 3: Understanding Creativity

- (a) Concept and definitions of creativity
- (b) Bases of creativity: lateral thinking, problem solving, art & literature
- (c) Synectics for creative behaviour

Unit 4: Tools and Techniques for Developing Creativity

- (a) Brainstorming
- (b) Games, tasks and group activities
- (c) Creativity in classroom teaching.

SUGGESTED READING

1. Kirby R. Gary & Gordpaster Jeffery. (1999). Thinking. New Jersey Prentice Hall.
2. Huges William & Lavery Jonathan, (2004). Critical Thinking. Broad View Press.
3. Parnes, Sidney, Noller & Bondi : (1977). Guide to Creative Action. Parles scribner's sons.
4. Mark, Runco & Albert, Robert. (1990). Thearies of Creativity, Sage publication.
5. Gupta, Manju. (2007). Inelligence, Creativity and Education. New Delhi, KSK publishers.
6. Stephen Bowkeet. (2007) 160 Ideas for Teaching Creativity. London, Continuum Books.

E-7 ECONOMICS OF EDUCATION

Unit-1: Basic Concepts

- Concept needs and scope of economics of education
- Relationship between education and economics
- Education as an economic good, education as consumption and investment.
- Education as industry: A critical analysis

Unit-2: Education, Human Capital and Human Resources Development

- Concept and importance of human capital
- Schultz's Human capital theory of education and its limitations.
- Manpower planning and education
- Concepts and importance of human resources development
- Strategies for developing human resources with reference to educational organizations

Unit-3: Education and Economic Development

- Concept of economic growth and development
- Educational pre-requisites for economic growth
- Contribution of education in economic growth
- Relative significance of different levels of education in economic development with special reference to India.

Unit-4: Cost and Benefits of Education

- Cost and cost types
- Criteria for financing education
- Direct and indirect benefits of education
- Major Budgetary provisions for education & its importance

SUGGESTED READINGS

- Ansari, M.M. Education and Economic Development, New Delhi AIU, Publication, 1987
- Blaug Mark Economics of Education & the Education of an Economist New York, University Press, 1987
- Blaug Mark An Introduction to Economics of Education, England, Penguin Books Ltd., 1980
- Garg, V.P. The Catalysis in Higher Education, New Delhi, Metropolitan Book Co, 1985
- harbison & Myers Education, Manpower and Economics Growth, New Delhi, Oxford & IBH. (Indian Edition) 1968
- Kneller, G.F. Education & Economic Growth, New York, Hohn Wiley, 1968.
- Nagpal C.S. & Mittal A.C.(eds) Economics of Education, New Delhi, Anmol Publications 1993.
- Pandit, H.N. Measurement of cost Productivity & Efficiency of Education, New Delhi, NCERT, 1969.
- Prakash Shri. & Choudhury, S. Expenditure on Education: Theory, Models and Growth, New Delhi, NIEPA, 1994
- Pscharo Pulos, G. Woodhall, M. Education for Development An Analysis of Investment choices, London, World Bank Publisher, 1985.
- Schultz, T.W. The Economics value of Education, Columbia, Columbia University Press 1963.
- Sethi, Vinita Educational Development and Resource Mobilization, New Delhi, Kanishka Publication, 1997.
- Sodhi, T.S. Education and Economics Development, Ludhiana, Mukand Publications, 1978.
- Tilak, J.B.G. Economics of Inequality in Education, New Delhi, Sage Publications, 1987.
- Vaizey John Economics of Education, London, Faber & Faber, 1962.
- Varghese, N.V. Investment Priorities and Cost Analysis NIEPA, New Delhi 2001.
- & Mehta A.C.

E-8 EDUCATION TECHNOLOGY

Unit-1: Concept and education technology

- Concept of education technology
- Impact of education technology on instruction
- Functions of education technology
- Role of education technology in in-service and pre-service teacher education programmes.

Unit-2: System Approach

- Concept of system
- System analysis and concept of system approach
- System approach in class room and self learning material
- Systems approach applied to education.

Unit-3: Instructional Design

- Concept of instructional design
- Analysis of procedural model of instructional design based on general system theory (Andrews & Goodson's)
- Procedural model of instructional design based upon learning and instructional theory (Gagne & Brigg's)

Unit-4: Computers in Education

- Application of computer in instruction, learning testing and research.
- Computer assisted learning and computer assisted instruction - e. learning.
- Pros and Cons of computer in Education
- Web Based instruction

SUGGESTED READING:

1. Aplat All ten volumes of aspects of educational technology, London, Pitman, Gerlach, V.S. & Ely, D.P. (1971) Teaching and media: A systematic approach Englewood cliffs, NJ Prentice-Hall.
2. Hackbarth, S. (1996). The Educational Technology handbook, Englewood Cliffs, N J Educational Technology Publication.
3. Joshi, B. (1998) Hypertext, hypermedia, multimedia : Educational technology buzzwords for 2000+journal of Educational Research and Extension, 35,50-56.
4. Kumar, K.L.(1996) Educational technology, New Delhi : New Int.
5. Percival, F. & Ellington, H. (1984) A handbook of educational technology, London, Kogan Page.
6. Antani, H. (1997) Internet for Beginners, New Delhi Tata McGraw Hill.
7. Bruce, Joyece and Marsha Weil, 1992 Model of Teaching, New Delhi Prentice Hall of India.
8. Gupta Vikas (1997) Rapidex Computer course New Delhi Pustak Mahal.
9. Hills, P. J. (1986) Teaching Learning and Communication London : Croom Halm.
10. leon, Mathews (1997) Internet for Every one, Chennai Leon Techworld Publication.
11. O'shea, T. and Self J. (1983) Learning and Teaching with the computers : Artificial Intelligence in Education. Sussex, The Harvest Press.
12. Gagne, R.M. & briggs, L. J. (1979) Principles of Instructional design. New York Holt Rinehart and Winston.
13. Percival, F. & Ellington, H (1984) A handbook of educational technology London kogan Page
14. Romizowski, A. J. (1986) Developing auto-instruction material London Kogan Page.
15. શાહ, દી. ભ. (1995) શૈક્ષણિક પ્રૌદ્યોગિકી, અમદાવાદ : યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
16. શાહ, ગુ.(1986) શૈક્ષણિક મનોવિજ્ઞાનમાં અધ્યયન મીમાંસા. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.

E-9 EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Unit: I Basic Concepts

- Concept of Educational Administration & Management.
- Development of Management Thought and Practices
- Scope and Functions of Educational Administration
- Leadership Qualities and Professional Competencies of an Educational Administrator.

Unit: II Micro Planning for School Management

- Concept of Micro & Macro Planning
- Institutional Planning: Principles and Process
- School Mapping: Need, Factors and Scope
- Community Participation: Mobilizing Community for the School and the School for the Community

Unit: III Resource Management in Educational Institution

- Resource and their Types: Human and Material Resources
- Management of Human resource: Inter-Personal, Inter- Group Relationship, teacher-Taught Relation, Teacher- Teacher Relations, Head-Teacher Relationship. Relationship with Management and Administrator.
- Development of Human resources.

Unit IV TQM in Educational Management and Quality

- TQM concept, meaning, need and importance.
- TQM Practices: innovations and activities
- TQM for staff development & TQM for Quality enhancement.
- NAAC'S role in quality assessment.

SUGGESTED READINGS

1. Ananda W.P. Gurung General Principles of Management for Educational Planner and Administrators, Paris, UNESCO, 1984.
2. Flipppo, E.B. Personnel Management, New York, McGraw Hill, (7th edition) 1984.
3. Fred Luthens Organisational Behaviour, Tokyo, McGraw Hill, International Book Co., 1996.
4. Goel, S.D. modern Management Techniques, New Delhi, Deep and Deep, 1987.
5. Hostrop, R.W. Managing Education for Results, New Delhi, ETC Publication, 1975.
6. Kumar A. Personal Management, Theory and Practice, Guwahati, DVS Publication, 2001.
7. NIEPA Educational Management in India, New Delhi, NIEPA, 1986.
8. Oberoi P. Organization Development, Guwahati, DVS Publication, 2002.
9. Werral, N. People and Decision, London, Longman, 1980.

E-10 Global Perspectives on Education

Unit I: Globalization and education

- (1) Globalization of Education
 - Privatization and its nature in India
 - Globalization of Education and impact on major aspects of Indian higher education
- (2) WTO and GATS - education as service

Unit II: Education as market and related issues

- Market elements in Education
- Stakeholders and education
- Education and sociological viewpoints of equity and equality.
- Right to education and the emerging right to development.

Unit III: Living Society in contemporary global perspectives.

- (1) Education for new eco-socio order.
- (2) Learning for a civil society
- (3) Higher education in the learning society.
- (4) Indian scenario: major aspects on higher education and challenges.

Unit IV: Teacher education in an era of Globalization

- (1) Quality teacher education: Concept, need and importance
- (2) Quality movement and TQM
- (3) International standards for teacher education
- (4) Curriculum development needs.

Suggested Readings

1. Stewart Ranson (edi.1998) inside the teaching society, castle education, London & New York.
2. Internationalization of Indian Higher education, AIU Publication.
3. Globalization and challenges for education NIEPA, Shipra publication.
www.shipra publications.com.
4. Education for Human Development, AIU publication, New Delhi.

Semester – II

Foundation Course

F-2 INDIAN PERSPECTIVES ON EDUCATION

Unit-1: Need and Importance of Indian Perspectives on Education

- Concept and Nature of Educational Perspectives.
- A general critique of western perspectives on Education.
- Need of Indian perspectives on education.
- Sources of Indian perspectives.

Unit-2: Philosophical Perspectives on Education (Indian)

- Metaphysical aspects of Indian Philosophy on Educational aims, processes, students and teacher.
- Epistemological aspects in concept, aims, processes and students & teachers.
- Axiological aspects in terms of society, culture and personal qualities.

Unit-3: Psychological Perspectives on Education (Indian)

- Spiritual dimension of human nature
- Antahkaran chatushtya (Four folded understanding: Mind Intelligence- Chitta-Ego)
- Personality and five sheaths (Panch Kosh)
- Concept of Knowledge and ways of acquiring knowledge

Unit-4: Implications of Indian Perspectives on Education

- Nature of elementary, secondary and higher education.
- Methods of Teaching and learning
- An eclectic view of various dimensions of education (i.e. aims, concept, methods curriculum, exams, teacher- students relations)

SUGGESTED READINGS

1. Altekar, A.S. Education in Ancient India.
2. UNESCO (1971) Learning to be Report of the International Commission on the Development of Education.
3. Sister Nivedita Hints on National Education
4. Mookerji, R.K. Ancient Indian Education
5. UNESCO Report Education Treasure within UNESCO Report
6. શ્રી અરવિંદ, પોંડીચેરી શિક્ષકે આયમ
7. ગાંધી + શિક્ષણ અને સંસ્કૃતિ
8. ડૉ.રામાનંદ તિવારી શિક્ષણ અને સંસ્કૃતિ
9. લજ્જારામ તોમર ભારતીય શિક્ષણના મૂળ ત²વો

Core Course

C-4 Psychological and Technological Bases of Education

- Unit: 1**
- (a) Learner as a Psychological being: in behaviorism, constructivism, humanistic school of Psychology
 - (b) Psychological analysis of concepts: Learning, learner centeredness, human potential, behavior modification.
 - (c) Balanced/integrated personality as a Psychological aim of education.

Unit: 2 Contribution of Psychological thinkers to Education.

- (a) Abraham Maslow
- (b) Jerome Brunner
- (c) Carl Rogers

Unit: 3 Psychological basis of learning technology and its classroom implications.

- (a) Information processing.
- (b) Constructivism
- (c) Social learning

Unit: 4 Psychological Models and processes of Teaching

- (a) Cognitive Development Model.
- (b) Jurisprudence Model
- (c) Fostering positive self concept

SUGGESTED READING

1. Ausubel D. P. (1968) Educational Psychology: A cognitive View New York, Holt, Rinnehart and winston.
2. Bandura A. Grusec, J.E, Menlove F.L. (1966) Observational Learning as a function of Symbolization and incentive set child Development.
3. Gager R. M. (1972) Domains of Learning; interchange
4. Piaget J. (1952) The origins of intelligence in children New York, International Universities Press.
5. Joyce, Bruce and others, 2008. Models of Teaching, New Delhi Prentice Hall Publication.
6. ડૉ. આર કે ઓઝા (1990) મનોવિજ્ઞાન કે સિદ્ધાંત એવં સંપ્રદાય, વિનોદ પુસ્તક મંદિર, આગા
7. ડૉ. સીતારામ જયસ્વાલ (1990) વ્યક્તિત્વ ડા મનોવિજ્ઞાન, વિનોદ પુસ્તક મંદિર, આગા

C-5 Educational Research in Action

Unit: 1 Sampling Procedure

- Population and Sample
- Importance of the Sampling
- Characteristics of a good Sample.
- Types of Sampling - Random, Stratified random, Systematic, Cluster Purposive and incidental Sampling.
- Sample Size, Important consideration in determining Sample Size and estimating sample size.
- Common and Occasional errors in Sampling.

Unit: 2 Tools of and Techniques of data Collection

1. Characteristics of a good research tool.
2. Types of tools and techniques and their uses.
 - * Questionnaire
 - * Standardized test: characteristics, Major types, selection and use.
 - * Scales: Rating Scale, Attitude scale.
 - * Inventories: Interest, Personality
 - * Interview
 - * Observation
 - * check list
 - * Psychometric techniques.

Unit: 3 Methods of data analysis

1. Nature of educational data Qualitative & Quantitative
2. Data Analysis in Qualitative Research
3. Scales of measurement: Nominal, Ordinal, Interval & Ratio
4. Descriptive and Inferential statistics
5. Testing of null hypotheses - types of error
 - Parametric test: t-test and F-test (ANOVA)
 - Non parametric test: Chi-Square, Median test, Sign test.
6. Co-relational techniques.
 - Rank difference, Product moment
 - Bi-serial, Point biserial, Tetrachoric
 - Coefficient of correlation
 - Regression equation.

Unit: 4 Writing Research Reports

1. Format of research report
2. Preliminary Section
3. Main body of the report
4. Bibliography and Appendices

Voluntary Related Activities

- (1) Review of two published research papers.
- (2) Review of M Ed or M Phil dissertation.
- (3) Development of research proposal for M Ed dissertation and its seminar Presentation.
- (4) Construction of one tool for data collection

SUGGESTED READINGS

1. Desai, H.G. Style Manual for Dissertation/Theses. Rajkot: Saurashtra University, 1979
2. Cephart, W.J. & Ingle, R.B. Educational Research (selected Readings) Ohi : C.E. Merrill Publishing Co. 1969.
3. Bruce, W. Conducting Educational Research(Second Edition) New York: Harcourt Brace Jovernovich, Inc. 1978.
4. Goode, W.J. Hatt P.K. Methods in Social Research new York : MC-Graw Hill Book Co. 1952.
5. Lynch, M.D. & Huntsberger, D. V. Elements of Statistical Inference for Education and Psychology, Allyn and Bacon, Inc. 1976.
6. Rummel, J. F. An Introduction to Research Procedure in Education. (second Edition) New York : Harper & Row Publishers, 1964.
7. Tuckman, B.W. Conducting Educational research(second Edition)mNew York : Harcourt Brace Jovanovich, Inc. 1978.
8. Van dalen, D. B. and Mayer, William J. Understanding Educational Research an Introduction New York : MC Graw Hill Book Company, 1979.
9. Maxwell, A.E. (1961) Analysing Qualitative Date. New York : John Wily & Sons.
10. Bailey, Kenneth D. (1994). Typologies and Taxonomies : An Introduction to Classification techniques. Thousand Oaks, Calif ; Sage Publications.
11. John Lofland & Lyn H. Lofland (1995) Typological Systems : Analyzing Social Settings, 3rd ed. Belmont, Cal.: Wadsworth.
12. Miles, Mehew B (1994) Qualitative Data Analysis : An expanded source book, New Burry park, CA : Sage.
13. Miles M. and Huberman, A (1984). Drawing valid meaning from qualitative data : towards a shared raft. Educational Researcher. 13-20-30
14. Miles M. and Hurbraman, A. (1984b) Qualitative Data Analysis : Source book of New Methods. New Burry park, Ca : Sage.
15. Albert E. Bartz. Basic Statistical Concept, Second Edition Delhi : Surjeet Publications, 1985.
16. Andrews. F. M. et al A Guide for selecting Statistical techniques for Analyzing Social Data. 2nd Edition. Mchigan : Survey research Center University of Michigan, 1981.
17. Banday, S. H., and Shah, M. A Dictionary of Statistics. New Delhi : Anmol Publications, 1989
18. Cohen J. A., A Coefficient of Agrrement for Nominal scales. Educational and Psychological Measurement 20 (1960) : 37-46.

18. Cohen, J. A., Weighted Kappa : Nominal Scale Agreement with Provision for Scaled disagreement or Partial Credit. Psychological Bulletin 70 (1968) 213-220
19. Edwards, A. L. Statistical Methods for Behavioural Sciences, Holt Rinehart and Winston, New York, 1963.
20. Ferguson. G.A. Statistical Analysis in Psychology and Education, New York : McGraw Hill, 1959`
21. Gerrett, H.E. Statistics in Psychology and Education. 4th Edition. Bombay : Vakils, Faffer and Simons, 1992.
22. Gibbons. J.D., Nonparametric Statistical Inference, Tokyo : McGraw-Hill Kogakusha Ltd. (International Student Edition), 1971
23. Karson, Marvin J., Multivariate Statistical Methods, Ames, Iowa : The Iowa State University Press, 1982
24. Kendall, M.G. A Course in Multivariate Analysis, London, Griffin, 1961
25. ઉચાટ ડી.એ, જોષી એચ. ઓ., ઠોંગા એન.એસ. અને અંબાસણા એ.ડી સંશોધન અહેવાલનું લેખન શી રીતે કરશો ? રાજકોટ નિષ્ક્રિય સાયકો સેન્ટર 1998
26. જોષી એચ.ઓ. કસોટી સંરચના રાજકોટ : ડૉ. એચ.જી. દેસાઈ મેમોરીયલ એજ્યુકેશન ટ્રસ્ટ 1991
27. ઉચાટ ડી.એ. (1998) સંશોધન વિમર્શ: રાજકોટ : શાંત, 3 ટાગોર પાર્ક સામે સંશોધનની વિશિષ્ટ પદ્ધતિ.
28. પારેખ એચ સી, અને દીક્ષિત એસ કે, 'મનોવૈજ્ઞાનિક સંશોધનોમાં આંકડાશાસ્ત્રીય પરીક્ષણ', પ્રથમ આવૃત્તિ, જૂનાગઢ: ચંપા પ્રકાશન, 1995
29. પારેખ, સુરેશ, 'અપ્રચલીય આંકડાશાસ્ત્ર' પ્રથમ આવૃત્તિ, જૂનાગઢ, એસ પારેખ પ્રકાશક, 1998
30. ડૉ. પાણિક, ડૉ. કગથરા, ડૉ. પલ્લવીબેન, ડૉ. નોગરીયા, ડૉ. લિખિયા, ડૉ. ચોટલિયા (સંપાદન 2010) ગુણાત્મક તથા સંખ્યાત્મક સંશોધનમાં માહિતી વિશ્લેષણ, વલ્લભવિદ્યાનગર, સ પ યુનિ.

C – 6 Advanced pedagogy: Practical Dimensions

Unit I: Understanding the learner

- (a) Learner as a person
- (b) Nourishing gifted learners and learners with special needs.
- (c) Learning styles

Unit II: Teaching to Read and Interpret

- (a) Dimensions of Reading skill
- (b) Teaching Reading Comprehension through individual and group tasks.
- (c) Developing critical reading and competence for interpretation.

Unit III: Learning to learn

- (a) Co-operative learning
- (b) Group methods, portfolios and games.
- (c) Projects and community work.

Unit IV: Learning to Teach

- (a) From Methods to Models: Rationale and
 - (i) Non-Directive Teaching Model.
 - (ii) Inquiry training model.
- (b) Observing teaching, writing remarks and reflective teaching
- (c) Material production and using ICT for generating learning

SUGGESTED READING:

- (1) Parks John. (2007) Quantum Learning and Instructional leadership. C.A.Crowin Press. Sage.
- (2) McNell John & Wiles, Jon. (1990). The Essentials of Teaching. N.Y. MacMillan Pub.
- (3) Cohen, M. & Morrison. (2007). A Guide to Teaching practice. London. Routledge Falmer.
- (4) ભોગાયતા ચંદ્રકાંત, અધ્યયન પાયોજિત મનોવિજ્ઞાન, અમદાવાદ, પાર્શ્વ પ્રકાશન
- (5) દોંદા એન ડી, (2004) અધ્યયન અધ્યાપનનું સરચનાવાદી મનોવિજ્ઞાન ફજકોટ નિજ્જન સાયકો પ્રકાશન
- (6) Joyce rnce & Weil Marsha. (2008) Models of Teaching. New Delhi. Eastern Economy Series, Prentice Hall
- (7) Murphy Patricia & Moon Bob. (1959). Developments in learning and Assessment, London. Hodder Stoughton.
- (8) Hayes, Bernard (ed.) (1991). Effective Strategies for Teaching Reading. Baston. Ailyn and Bacon.

Elective course (Any one)

E-11 Psychological Testing & Counseling

Unit: I Psychological Testing

- Concept and need of Psychological Testing
- Meaning, Nature, advantages & limitations of Psychological Tests.
- Criteria for Test Selection.
- Administration of Psychological Tests.

Unit: II Introduction, interpretations and use of selected tests, scales and Inventories.

- I.Q. Tests.
- E.Q. Tests.
- Aptitude Tests.
- Personality scales
- Adjustment inventories
- Interest inventories

Unit: III Meaning of Counseling and Types of Counseling

- Meaning, Concept & Need of Counseling
- Interrelationship of Guidance & Counseling
- Types of Counseling: Directive, Non-directive & Eclectic
- Competences of a professional counselor.

Unit:IV Stages and Skills in Counseling

- Rapport and relationship
- Assigning Client Problems and setting goals.
- Implementing Interventions: Affective, Cognitive, Behavioural
- Termination and follow up.

SUGGESTED READING

1. Anastasi, A. (1968) Psychological Testing. New York: Macmillan & Co.
2. Arbukle, D. S. (1961) Counseling: An Introduction. Boston: Allyn and Bacon Inc.
3. Cronbach, L. J (1965) Essentials of Psychological Testing. New York
4. Garrett, H. E. (2006) Introduction to statistics in Psychology and Education. New Delhi : Cosmo Publication
5. Goleman, Daniel (1998) Working with Emotional Intelligence., U.S.A
6. Jones a., (1970) School Counseling in Practice. London: Ward Lock Educational Company Limited.
7. Mc Gowan, J. F., Schmidt L. D., (1962) Counseling Reading in Theory and Practice. New York: Holt, Rinehart and winston, Inc.
8. Patri, V. R (2001) Counseling Psychology, New Delhi : Author Press, Indian Institute of Counseling
9. Thorndike and Hagen (1963) Measurement and Evaluation in Psychology and Education. New Delhi: Willey Eastern (Pvt.) Ltd.

E-12 ADVANCED EDUCATIONAL LEADERSHIP

Unit-1 Effective Educational Leadership

- Concept of effective leadership behaviour and its significance for educational organizations
- Performance management: Concept and skills
- Transformational Leadership
- Leadership Ethics.

Units-2 Communication and Management in Education organization

- Communication: Concept, Definition and meaning
- Interpersonal communication
- Downward and upward communication
- Interactive communication

Units-3 Leading human resources for effectiveness

- Need and importance of human resources management
- Principles of human resources management.
- Term work effectiveness
- Appraisal: meaning and importance.

Unit-4: Organizational culture with reference to educational organization

- Nature, definition and characteristics
- Uniformity of culture
- Strong and weak cultures
- Maintaining culture through steps of socialization

SUGGESTED READING

1. Mc.Grath Basic Managerial Skills for all 8th edition, (ISBN 978-81-203-3542-4) PHI learning Pvt. Ltd., New Delhi.
2. Hersey, Blanchard & Johanson, Management of Organizational behaviour, leading human resources (9th edi.) PHI learning Pvt. Ltd. New Delhi. 110 001.
3. Clemmer, Pathways to performance, DHI learning Pvt. Ltd. New Delhi 110 001.
4. Cardy, Performance Management : Concepts, Skills and exercises, PHI learning Pvt. Ltd., New Delhi 110 001
5. Peter G Northouse Leadership The ory and Practice (South Asian Reprint) s007) Sage India and Vistaar,
6. Fred Luthens, (1995) Organizational behaviour (Seventh Edition) Mcgrow Hill International Edition.
7. Ananda W.P. Gurung, general Principles of Management for Educational Planner and Administrators, Paris, UNESCO, 1984.
8. Flippom E.B. Personnel Management, New York, Mcgrow Hill, (7th Edition) 1984)
9. Fred Luthens, Organizational Behaviour, Tokyo, Macgrow Hill, International Book Co., 1996.
10. Goel S.D. Modern Management Techniques, New Delhi, Deep and Deep, 1987
11. Hostrop R.W. Managing Education for results, New Delhi, EFC Publication, 1975
12. Kumar A, Personal Management Theory and Practice, Guwahati, DVS Publication 2001.
13. NIEPA, Educational Management in India, New Delhi, NIEPA, 1986.
14. Oberoi P. Organization Development, Guwahati, Guwahati, DVS Publication 2002.
15. Werral, N. People ad Decision, London, Longman, 1980.

E-13 Academic Skills for Teacher Educators

Unit I Skills for facilitating classroom learning

- (a) Using library and Internet for material preparation
- (b) Note taking, using illustrations, classroom humour, & board work.
- (c) Learning centered classroom tasks: Preparation and implementation.

Units II Communication Skills

- (a) Verbal and Non verbal expressions: Theory & practice
- (b) Analysis and use of Feedback
- (c) Structuring effective messages

Units III Reading and Appreciation

- (a) Acquiring competence in Reading Comprehension
- (b) Developing reading as hobby
- (c) Appreciating art, literature and academic writings

Unit IV Academic Writing

- (a) Generating ideas and their organization
- (b) Writing and editing essays & articles
- (c) Writing research papers and research proposals

SUGGESTED READING

1. McFarland, H.S.N.(1973). Intelligent Teaching: Professional Skills for Student Teachers. London. Rontledge and Keygan Paul.
2. Carney, John. (1971) Communication for Education. Scranton. Intext Educational Pub.
3. Gouran, Miller and Wiethoff. (1992). Masterring Communication Boston. Allyn and Bacon.
4. Raimes, Ann.(1983). Teachniques in Teaching writing. N.Y. Oxford University Press.
5. Graff, Henery & Bazzun, Jagne (1977). The Modern Researcher. N.Y. Harcourt Brace Jovanovich Inc.
6. Hayes, Banard (ed.) (1991). Effective strategies for Teaching Reading, Boston. Allyn and Bacon.

E-14 Human Development and Peace Studies

Unit: 1 Understanding Human Development

- Concept and meaning of human development.
- Nature of human development
- The nature of humanization
- Classification of the basic problems of man and of society.

Unit: 2 Human development index: Concept and meaning

- Human development index: the basic understanding of criteria: Education, Life expectancy and Per capita income (UNDP)
- Human Development through education
- Human Development: Major Global and Sociological concerns.

Unit: 3 Aspects of Development and peace

- Economic view point
- Moral view point: Kohlberg's contribution
- Concept and meaning of peace and peace as development dimension.
- Man's search for Development and peace: the Indian context.

Unit: 4 Peace Education

- Peace education: Need, objectives and programmes for attitudinal change.
- National curriculum frame work 2005, NCERT and peace education.
- Scope of research in field of peace education.

SUGGESTED READINGS

1. Ralph Borsodi (1963) Education of the whole man Sardar Vallabhbhai Vidyapeeth, V.V.Nagar.
2. Ralph Borsodi (1963) Seven problems of man and Society, Sardar Vallabhbhai Vidyapeeth.
3. National Curriculum frame work 2005 NCERT Publication.
4. UNDP United Nations Development Programme - Informative Publications.
5. Burrows R. The strategy of nonviolent defense - A Gandhian approach: State Uni. of New York publication.
6. Salle M. Tonetto w and Martitez E (edi) egsays on peace (Q U (Press).

E-15 INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Unit-1: Introduction to Information Technology

- Meaning and Scope of Information Technology
- Need of Information Technology in Education, Research and Professions.
- Functions of information technology

Unit-2: Concept of Communication Technology

- Concept and meaning of communication
- Need of communication: Communication of information ideas, attitude and feelings.
- Process and model of communication: Sender, receiver, message, channel, feedback, encode, decode, Shannon's model of communication.
- Types of communication: message related, target related, process related.
- Barriers to communication: Physical, Psychological, language, background-culture.

Unit-3: Communication Media and Information Technology

- Meaning of communication media
- Psychological foundation of communication media
- Classification of communication media: audio, video, audio-visual, static/motion, unitary/group use, hardware/software, one way/two way.

Unit-4: Communication Media and Information Technology

- Concept and types of communication Media
- Characteristics of Communication Media
- Application of educational Media
- Application of computerized Multi Media
- Researches in the field of communication and IT.

SUGGESTED READING

- Ambasana, A.D. Ed. (1988). Computers in Research and Education. Rajkot: Department of Education, Saurashtra University.
- Antani, H. (1997). Internet for Beginners, New Delhi: Tata McCraw Hill Publishing Company Ltd.,
- Berger, A.a. Media Analysis Techniques (1982). Beverly Hills, California: Sage.
- (1990) Cripts: Writing for Radio and Television, Newbury Park: Sag.
- Bretz, Rudy (1962). Techniques of Television Production. (2nd Ed.) New York: Mc-Graw-Hill Book Company.
- Bruce, Joyace and Marsha Weil (1992). Models of Teaching, New Delhi Prentice Hall of India.
- Curtin, (1998). Information Technology the Breaking wave. New Delhi Tata-Mc Graw-Hill Publishing Company Ltd.,
- Gupta, Vikas. (1997) Rapidex computer course. New Delhi Pustak Mahel.
- Goel. M.P. (1996) Information System Development. Block-4, CIC-01 New Delhi :IGNOU
- Hawkrige, D. (1983), New Information Technology in Education. London: Croom Helm.
- Hills, P.J. (1986). Teaching, Learning and Communication. London. Croom Helm.
- Hota, P (1986). Teaching, Learning and Communication. London: Croom Helm.

- Jain, V.K.(1997) Computer Fundamentals 'O' Level. New Delhi: BPB Publications.
- Jain, V.K. (1993) Information Technology 'O' Level. New Delhi : BPB Publications.
- Jaiswal, S. (1998). Fundamentals of IT for BCA. New Delhi : Galgoria Publication Pvt. Ltd.,
- Jones, A. Scanlon, E. and 'O' shea, T. (eds) (1987). The computer Revolution in Education: New Technologies for Distance Teaching. Suscex: The Harvester Press.
- Kakkad, R.K., A.K.Jadeja (1999). Computer Fundamentals and PC Software. Rajkot : Christ College.
- Kumar,A and N. Sabharwal. (1996) Multimedia Applications, Block-B CIC-04. New Delhi : IGNOU, School of computer and Information Sciences.
- Kumar, A and S. Goswami. (1996). The Information Society. Bolck-1 CIC-01. New Delhi : IGNOU
- Kumar, A and N. Sabharwal. (1996). Office Automation Applications. Bolck-1 CIC-04, New Delhi :IGNOU.
- Kumar, K.L. (1996). Educational Technology. New Delhi: New Age International Publication.
- Leon, Nathews (1997). Internet for Everyone. Chenai: Leon Techworld Publication.
- Leving, M. (1998). Windows' 98 Complete Reference. New Delhi : Tata McGraw-Hill Publishing Company Ltd.
- O'shea, T. and Self, J. (1983). Learning and Teaching with the Computers: Artificial Intelligence in Education. Sussex: The Harvest Press.
- Rogers, William (1984). Communication in Action. New York: Holt, Rinehart and Winston.
- Sinha, P.K. (1998). Computer Fundamentals: New Delhi; BPB Publications.
- Wartzel, Alan (1979). Television Production. New York: McGraw-Hill Book Company.
- Young, Margaret (1999). Internet Compelt Reference. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

E-16 YOGA EDUCATION

Unit-1: Metaphysical Bases of Yoga

- Needs, importance and scope of yoga education
- Concept of purush and prakriti as basic component of cosmic reality
- Concept of Antahkaran man, budhdhi, chitt, ahankar
- Concept of Buddhi (Mahat) and Ahankar (Ego) as basic component of prakriti of an individual

Unit-2: Philosophy of Yoga and its Relationship to Individual and Social Upliftment

- The meaning and definition of yoga
- Yoga as a way of healthy and integrated living
- Yoga as a way of socio-moral upliftment of man
- Yoga as a way of spiritual enlightenment, atmanubhuti, pratyakshanubhuti.

Unit-3: Different Yoga Systems and Characteristics of Yoga Practitioner

- Ashtang yoga of Pantajali
- Gyan-Bhakti-Karma yoga of Bhagvadgita
- Integral yoga of Aurbindo and modern school of yoga.
- Characteristics of a yoga practitioner

Unit-4: The Instrument of Yoga

- Yama-Niyama-Asana-Pranayama-Pratyahar-Dharna-Dhyana, Samadhi.
- Different Asanas and Pranayam to promote a sound Physical and mental health.
- Dhyana and its therapeutic value
- Selected ways of Dhyana

SUGGESTED READING

- Shastri Dr. J.K. Dave, Patanjali Yoga Darshan (Guj.), Sastu Sahitya Vardhak Karyalaya 2006.
- Ram Murti S. Mishra, Yoga sutra, The text Book of Yoga Psychology, Ancher Books, New York, 1973.
- Dr. Yajneshwar Shastri, The Salient Features of Hinluisim, Yogeshwar Prakashan, Ahmedabad.
- Yoga Percived, Practised, Sage of India, J.C. Singhal, Abhishek Prakashan, 2009.
- Yoga lessons for developing spiritual consciousness, Swami A.P. Mukerjee, Cosmo Publication, New Delhi, 2008.
- Ashtanga Yoga in relation to Holistic Health, Paraddi kasuma Mallapa and Ganesh Shankar, Satyam Publication, 2006.
- Classical and Modern approaches to Yoga, Ganesh Shankar, Pratibha Prakashan, New Delhi, 2002.

E-17 Education for Community Development

Unit-1: Community Development

- Concept
- Definition
- Elements
- Principles
- Approaches
- People's participation
- CD & Co-operation

Unit-2: Historical development: Case studies of

- Sriniketan
- Anna Hazare
- Gurgaon experiments
- Nilokheri
- Gandhian Movements
- Seva
- Amul

Unit-3: Extension Education for community development

- Concept and definitions
- Philosophy
- Principles
- Activities and programmes at central, state and local levels.

Unit-4: Rural Development

- Need or significance of rural development
- Meaning of rural development
- CSR & R. D.

SUGGESTED READING

- Batten, T. R., Communication and Thsis Developmry (published by the Oxford University Press)
- Ensminger, Dr. Douglas, A Guide to Community Development (Published by the Ministry of Community Development).
- Morgan, Aruthur E., The Community of the Future and the Future of the Community (published by the Hindustani Talimi Sangh)
- Mukerji, B., The Community System of Tugoslavia, October 1960 (published by the Indian Institute of Public Administration, New Delhi.)
- Proceedings of the Annual Conference of Development Commissioners, Publication of the Ministry of Community Development & Co-operation, Government of India. (These are available in print, both the full proceedings and in summary, and contain a great deal of information on the Indian Programme as it has been developing from year to year.
- Public Administration Aspects of Community Development Programmes (United Nations Publication)
- Report of the Team for the Study of Community Projects and National Extension Service, Vols. I & II , Nov ember 1957 (popularly known as the COPP Term or the Balwantrai Mehta Team), Published by the Government of India, Planning Commission.

- Report of a Community Development Evaluation Mission in India, August 1957 (U. N. Evaluation Mission), issued by the Government of India, Ministry of Community Development & Co-operation.
- Report of the Study Team on Community Development Industrial Pilot Projects, December 1959 (published by the Government of India, Ministry of Community Development and Co-operation).
- Report of the Committee on Special Multipurpose Tribal Blocks, March 1960 (published by the Ministry of Home Affairs, Government of India.)
- Report of the Expert Committee on Training of Project Personnel, August 1957 (published by the Ministry of Community Development, Government of India.)
- Report of the Committee on Rural Education, 1959 (published by the Ministry of Education, Government of India.)
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E-18 CURRICULUM DEVELOPMENT

Unit1: Basic Concepts

- Meaning and nature of curriculum, core curriculum, syllabus and text book.
- Concept of curriculum development
- Foundations of curriculum development
- Principles of curriculum development

Unit2: Curriculum Design & Development

- Curriculum design subject centered and activity cum experience centre
- Framing of objectives
- Selection and organization of content
- Selection and organization of learning activities and experiences
- Evaluation of content, learning activities and experiences in context of set criteria.

Unit3: Instructional Material and Curriculum Transaction

- Preparation and evaluation of text books
- Analysis of curricular content in the context of designing units and suitable presentation mode
- Teacher as a curriculum practitioner
- Instructional planning for effective transaction of curriculum

Unit4: Curriculum Evaluation & Curriculum Change

- Approaches to curriculum evaluation
- Models of curriculum evaluation
- Concept of curriculum change
- Dimensions of curriculum change: substantive, instructional and organizational
- Factors influencing curriculum change

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E-19 TEACHER EDUCATION IN INDIA

Unit I: Basic Concepts

- Concept of Teacher Training and Teacher Education
- Need and Scope of Teacher Education Programmes (Pre-Service & In-Service)
- Objectives of Teacher Education for Elementary, Secondary Levels.

Unit II: Structure and Development of Teacher Education

- Structure of Teacher Education in India (Pre-Service and In-Service)
- A Brief Review of the Historical Development of Teacher Education in India during Post-Independence Period.
- A Study of Recommendations of Education Commission (1964-66) and National Policy on Education (1986 and Revised-1992)

Unit III: Models of Teacher Education

- Social Oriented Progressive Model
- Competency Based Model
- Academic Orientation Model

Unit IV: Agencies and Curriculum of Teacher Education

- Agencies of Teacher Education: NCERT, SCERT, NCTE
- Curriculum for Teacher Education at Elementary, Secondary, Levels as per NCERT National Framework (2005)
- Performance Appraisal of Teachers

SUGGESTED READING

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E-20 Futuristics & Innovative Practices in Education

Unit I: Contemporary to futurological world view.

- (a) Nature of the world reality now
- (b) Futurology and Futuristics
- (c) Theory of complexity and Quantum Physics as a guide to understanding future

Unit II: Future and Education

- (a) Kinds of future and their creation through education
- (b) Scenario writing for visualizing future
- (c) Vision 2020 and future trends in education

Units III: Innovation and its Diffusion

- (a) Concept and characteristics
- (b) Models of innovation diffusion
- (c) Academic setting for innovation

Unit IV: Innovative Practices in Education

- (a) Person over role
- (b) Knowledge integration & knowledge Management
- (c) ICT enabled Teaching and learning

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