

M.A. M.Ed. (English) Syllabus



॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

INDIAN INSTITUTE OF TEACHER EDUCATION,
GANDHINAGAR (GUJARAT)

GOAL EDUCATION
SKILLS KNOWLEDGE
PERSONAL COMPETENCIES RESULT
IMPROVEMENT PERFORMANCE
PRACTICAL VOCATIONAL SOFTWARE
SCHOOL FEEDBACK CONTENT
JOB TEACHING DEVELOPMENT
ACQUISITION QUALIFICATION SPECIFIC
PROFESSIONAL CAPACITY

Indian Institute of Teacher Education

Gandhinagar (Gujarat)

Regulations for M.A. M.Ed./M.Sc. M.Ed. Programme

1.0 Programme, Duration and its equivalence:

1.1 Programme and Duration: M.A. M.Ed./M.Sc. M.Ed. Programme is an integrated teacher education programme.

1.1.1 M.A. M.Ed. is a postgraduate integrated PG programme and is entitled 'Master in Arts and Master in Education'. This programme is of three years' duration and each year comprises 2 semesters. Each semester consists of 18 weeks of instructions, i.e. 108 instructional days. There shall be 216 days for instruction in a year.

1.1.2 M.Sc. M.Ed. is a post-graduate integrated PG programme and is entitled 'Master in Science and Master in Education'. This programme is of three years' duration and each year comprises 2 semesters. Each semester consists of 18 weeks of instructions, i.e. 108 instructional days. There shall be 216 days for instruction in a year.

1.2 Equivalence:

1.2.1 The programme contents related to M.A., M.Ed. is equivalent to PG Programme in Arts and equivalent to M.A. degree and M.Ed. is Masters in Education equivalent to M.Ed. degree.

1.2.2 The programme contents related to M.Sc., M.Ed. is equivalent to PG Programme in Science and equivalent to M.Sc. degree and M.Ed. is Masters in Education equivalent to M.Ed. degree.

Students who pass this programme are considered eligible to pursue Research Studies in Education in the Centre of Education of Indian Institute of Teacher Education and also eligible for Ph.D. in relevant subject at the centres specified by University.

2.0 Eligibility for admission to M.A., M.Ed./M.Sc., M.Ed.

2.1 Eligibility for admission to M.A., M.Ed.

The candidates seeking admission to the M.A., M.Ed. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. B.A., B.Ed. from IITE, or
2. Graduate in any of the subjects of Arts discipline and B.Ed.

2.1 Eligibility for admission to M.Sc., M.Ed.
The candidates seeking admission to the M.Sc., M.Ed. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. B.Sc.,B.Ed. from IITE, or
2. Graduate in any of the subjects of Science Faculty and B.Ed.

2.3 Admission to the Course

There shall be pre-entry test for the course and merit shall be prepared as per the norms regulated by university time by time.

3.0 Scheme of Instruction:

There will be six semesters and students will have to learn following subjects in two broad areas of curriculum in Education.

1. PG Course in respective academic programme, and
2. PG Course in Teacher Education

Details of courses and scheme of study, duration, etc. are annexed herewith in An-nexure-1.

3.1 PG Course in respective academic programme

There are two basic PG Academic Programmes and they are M.A. and M.Sc. The following subjects shall be offered in these two categories; they are:

- i. English (M.A.),
- ii. Botany (M.Sc.),
- iii. Chemistry (M.Sc.),
- iv. Maths (M.Sc.), and
- v. Physics (M.Sc.)

There are three categories of courses being offered and title of the papers are annexed herewith in Annexure: 2.

- 3.1.1 Core Compulsory: There are 16 Core Compulsory Courses in each.
- 3.1.2 Core Optional: There are 8 Core Optional Courses in each and student has to opt any of the 4 courses.
- 3.1.3 Innovation in Research: There are courses of 16 credits leading to subject specific dissertation.

3.2 PG Course in Teacher Education

PG Course in Teacher Education is integrated teacher education programme leading to PG Degree of M.Ed.

There are four categories of courses being offered and title of the papers are as under.

3.2.1 Core Compulsory

- 1. Methods of Education Research-1**
- 2. Methods of Education Research-2**
- 3. Psychological Foundations of Education-1**
- 4. Psychological Foundations of Education-2**
- 5. Philosophical Foundations of Education**
- 6. Sociological Foundation of Education**
- 7. ICT in Education**
- 8. Teachers Education**
- 9. Principles and Techniques of Learning**
- 10. Principles and Techniques of Teaching**
- 11. Psychological Testing**

3.2.2 Core Optional

- 1. Measurement and Evaluation**
- 2. Educational Management**
- 3. Yoga Education**
- 4. Guidance and Counselling**
- 5. Educational Statistics**
- 6. Curriculum Development**

3.2.3 Core Practicum

- 1. Preparing Theme Papers and its Presentation**
- 2. Administration of Psychological Tests and Preparation**
- 3. Presentation of Teaching Learning Material**
- 4. Internship**

3.2.4 Core Research Studies

Dissertation

4.0 Attendance

Every student has to attend a minimum of 80% of the classes conducted of each course. If a candidate has failed to put in a minimum of 80% attendance in a course, he is deemed to have dropped the course and is not allowed to write the semester end examination of that course. He has to attend the classes of that course in the subsequent years whenever it is offered.

The vice-chancellor has discretionary powers to condone attendance if he feels that such absence was due to unavoidable circumstances and students may make up the study with the help of writing assignments and other curricular activities during holidays or weekends of the semester. But in no case such absence would be more than 35% during each semester.

5.0 Medium of Instruction:

The medium of instruction and examination shall be English.

6.0 Course Structure for Integrated Teacher Education Programme

6.1 Course Structure of M.A., M.Ed.- Indian Institute of Teacher Education

Table 1
Course Structure for M.A., M.Ed. course

Sr.	Sem	Paper No	Theory/ Practicum	Title	Credit	Compulsory/ Optional	Marks Int	Marks Ext	Total Marks
1	1	101	Theory	Philosophical Foundations of Education-1	4	Compulsory	30	70	100
2	1	102	Theory	Psychological Foundations of Education-1	4	Compulsory	30	70	100
3	1	103	Theory	Methods of Education Research-1	4	Compulsory	30	70	100
4	1	104	Theory	Principles and Techniques of Teaching	4	Compulsory	30	70	100
5	1	100	Practicum	Preparing Theme Papers and its Presentation	2	Compulsory	100	0	100
6	2	201	Theory	Philosophical Foundations of Education-2	4	Compulsory	30	70	100
7	2	202	Theory	psychological Foundations of Education-2	4	Compulsory	30	70	100
8	2	203	Theory	Methods of Education Research-2	4	Compulsory	30	70	100
9	2	204	Theory	Curriculum Development	4	Compulsory	30	70	100
10	2	200	Practicum	Administration of Psychological Tests and Preparation	2	Compulsory	100	0	100
11	3	301	Theory	Sociological Foundation of Education-1	4	Compulsory	30	70	100
12	3	302	Theory	ICT in Education	4	Compulsory	30	70	100
13	3	313	Theory	Measurement and Evaluation-1	4	Optional	30	70	100
14	3	323	Theory	Guidance and Counselling-1	4	Optional			
15	3	314	Theory	Teachers Education-1	4	Optional	30	70	100
16	3	324	Theory	Educational Management-1	4	Optional			
17	3	300	Practicum	Presentation of Teaching Learning Material	2	Compulsory	100	0	100
18	4	401	Theory	sociological Foundation of Education-2	4	Compulsory	30	70	100
19	4	402	Theory	Problems in Indian Education	4	Compulsory	30	70	100
20	4	413	Theory	Measurement and Evaluation-2	4	Optional	30	70	100
21	4	423	Theory	Guidance and Counselling-2	4	Optional			
22	4	414	Theory	Teachers Education-2	4	Optional	30	70	100
23	4	424	Theory	Educational Management-2	4	Optional			
24	4	400	Practicum	Internship	2	Compulsory	100	0	100
25	4	500	Submission	Dissertation	8	Compulsory	0	200	200

Calculation of Credit:

1. 1 Credit means 1 instructional hour/week for Theory
 2. 1 Credit means 2 instructional hour/week for Practical or Tutorial
- 7.0 Assessment and Evaluation: CCE (Continuous and Comprehensive Evaluation):

There will be continuous and comprehensive evaluation for the M.A., M.Ed. Course. The learners will be evaluated internally as well as externally. As the university has adopted CCE module for the evaluation, the pattern scheme for evaluation will be as under:

7.1 Scheme of Evaluation:

There are two categories for evaluation:

7.1.1 Internal Evaluation: (30 % of Marks)

Internal evaluation will include assignment, project, seminar and test. The ratio of marks will be 1:1:1:3 for each. There will be written submission for assignment and project and seminar will be group activity and participation of learner will be ad-judged by the subject teacher concerned. The detailed Marks statement of each shall be submitted to Examination Section on or before the last day of the respective semester.

7.2.2 External Evaluation: (70 % of Marks)

External evaluation will be semester end examination, theoretically and/or practically as case may be, conducted by the university at the end of each semester.

7.4 Assessment

7.4.1 The following table shows how the marks will be calculated for the final evaluation:

Pa- per/C ode	Credit	Internal Evaluation					External Evalua- tion			Total	GP	Letter Grade	GPA
		ment/Practical - Assign	Project	Seminar	Test	Total	Theory	Practical	Total				
	Cr	I01	I02	I03	I04	Int	ETh	EPr	Ext	GrT	GP	GP	
###						=I01+ I02+ I03+ I04		If any	=ETh + EPr			See table below	
						≥ 20			≥ 30	Int+ Ext	GrT/10		=GP x Cr

The student is eligible for Total, if there are more than 20 marks in Internal and 30 marks in External Evaluation.

7.4.2 Conversion to GP and letter Grade

Marks in Percentage	GP	Explanation	Grade
85 and Above	8.5-10	Outstanding	O +
70-84	7-8.4	Excellent	O
60-69	6-6.9	Very Good	A
55-59	5.5-5.9	Good	B +
50-54	5-5.4	Fair	B
40-49	4-4.9	Average	C
0-39	0 -3.9	Dropped	D

7.4.7 Final Result

Marks in Percentage	Grade	Result
85 and Above	O +	First class with Distinction
70-84	O	
60-69	A	First Class
55-59	B +	High Second Class
50-54	B	Second Class
36-49	C	Pass Class
0-35	D	Dropped

7.4.8 CGPA

Cumulative Grade Point Assessment (CGPA) will be average SGPA of the all six semesters and Final Degree will awarded on the basis of CGPA.

7.4.9 Examinations

7.4.9.1 There shall be examinations at the end of each semester, for odd semesters (i.e., I, III and V Semesters) after end of respective semesters; for even semesters (i.e., II, IV and VI Semesters) after end of respective semesters. Any candidate who fails to clear any of the examinations may take subsequent examination to be held as per regulations.

7.4.9.2 The candidate will be allowed to keep semesters on until he/she clears pre-ceding semesters of previous year

7.4.9.3 The candidate will be allowed to attempt twice after completion of the third year of the M.A., M.Ed./M.Sc. M.Ed. Course. It means student will be allowed two more years for clearing all semesters which are not cleared in last four semesters of the course if he/she is not detained earlier.

If any of the students is detained earlier may not get opportunity of two at-tempts; those who are detained once will have one more year to clear and those who are detained twice will have no more attempts to clear them.

The Vice-chancellor of the University on his/her sole discretion may allow any of the students who have been given more two chances as per the regulations, one more year to clear courses on request satisfying him the reasons for not clearing examinations for said course.

Annexure: Format of question paper

Indian Institute of Teacher Education, Gandhinagar

Semester-End Examination

May 20- .

Semester: .

Subject:

Course Name:

Date:

Total Marks: 70

Time:

Note: All the questions are compulsory and carry equal marks.

Specify your option/s clearly.

Q:1 Answer following questions. (Short Answer Questions)

14

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

(Equal weightage should be given to all units)

Q: 2 Answer following question in 800 words only:

14

(From Unit I, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

OR

Q: 2 Answer following question in 800 words only:

(From Unit I, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

Q: 3 Answer following question in 800 words only:

14

(From Unit II, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

OR

Q: 3 Answer following question in 800 words only:

(From Unit II, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

Q: 4 Answer following question in 800 words only: 14

(From Unit III, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

OR

Q: 4 Answer following question in 800 words only:

(From Unit III, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

Q: 5 Answer following question in 800 words only: 14

(From Unit IV, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

OR

Q: 5 Answer following question in 800 words only:

(From Unit IV, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

Annexure 2: General Layout of the Papers/Courses Offered

Paper No	Biology	Chemistry	Maths	Physics	English		Nature of Course	Credits
21001	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
21002	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
21003	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
21004	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
21005	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
21031	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	IR	Innovation in Research	4
22006	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
22007	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
22008	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
22009	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
22010	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
22032	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	IR	Innovation in Research	4
23011	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
23012	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
23113	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CO	Core Optional	4
23213	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CO	Core Optional	
23033	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	IR	Innovation in Research	4
24014	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
24015	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
24116	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CO	Core Optional	4
24216	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CO	Core Optional	
24034	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	IR	Innovation in Research	4
25017	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
25118	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CO	Core Optional	4
25218	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CO	Core Optional	
26019	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CC	Core Compulsory	4
26120	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CO	Core Optional	4
26220	21001BIO	21001C HE	21001MAT	21001PHY	21001ENG	CO	Core Optional	
Total Credits								96

Annexure 2.1 M.A. (Eng), M.Ed.

Sr.No.	Semester	Paper no	Theory / Theory & Tutorial/ Practical	Title of Paper/course	Credit	To be Included as core/Elective	Marks for Evaluation	
							Internal	External
1	I	21001ENG	Theory & Tutorial	Literature of the age of Chaucer	4	Core	30	70
2		21002ENG	Theory & Tutorial	Literature of the Elizabethan Age	4	Core	30	70
3		21003ENG	Theory & Tutorial	Literature of the Jacobean Age to the Puritan Age	4	Core	30	70
4		21004ENG	Theory & Tutorial	Indian Fiction in English	4	Core	30	70
5		21005ENG	Theory & Tutorial	History of English Language	4	Core	30	70
6		21031ENG	Theory & Tutorial	Foundation course on research in English-1	4	Core	30	70
7	II	22006ENG	Theory & Tutorial	Literature of the Neo-classical Age	4	Core	30	70
8		22007ENG	Theory & Tutorial	Literature of the Restoration and Augustan Ages	4	Core	30	70
9		22008ENG	Theory & Tutorial	Literature of the Romantic Age	4	Core	30	70
10		22009ENG	Theory & Tutorial	Indian Drama in English	4	Core	30	70
11		22010ENG	Theory & Tutorial	English Language Teaching	4	Core	30	70
12		22032ENG	Theory & Tutorial	Foundation course on research in English-2	2	Core	30	70
13	III	23011ENG	Theory & Tutorial	Literature of the Victorian Age	4	Core	30	70
14		23012ENG	Theory & Tutorial	Indian Poetry in English	4	Core	30	70
15		23113ENG	Theory & Practical	An Introduction to Linguistics	4	Elective	30	70
16		23213ENG	Theory & Tutorial	American Literature	4	Elective	30	70
17		23033ENG	Theory & Tutorial	Foundation course on research in English-3	4		30	70
18	IV	24014ENG	Theory & Tutorial	Modern British Literature	4	Core	30	70
19		24015ENG	Theory & Tutorial	Indian Literature in English Translation	4	Core	30	70
20		24116ENG	Theory & Tutorial	Sociolinguistics	4	Elective	30	70
21		24216ENG	Theory & Tutorial	Canadian Literature	4	Elective	30	70
22		24034ENG	Theory & Tutorial	Foundation course on research in English-4	2	Core	30	70
23	V	25017ENG	Theory & Tutorial	Literary Criticism I	4	Core	30	70
24		25118ENG	Theory & Tutorial	Psycholinguistics	4	Elective	30	70
25		25218ENG	Theory & Tutorial	Australian Literature	4	Elective	30	70
26	VI	26019ENG	Theory & Tutorial	Literary Criticism II	4	Core	30	70
27		26120ENG	Theory & Tutorial	Syntax and Morphology	4	Elective	30	70
28		26220ENG	Theory & Tutorial	African Literature	4	Elective	30	70



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-I</p> <p style="text-align: center;">Paper No: 1110100</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit:4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Methods of Research in Education-1</p>
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Objective of the course:

- Explain the meaning, characteristics and steps of research
- Present various types of researches and sources and library skills
- Enlist criteria and sources for selection of research problem
- Explain operational definition, variable and hypothesis
- Prepare research proposal
- Develop various types of tools
- Explain various sampling techniques

Unit	Sub Unit	Content	Credit
1	1.0	Concept Of Educational Research	1
	1.1	Meaning, characteristics Education Research, Steps of the research process	
	1.2	Types of research: (a) Basic, Applied and Action research (b) Qualitative and Quantitative research	
	1.3	Areas of educational research	
	1.4	Types of sources	
	1.5	Library skill? Reading skill and note taking skill	
2	2.0	Selection Of The Research Problem And Concept Of Variables And Hypotheses	1
	2.1	Criteria for selection of research problem and sources	
	2.2	Defining operationally the related terms of research problem	
	2.3	Meaning and Types of variables	
	2.4	Meaning and Types of hypothesis	
	2.5	Bases for hypothesis construction	
3	3.0	Tools Of Research	1
	3.1	Psychological Test: (a) types and its uses (b) construction procedure	
	3.2	Questionnaire: (a) types, format and guidelines for questions and questioner ?, (b) advantages and disadvantages	
	3.3	Interview : (a) types of interview such as individual and group, structured and unstructured (b) Administration of interview	
	3.4	Rating Scales: types, format and guidelines for constructing Rating Scales	
	3.5	Measurement of Attitude: Thurston and likert technique us meaning of checklist, Q-sort and semantic differential	
	3.6	Standardization of research tools: Reliability, Validity and Norms	
4	4.0	Sampling Techniques	1
	4.1	Meaning of population and sample	
	4.2	Importance of sampling	
	4.3	Characteristics of a good sample	
	4.4	Sampling Technique: (a) Probability Sampling: Simple random sampling, stratified random sampling, systematic sampling, cluster sampling (b) Non-probability sampling: incidental Sampling, purposive sampling, quota sampling.	

Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total
								Theory	Practical	Total	
	4	0	5	5	5	15	30	70	0	70	70

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English

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Gujarati

- 1 ઉચાટ ડી.એ. અને અન્યો (સ) (૨૦૦૬) શૈક્ષણિક સંશોધનનો સારાંશ (૧૯૭૮-૨૦૦૬) રાજકોટ: શિક્ષણશાસ્ત્ર ભવન સૌરાષ્ટ્ર યુનિવર્સિટી
- 2 ત્રિવેદી એમ.ડી. અને પારેખ બી.યુ. (૧૯૮૯) શિક્ષણમાં આંકડાશાસ્ત્ર અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- 3 દેસાઇ એચ.જી. અને દેસાઇકે. જી (૧૯૯૭) સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- 4 દેસાઇ એચ.જી. અને દેસાઇકે. જી (૧૯૯૪) મનોવૈજ્ઞાનિક માપન અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- 5 પટેલ આર. એસ. (સં) (૨૦૦૮) એમ.એડ. લઘુશોધ નિબંધના સારાંશ: અમદાવાદ જય પબ્લીકેશન.
- 6 મોદી ડી.જે. અને અન્યો (૧૯૯૧) સંશોધનોની માધુકરી ભાવનગર શિક્ષણશાસ્ત્ર ભવન ભાવનગર યુનિવર્સિટી
- 7 શાહ દિપીકા બી. (૨૦૦૪) શૈક્ષણિક સંશોધન અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.Sc.M.Ed.</p> <p style="text-align: center;">Semester-I</p> <p style="text-align: center;">Paper No: 1110200</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education</p> <p style="text-align: right;">Credit: 2</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Yoga Studies</p>
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Objective of the course:

- To enable the students to understand the philosophy of yoga.
- To enable the students to understand the various types of asanas and its importance.

Unit	Sub Unit	Content	Credit								
1		Yoga-It's Philosophy <ul style="list-style-type: none"> • Introduction and Meaning of yoga • Brief History of yoga • Importance of yoga • Effect of yoga on body and Daily routine of a healthy person. 	0.5								
2		Astang yoga: First four limbs <ul style="list-style-type: none"> • Yama (The five "abstentions"): Ahimsa (non-violence), Satya (Truth, non-lying), Asteya (non-covetousness), Brahmacharya (non-sensuality, celibacy), and Aparigraha (non-possessive ness). • Niyama (The five "observances"): Shaucha (purity), Santosha (contentment), Tapas (austerity), Svadhyaya (study of the Vedic scriptures to know about God and the soul), and Ishvara-Pranidhana (surrender to God). • Asana: Literally means "seat", and in Patanjali's Sutras refers to the seated position used for meditation. • Pranayama ("Suspending Breath"): <i>Prāna</i>, breath, "āyāma", to restrain or stop. Also interpreted as control of the life force. 	0.5								
3		<ul style="list-style-type: none"> • Astang yoga • Second four limbs • -Pratyahara ("Abstraction"): Withdrawal of the sense organs from external objects • -Dharana ("Concentration"): Fixing the attention on a single object. • -Dhyana ("Meditation"): Intense contemplation of the nature of the object of meditation. • -Samadhi ("Liberation"): merging consciousness with the object of meditation • Relevance of Asthtang yoga. 	0.5								
4		<ul style="list-style-type: none"> • YOG PRACTICIES (PRACTICAL) • Pranayams: Bhastrika, anulom-vilom, kapalbhati, bahya, agnisar, bramri, udgit, ujjai shitli, sitkari, na disodhan, karnrogantak, surya bhedi, chandra bhedi etc.) • Asanas; • Standing postures : ga rudasan, tri konasan, dhruvasan, natrajasan. • Sitting postures : yog mudrasan, bau dhpad masan, va krasan, ard hmasendrasan, va jrasan, kukutasan, sidhasan, kapotasan, marjjarasan • Prone Posture: na ukasan (viprit), bhekasana, dhanurasan, salbhasan, bhujangasan • Seepine posture: Na ukasan, sarvangasan, halasan, matsyasan, vipritkarni Suryanamaskar • Relaxation exercises and savasana is compulsory between and end of session. 	0.5								
Assessment & Evaluation		Credit	Internal					External			Total
		Sem. End Exam									
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Theory	Practical	
0	2	5	5	5	15	30	35	35	70	70	

REFERENCE BOOKS:

- Human physiology and sports science: Dr pradhuman bhatt.
 Exercise physiology: Shree K.R. PATEL
 Yoga its philosophy and practice: Swami Ramdev
 Stress management through yoga : Bharat Thakur
 Pranayama Rahasya : Swami Ramdev
 Aushadh darsan : Swami Ramdev
 Rajrshimuni : Yoga Darshika
 Maharshi Arvind : soul development through yoga, www.pathofdivinelife.org
 Yoga – Its philosophy & Practice - Swami Ramdev
 Yoga dipika - Dr. A.K. Ayaner



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<p>M.A.M.Ed. Semester-I Paper No: 2110103 Compulsory</p>	<p>Subject: English Credit: 4</p> <p>: Title of the paper: Literature of Age of Chaucer</p>
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Objective of the course:

- To Understand culture and society in the Age of Chaucer.

Unit	Sub Unit	Content	Credit									
1		General characteristics of Chaucer age Literary and political background of the period	1									
2		Various plays: Morality Miracles Mystery Interludes	1									
3		Chaucer : Prologue to the Canterbury Tales : The Knight, The Prioress, The Wife of Bath and the Doctor of Physic. 2. John Donne : 1) The Canonization 2) Ecstasy	1									
4		PROSE 1. Bacon : Of Truth, Of Adversity, Of Parents and Children 2. The Gospel according to St. Mark	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
		4	0	5	5	5	15	30	Theory	Practical		Total

REFERENCE BOOKS:

- An Introduction to the Study of Literature by W.H.Hudson, Atlantic Publishers
- History of English literature by Edward Albert, OUP.



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<p>M.A.,M.Ed.</p> <p>Semester-I</p> <p>Paper No: 2110203</p> <p>Compulsory</p>	<p>Subject: English Credit: 4</p> <p>: Title of the paper:</p> <p>Literature of the Elizabethan Age</p>
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Objective of the course:

- To understand the culture and society of England during the Elizabethan age
- To understand the transitions and changes taking place in English society and Literature

Unit	Sub Unit	Content	Credit									
1		Understanding the concepts of Elizabethan Age The Renaissance and Humanism The Reformation Epic	1									
2		Hamlet – William Shakespeare	1									
3		Sonnet 18 – “Shall I Compare Thee to a Summer’s Day?” Sonnet 130 – “My mistress’ eyes are nothing like the sun” From <i>The Sonnets</i> by William Shakespeare Sonnet 1 – “Loving in Truth, and Fain in Verse My Love to Show” Sonnet 31 – “With How Sad Steps, Oh Moon, Thou Climb’st the Skies” From <i>Astrophel and Stella</i> by Sir Philip Sidney	1									
4		Dr. Faustus by Christopher Marlowe	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
		Theory	Practical				Total	Theory	Practical	Total		
		4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

- Bloom, Harold, Hamlet: Poem Unlimited. New York: Riverhead, 2003.
- Hiller, Geoffrey, Poems of the Elizabethan Age: An Anthology. London: Methuen, 1977.
- Cheney, Patrick. The Cambridge Companion to Christopher Marlowe. UK: Cambridge University



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<p>M.A,M.Ed.</p> <p>Semester-I</p> <p>Paper No: 2110303</p> <p>Compulsory</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Literature of the Jacobean Age to the Puritan Age</p>
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Objective of the course:

- To understand the transitions and changes taking place in English society and Literature
- To learn and understand the culture and society of England During the Jacobean age

Unit	Sub Unit	Content	Credit									
1	1	General and Literary Characteristics	1									
	2	Age of Transition (Jacobean to Puritan)										
	3	Social and political impact on literature										
2	1	Metaphysical Poets & Cavalier Poets	1									
	2	(i) John Donne – <i>An Anatomy of the World</i> (ii) Richard Crowshaw – <i>Hymn to Saint Theresa</i> (i) Sir Richard Lovelace – <i>Lucasta</i>										
	3	John Milton – (i) <i>Lycidas</i> (ii) <i>Paradise Lost</i> (iii) <i>Samson Agonistes</i>										
3	1	Jacobean and Caroline Drama	1									
	2	Ben Jonson – <i>Everyman in his Humour</i> John Martson – <i>Malcontent</i>										
	3	Thomas Dekker – <i>The Shoemaker’s Holiday</i> Thomas Middleton – <i>Woman Beware Woman</i>										
4	1	Jacobean and Caroline Prose	1									
	2	Francis Bacon – <i>The Advancement of Learning</i>										
	3	Sir Thomas Browne – (i) <i>Religio Medici</i> (ii) <i>The Urn Burial</i>										
Assessment & Evaluation	Credit		Internal					External			Total O/o 70	
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam				
	Theory	Practical							Theory	Practical		Total
	4	0	5	5	5	15	30	30	0	70		

REFERENCE BOOKS:

- *An Introduction to the Study of Literature* by W.H.Hudson, Atlantic Publishers
- *History of English literature* by Edward Albert, OUP



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<p>M.A.,M.Ed.</p> <p>Semester-I</p> <p>Paper No: 2110403</p> <p>Compulsory</p>	<p>Subject: English Credit: 4</p> <p>: Title of the paper:</p> <p>Indian Fiction in English</p>
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Objective of the course:

- To learn and understand the Culture and society of India as portrayed in fiction written in English.

Unit	Sub Unit	Content	Credit									
1		The English Teacher – R.K.Narayan Kanthapura - Raja Rao	1									
2		Hayavadana – Girish Karnad Ghashiram Kotwal – Vijay Tendulkar	1									
3		Discovery of India (Chapter 2 and 3) – Jawaharlal Nehru Extracts 4,5 and 6 – B.R.Ambedkar (From Annihilation of Caste – Ed. Mulk Raj Anand)	1									
4		Hungry Tide – Amitav Ghosh The White Tiger – Arvind Adiga	1									
Assessment & Evaluation	Credit		Internal					External			Total O/o 70	
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam				
	Theory	Practical							Theory	Practical		Total
	4	0	5	5	5	15	30	30	0	70		70

REFERENCE BOOKS:

- Adiga, Aravind. *The White Tiger*. New Delhi: HarperCollins India, 2008.
- Ghosh, Amitav. *The Hungry Tide*. London: HarperCollins 2004
- Ezekiel, Nissim and Meenakshi Mukherjee, eds. *Another India: an Anthology of Contemporary Indian Fiction and Poetry*. Delhi: Penguin India, 1989.



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<p>M.A.,M.Ed.</p> <p>Semester-I</p> <p>Paper No: 2110503</p> <p>Compulsory</p>	<p>Subject: English Credit: 4</p> <p>: Title of the paper:</p> <p>History of English Language</p>
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Objective of the course:

- To understand the origins of English Language
- To learn about the development and growth of English Language

Unit	Sub Unit	Content	Credit									
1		Descent of English Language and Old English Period	1									
2		Middle English; Renaissance and After	1									
3		Growth of Vocabulary; Change of Meaning	1									
4		Evolution of Standard English	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical		Total
		4	0	5	5	5	15	30	30	0		70
										70		

REFERENCE BOOKS:

- Baugh, Albert C., and Thomas Cable. *A history of the English language*. London: Routledge, 2002.
- Wood, F.T. *An Outline History of English Language*. New Delhi: Macmillan, 1969.
- Campbell, David. *Outline of the History of English Language*. Edinburgh



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<p>M.A.,M.Ed.</p> <p>Semester-I</p> <p>Paper No:2110603</p> <p>Compulsory</p>	<p>Subject: English Credit: 2</p> <p>: Title of the paper:</p> <p>Foundation Course on Research in English - I</p>
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Objective of the course:

- To understand the origins of English Language
- To learn about the development and growth of English Language

Unit	Sub Unit	Content	Credit									
1		Research and Its Importance (i) Definition and Scope of Research	1									
2		Research In English Selection of Topic (i) Area of Research: Genre, Period, Region, Author, Texts, Approach (ii) Intra-disciplinary/Interdisciplinary (iii) Background Study (iv) Studies of Literatures (v) Framing of Topic-statement	1									
Assessment & Evaluation		Credit	Internal					External				
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical	Total	Total O/o 70
		2	0	5	5	5	15	30	30	0	70	70

REFERENCE BOOKS:

- Altick, Richard D. and John J. Fenstermaker. The Art of Literary Research. 4th ed. New York: Norton, 1993. Print
- Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: New Age International Ltd,



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<p>M.A.,M.Ed.</p> <p>Semester-II</p> <p>Paper No: 1210300</p> <p>Compulsory</p>	<p>Subject: Education</p> <p>Credit: 4</p> <p>: Title of the paper:</p> <p>Psychological Foundation of Education– 1</p>	
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Objective of the course:

- To enable the students to understand concept and process of educational psychology as an applied science.
- To acquaint the learner with the process of development and assessment.
- To enable the learner to understand implications of psychological theories of learning.
- To make the students understand the concept of learning acceleration, learning curve and plateaus of learning curve and their educational implications.
- To enable the students to understand theories of motivation and their educational implications.
- To make the students to understand the concept of information processing.
- To make the students to apply knowledge of psychology in their personal & cognitive development.

Unit	Sub Unit	Content	Credit
		Educational psychology & cognitive Development	
1	1.1	Educational Psychology: <ul style="list-style-type: none"> • Definition of Psychology • Concept, Nature and scope of Educational Psychology • Psychology of Instruction: Meaning and its Nature 	1
	1.2	Growth and Development <ul style="list-style-type: none"> • Definition, Meaning & Characteristics of Growth & Development • Principles of Development • Factors Influencing Development 	
	1.3	Stages of Development <ul style="list-style-type: none"> • Characteristics of each stage • Problems of Adolescence Period 	
	1.4	Piaget's Theory of Cognitive Development <ul style="list-style-type: none"> • Terminologies : Schema, Cognitive Structure, Reflexes, Organization, Assimilation, Accommodation • Stages of Cognitive Development • Educational Implications of Cognitive Development 	
2	2.1	Learning and Motivation <ul style="list-style-type: none"> • Definition and Characteristics of Learning • Gagne's Hierarchy of Learning: Types and Conditions 	1
	2.2	Learning Curve <ul style="list-style-type: none"> • Meaning, Types, Characteristics & Educational Implications of Learning Curve • Plateaus in Learning Curve; Causes of Plateaus in Learning Curve; Suggestions to Remove Plateaus of Learning Curve 	
	2.3	Motivation <ul style="list-style-type: none"> • Meaning and factors affecting motivation • Role of motivation in learning • Maslow's self actualization theory 	
	2.4	Transfer of Learning <ul style="list-style-type: none"> • Theories of transfer of learning • Educational implication 	
3	3.1	Learning Theory of Thorndike (Trial & Error) <ul style="list-style-type: none"> • Puzzle Box Experiment • Laws of Learning and its educational implications 	1
	3.2	Pavlov's Classical Conditioning Theory of Learning:	

		<ul style="list-style-type: none"> Experiment, Process Findings and Educational Implications 									
	3.3	Bandura's Theory of Social Learning <ul style="list-style-type: none"> Meaning and Essentials of Social Learning Bobo Doll Experiment Social Learning Process Educational Implications 									
	3.4	Bruner's Theory of Discovery Learning <ul style="list-style-type: none"> Meaning and types of Concept Meaning of Discovery Learning Steps and educational implication 									
4	4.1	Hull's Drive Reduction Theory of learning <ul style="list-style-type: none"> Four Level Learning Theory Postulates for Learning Educational Implications 	1								
	4.2	Tolman's Sign Gestalt Theory of learning <ul style="list-style-type: none"> Meaning of Sign – Gestalt Theory Types of learning Laws of Learning Educational Implications 									
	4.3	Information Processing <ul style="list-style-type: none"> Levels of information Model of Information processing Educational Implications 									
	4.4	Constructivism <ul style="list-style-type: none"> Concept & Characteristics Role of teacher in constructivist learning Educational Implications 									
Assessment & Evaluation	Credit		Internal					External			Total O/o 70
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
								Theory	Practical	Total	
	4	0	5	5	5	15	30	70	0	70	

REFERENCE BOOKS:

English

- 1 Agrawal, J. C. (1994). **Essentials of Educational Psychology**. New Delhi :Vikas Publishing House Pvt. Ltd.
- 2 Anderson, J. (1990) **Cognitive Psychology and its Implications (3rd ed.)**. New York : Freeman.
- 3 Asthana, Bipin. (2009) **Measurement and Evaluation in Psychology & Education**. Agra : Agrawal Publications.
- 4 Bandura, A. (1977) **Social Learning Theory : Upper Saddle River**. New Jersey : Prentice Hall.
- 5 Bruner, J. (1966) **Toward a Theory of Instruction**. New York : Norton.
- 6 Bruner, J. (1977) **Relevance of Education**. New York : Norton.
- 7 Chauhan, S. S. (1978) **Advanced Educational Psychology**. New Delhi : Vikas Publishing House Pvt. Ltd.
- 8 Dandpani, S. (2007) **A Textbook of Educational Psychology**. New Delhi : Anmol Publications Pvt. Ltd.
- 9 Gagne, R. M. (1985) **The Conditions of Learning and a Theory of Instruction (4th ed.)**. New York : Holt, Rinehart and Winston.
- 10 Kohlberg, L. (1981) **Philosophy of Moral Development**. New York : Harper and Row.
- 11 Mangal, S. K. (1987) **Educational Psychology**. New York : John Wiley and Sons.
- 12 Maslow, A. (1970) **Motivation and Personality, (2nd ed.)**. New York : Freeman.
- 13 Mayer, R. (1987) **Educational Psychology, A Cognitive Approach**. Boston : Little, Brown.
- 14 Mathur, S. S. (2009) **Educational Psychology**. Agra : Agrawal Publications.
- 15 Piaget, J. (1965) **The Moral Judgement of the Child**. New York : Free Press.
- 16 Piaget, J. (1952) **Origins of Intelligence in Children**. New York : International Universities Press.
- 17 Thakur, A. S. & Sandip, Berwal (2013) **Development of Learner and Teaching – Learning Process**. Agra : Agrawal Publications.
- 18 Tolman, E. C. and Honzik, C. H. (1930) **Maze Learning in Rats - Maze Performance in Rats**. California : University Publications.
- 19 Tolman, E. C. (1932) **Purposive Behaviour in Animals and Men**. New York : Century.

Gujarati

- 1 ભટ્ટ કુસુમબેન કે. (૧૯૯૬) વ્યક્તિત્વના સિધાંતો. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- 2 દેસાઈ કે. જી., સી. ટી., ભોપતકાર અને જી. એચ. શાહ (૧૯૮૧) મનોવેજ્ઞાનક પારિભાષા અને વિભાવના. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- 3 દોગ્રા નનુભાઈ (૧૯૯૫) અધ્યાપન મનોવેજ્ઞાન. રાજકોટ: નેજીજન સાયકો સેન્ટર
- 4 દોગ્રા નનુભાઈ, (૨૦૦૭) અધ્યયનનું મનોવેજ્ઞાન. રાજકોટ: નેજીજન સાયકો સેન્ટર.
- 5 શાહ ગુણવત્ (૧૯૭૮) અધ્યયન મિમાસા. રાજકોટ: નેજીજન સાયકો સેન્ટર
- 6 શક્તિ સેતીશ પ્રકાશ, (૨૦૧૨) અધ્યેતા સ્વરૂપ અને વિકાસ. આગરા અગ્રવાલ પ્રકાશન.
- 7 ભટ્ટ કુસુમબેન કે. (૧૯૯૬) વ્યક્તિત્વના સિધાંતો. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- 8 દેસાઈ કે. જી., સી. ટી., ભોપતકાર અને જી. એચ. શાહ (૧૯૮૧) મનોવેજ્ઞાનક પારિભાષા અને વિભાવના. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

Hindi

- 1 Pathak, P. D. (2009) **शिक्षा मनावज्ञान**. Agra : Agrawal Publications.
- 2 Pathak, P. D. (2008) **निर्देशन एवं परामर्श**. Agra : Vinod PustakMandir.
- 3 Sharma, Rakesh & Manisha, Joshi (2011) **अधिगमकता का विकास एवं शिक्षण आधगम प्राक्रया**. Agra : Agrawal Publications.



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<p>M.Sc.,M.Ed.</p> <p>Semester-II</p> <p>Paper No: 1210400</p> <p>Compulsory</p>	<p style="text-align: center;">Subject: Education Credit:2</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Communication and compository writing</p>
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Objective of the course:

- To gain insight and reflect on the concept and process of communication.
- To develop an insight for academic listening and note taking.
- To acquaint with academic communication and its importance.
- To develop skills of writing and identification of different styles.

Unit	Sub Unit	Content	Credit									
1		Communication Skills Meaning, concept and components of effective communication Strategies of effective communication Role and usage of ICT in effective communication Development of pre-academic skills (pre-reading, pre-writing and pre-presentation)	0.5									
2		Academic Listening and Note taking- Informational listening, Critical Listening and Therapeutic listening Meaning, concept and importance of Informational listening, Critical Listening and Therapeutic listening Academic Listening- Listening to Lectures, observing tone and taking notes. Skills for a good listener – Listening to educational film <ul style="list-style-type: none"> • Developing and Presenting the notes 	0.5									
3		Academic Communication- classroom communication, seminar and workshops Meaning, concept and importance Seminar – skills for presenting research paper and article Academic Workshops - Developing and Participating in workshop Communicating with publishers for publication of articles and research paper	0.5									
4		Types of Writing – Expository, Narrative, Descriptive, Argumentative Meaning and concept of Expository, Narrative, Descriptive, Argumentative writings Development or writing of Expository, Narrative, Descriptive, Argumentative paragraphs Identification of different type of writing from the given sample Writing of Expository, Narrative, Descriptive, Argumentative paragraphs	0.5									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
		0	2	5	5	5	15	30	Theory	Practical		Total
		0	2	5	5	5	15	30	0	70	70	70

REFERENCE BOOKS:

Anderson, Kenneth and Joan Madean. Study Speaking. Cambridge University Press 2010

Taylor, Shirley. Communication for Business. Pearson. Delhi. 2005

Carter, Sam and Norman Whitby. Improve your IELTS readings skills. Macmilan, Delhi 2009

Foundation Course in English -2, FEG – 2 , Volume 1-4, IGNOU Study Material

<https://www.skillsyouneed.com/ips/listening-types.html>



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<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-II</p> <p style="text-align: center;">Paper No: 2210703</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Literature of the Neo classical Age</p>
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Objective of the course:

- To understand the society and culture of English during the Neo classical age
- The changes and transition in literature of Neo Classical age in comparison to the earlier times

Unit	Sub Unit	Content	Credit									
1		POETRY Milton (1608 - 1674) : Paradise Lost Book IX UNIT-II : POETRY 1. Andrew Marvell (1621 - 1678) : To His Coy Mistress 2. John Dryden (1631 - 1695) : Absalom and Achitophel 3. Pope (1688 - 1744) : The Essay On Man : Epistle	1									
2		PROSE 1. Addison and Steele : The Coverley Papers : Sir Roger at Church Sir Roger at the Assizes 2. Milton : Areopagitica 3. Swift : The Battle of the Books	1									
3		DRAMA 1. Oliver Goldsmith : She Stoops to Conquer 2. Sheridan : The Rivals	1									
4		FICTION 1. Daniel Defoe (1660 - 1731) : Robinson Crusoe 2. Swift (1667 - 1745) : Gulliver's Travels	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
		Theory	Practical				Total	Theory	Practical	Total		
		4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

- Negri, Paul. *Metaphysical Poetry: An Anthology*. New York: Dover Publications, 2002.
- *An Introduction to the Study of Literature* by W.H.Hudson, Atlantic Publishers
- *History of English literature* by Edward Albert, OUP



Indian Institute of Teacher Education, Gujarat.

<p>M.A.,M.Ed.</p> <p>Semester-II</p> <p>Paper No: 2210803</p> <p>Compulsory</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Literature of the Restoration and Augustan Ages</p>
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Objective of the course:

- To learn about the culture and society of the contemporary times
- To learn the changes in the literature as a result of transition in time period

Unit	Sub Unit	Content	Credit								
1	1	General and Literary Characteristics – Restoration Age	1								
	2	Social and political impact on literature									
	3	Restoration Poetry <i>John Dryden - (i) Absalom and Achitopel</i>									
2	1	Restoration drama <i>John Dryden - (i) All for love</i> <i>(ii) Aurangzeb</i>	1								
	2	Restoration drama - The comedy of manners <i>(i) The Way of the World - William Congreve</i> <i>(ii) The Plain Dealer - William Wycherley</i>									
	3	Restoration drama – Tragedy <i>(i) Venice Preserved – Thomas Otway</i>									
3	1	General and Literary Characteristics – Augustan Age	1								
	2	Social and political impact on literature									
	3	Alexander Pope – The Rape of the Lock									
4	1	Growth and development of novel <i>(i) She stoops to conquer – Oliver Goldsmith</i> <i>(ii) Tom Jones – Henry Fielding</i>	1								
	2	Age of Prose and Satire Jonathan Swift - (i) Gulliver’s Travels (ii) The Tale of A Tub									
	3	The Periodical Essay									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
	4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

- *An Introduction to the Study of Literature* by W.H.Hudson, Atlantic Publishers
- *History of English literature* by Edward Albert, OUP



Indian Institute of Teacher Education, Gujarat.

<p>M.A.,M.Ed.</p> <p>Semester-II</p> <p>Paper No: 2210903</p> <p>Compulsory</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Literature of the Romantic Age</p>
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Objective of the course:

- To learn about the culture and society of the contemporary times
- To learn the changes in the literature as a result of transition in time period

Unit	Sub Unit	Content	Credit									
1		General and Literary Characteristics										
		Social and political impact on literature										
2		Poetry of Romantic Revival										
		(i) William Wordsworth – (i) <i>Tintern Abbey</i>										
		(ii) <i>The Excursion</i>										
		P.B.Shelley – <i>Queen Mab</i>										
		John Keats – <i>The Eve of St.Agnes</i>										
3		Prose writers of Romantic Age										
		Mary Shelley – <i>Frankenstein</i>										
		Jane Austen – (i) <i>Pride and Prejudice</i>										
		(ii) <i>Mansfield Park</i>										
		Walter Scott - <i>Waverley</i>										
4												
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical		Total
		4	0	5	5	5	15	30	70	0		70

REFERENCE BOOKS:

- *An Introduction to the Study of Literature* by W.H.Hudson, Atlantic Publishers
- *History of English literature* by Edward Albert, OUP



Indian Institute of Teacher Education, Gujarat.

<p>M.A.M.Ed. Semester-II Paper No: 2211003 Compulsory</p>	<p>Subject: English</p> <p style="font-size: 1.2em;">: Title of the paper:</p> <p style="font-size: 1.2em;">Indian Drama in English</p>	<p>Credit: 4</p>
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Objective of the course:

- Understanding the history of development of drama in India
- To understand the elements of drama
- To learn about the portrayal of culture in drama

Unit	Sub Unit	Content	Credit									
1		Drama and its elements The History of Indian Drama in English	1									
2		Early Indian Playwrights: Rabindranath Tagore: <i>Malini</i> Gurcharan Das: <i>Larins Saheb</i>	1									
3		Modern Indian Playwrights: Asif Currimbhoy: <i>The Refugee</i> Mahesh Dattani: <i>Dance like a Man</i>	1									
4		Modern Women Playwrights: Poile Sengupta: <i>Samara's Song</i> Manjula Padmanabhan: <i>Lights Out</i>	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical		Total
4	0	5	5	5	15	30	70	0	70	70		

REFERENCE BOOKS:

- Chandra, Lakshmi. *Lights On Volume-1*. EFLU: Orient Blackswan, 2013.
- Chandra, Lakshmi. *Lights On Volume-2*. EFLU: Orient Blackswan, 2013.
- Hayman, Ronald. *How to Read a Play?* London: Methuen, 1977.
- Styan, J. L. *Drama, Stage and Audience*. London: Cambridge UP, 1975



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-II</p> <p style="text-align: center;">Paper No: 2211103</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">English Language Teaching</p>
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Objective of the course:

- To understand the beginnings and development of ELT as a field
- To learn the various approaches to language teaching

Unit	Sub Unit	Content	Credit								
1		ELT and its beginning: Development of reading approach, oral method and audio-lingual method ELT after Second World War									
2		Communicative Language Teaching and its concepts Approaches within CLT									
3		ELT in India: a historical trajectory Recent Developments within Indian Context									
4		Systemic Functional Linguistics and ELT: Halliday's notion of "transitivity" and "met functions" Corpus studies and English Language Teaching									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
	4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

- Maybin, Janet and Joan Swann. *The routledge companion to English language studies*. London: Routledge, 2009.
- Richards, J. C. and T. S. Rodgers. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press, 2001.
- Kennedy, G. *An introduction to corpus linguistics*. New York: Longman, 1998.



Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed.

Semester-II

Paper No: 2211203

Compulsory

Subject: English

Credit:2

: Title of the paper:

Foundation Course on Research in English-II

Objective of the course:

- To Understand Literature Review: Its importance and function.
- To develop student`s insight into materials and tools of research in English.

Unit	Sub Unit	Content	Credit									
1		Literature Review In Research: (i) Definition, Importance and Function.	1									
2		Materials and Tools of Research: (i) Print: Books, Journals, International Abstract, International Conference Proceedings, etc. (ii) Audio-visual resources (iii) Interviewing (iv) Field Studies (v) Web resources	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical		Total
2		5	5	5	15	30	30		70	70		

REFERENCE BOOKS:

- Altick, Richard D. and John J. Fenstermaker. The Art of Literary Research. 4th ed. New York: Norton, 1993. Print
- Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: New Age International Ltd,



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-III</p> <p style="text-align: center;">Paper No: 1310500</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">ICT in Education</p>
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Objective of the course:

- Understand what information and communication technology is
- Communicate effectively
- Understand various forms of multimedia
- Software analyze data utilizing statistical packages
- Create TLM utilizing computer technology

Unit	Sub Unit	Content	Credit
1		<u>Introduction to Information Technology</u>	1
	1.1	Definition, Scope, Levels and Types of Information	
	1.2	Properties and need of information	
	1.3	Value of information, Resistance to information flow, Caution against over usage of information technology	
	1.4	Concept of information and communication technology	
2		<u>Understanding of communication process</u>	1
	2.1	Concept of communication, needs of communication, communication process : Shannon model	
	2.2	Types of communication: Target related, Process related, message related, Direction related	
	2.3	Barriers to communication Factors affecting communication	
	2.4	Effective classroom communication	
3		<u>Communication Medias and Network Technology</u>	1
	3.1	Meaning, Characteristics and psychological basis for classification of media	
	3.2	Concept, Importance and creation of: Educational animation, Multimedia, Talking book, e-book, CAI, CAL etc.	
	3.3	Internet: Meaning, Working method, usefulness available services. Educational use of email, video, audio conferencing, chat, Face book, tweeter	
	3.4	Concept and usefulness of institutional website online-offline learning	
4		<u>Use of Computer in Research and Education</u>	1

	4.1	Search engine: Searching and location gaps and related literature									
	4.2	Coding, Classification and analysis of data through SPSS, Excel									
	4.3	Report writing through word processor									
	4.4	Creating, Teaching Learning Material - Power Point presentation - Computer Assisted Learning - Program Learning Material - Animation : Flash									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
	2	2	5	5	5	15	30	35	35	70	70

REFERENCE BOOKS:

- Microsoft Outlook 2016 Step by Step 1 Feb 2016 by Joan Lambert, Steve Lambert
- Microsoft Word 2016 Step by Step, authored by Joan Lambert, Pearson Education, 2015
- Microsoft Excel 2016 Step by Step, authored by Curtis Frye, Pearson Education, 2015
- Microsoft PowerPoint 2016 Step by Step, authored by Kevin Wilson, Pearson Education, 2015



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<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-III</p> <p style="text-align: center;">Paper No: 1310600</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Methods of Research in Education-2</p>
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Objective of the course:

- Explain various types of research methods
- Discriminate qualitative and quantitative researches
- Differentiate levels of measurement of data
- Selects appropriate statistical technique for analysis of data
- Describe how to prepare research report
- Enlist the criteria for evaluating research report

Unit	Sub Unit	Content	Credit
1	1.0	METHODS OF RESEARCH	1
	1.1	Historical method: Meaning, Purposes, Primary and Secondary sources External and Internal criticism of sources, Steps in conducting historical studies.	
	1.2	Survey Method : Meaning and types of survey, Steps of conducting survey	
	1.3	Inter relationship studies: case study, causal comparative study correlation study	
	1.4	Developmental studies: longitudinal and cross sectional studies.	
2	2.0	METHODS OF RESEARCH-2	1
	2.1	Experimental research method: Meaning and characteristics, Method of acquiring control, Internal and external validity, Various types of experimental designs.	
	2.2	Concept and characteristics of qualitative research, comparison with quantitative research.	
	2.3	Ethnographic studies	
	2.4	Content analysis method	
3	3.0	TREATMENT OF DATA	1
	3.1	Levels of measurement data	
	3.2	Meaning of treatment of data, editing coding classification tabulation	
	3.3	Selection of Technique for analysis of data descriptive and inferential statistics	
	3.4	Conclusions generalization and implications	
4	4.0	WRITING RESEARCH REPORT	1
	4.1	Divisions of research report: (a) Preliminary part (b) content part (chapterization): introduction of research problem, review of related literature methodology, analysis and interpretation of data, result section, (c) supplementary part: appendices, bibliography, glossary of terms, abstract.	
	4.2	Format, style, typing, quotations, footnotes, bibliography, pagination, tables, figures, graphs	
	4.3	Criteria for evaluating research report	
	4.4	Avoiding plagiarism	

Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
	4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

English

- 1 Agrawal Y.P. (1988) Better Sampling: Concepts, Techniques and Evaluation. New Delhi: Sterling Publishers Private Ltd.
- 2 Anastasi, A. (1988) Psychological Testing New York: the Macmillan company
- 3 Backstrom, C.H. & Gerald, Hursh-cesar. (1981) Survey Research New York, John Wiley & Sons
- 4 Best j.w. (1993) research in education, New Delhi: Prentice-Hall of India Pvt. Ltd.
- 5 Bogdan, R and Taylor, S.J. (1975) Introduction to Qualitative Research Methods. New York, John Wiley & Sons
- 6 Bogdan R.C. & Biklen, S.K. (1998) Introduction to Qualitative Research of Education: An Introduction to Theory and Methods Boston: Allyn and Bacon
- 7 BUCH, M.B. (Ed) (1974) A survey of research in, education, MSU, Baroda, CASE
- 8 BUCH, M. B., (Ed) (1979) Second survey of research in education, Baroda, SERD,
- 9 BUCH, M.B. (Ed) (1986) Third survey of research in education, New Delhi, NCERT,
- 10 Buch, M.B. (Ed). (1991). Fourth survey of research in education, New Delhi, NCERT
- 11 Campbell W.G. (1969) Form and Style in Thesis Writing. Boston: Houghton Mifflin Company
- 12 Champion, C.M. (1981) The Design of Educational Experiments. New York: McMillan Publishing Co. Inc.
- 13 Champion, D.J. (1981) Basic Statistics for Social Research, New York: McMillan Publishing Co. Inc.
- 14 Cohen, L. & Manion Lawrence (1994) research Methods in Education London Routledge
- 15 Cronback, L.J. (1970) Essentials of Psychological Testing New York: Harper & Row Publishers
- 16 Dayton, C.M. (1974) The Design of Educational Experiments. New York: McGraw Hill Book. Co.
- 17 Denzin, N. K. and Lincoln, Y.s. (EDS) (2000) Handbook of Qualitative Research, London : Sage
- 18 Desai, H.G. (1979) Style Manual for dissertations/Theses Rajkot : Saurashtra University
- 19 Edwards, A.L. (1957) Techniques of Attitude Scale Construction New York: Appleton Century Crofts. Inc
- 20 Gall, M.D., Gall, J.P. and Borg, W.R. (2007) Educational Research: An Introduction, Boston: Allyn and Bacon

Gujarati

- 1 ઉચાટ, ડી.એ. અને અન્યો (સ) (૨૦૦૬) શૈક્ષણિક સંશોધનનો સારાંશ (૧૯૭૮-૨૦૦૬) રાજકોટ: શિક્ષણશાસ્ત્ર ભવન, સૌરાષ્ટ્ર યુનિવર્સિટી
- 2 ત્રિવેદી, એમ.ડી. અને પારેખ, બી.યુ. (૧૯૮૯) શિક્ષણમાં આંકડાશાસ્ત્ર, અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- 3 દેસાઈ, એચ.જી. અને દેસાઈ, કે. જી. (૧૯૯૭) સંશોધન પદ્ધતિઓ અને પ્રવિધિઓ, અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- 4 દેસાઈ, એચ.જી. અને દેસાઈ, કે. જી. (૧૯૯૪) મનોવૈજ્ઞાનિક માપન, અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- 5 પટેલ આર. એસ. (સં) (૨૦૦૮) એમ.એડ. લઘુશોધ નિબંધના સારાંશ: અમદાવાદ, જય પબ્લિકેશન.
- ૬ મોદી, ડી.જે. અને અન્યો (૧૯૯૧) સંશોધનની માધુકરી, ભાવનગર શિક્ષણશાસ્ત્ર ભવન, ભાવનગર યુનિવર્સિટી
- ૭ શાહ, દિપીકા બી. (૨૦૦૪) શૈક્ષણિક સંશોધન, અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-III</p> <p style="text-align: center;">Paper No: 1310700</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">PRINCIPLES AND TECHNIQUES OF LEARNING</p>
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Objective of the course:

- 1 To enable the students to understand process of learning and its various components.
- 2 To enable the students acquire knowledge about approach, Methods and techniques to learning.
- 3 To acquaint the students about planning of instruction for learning.
- 4 To enable the students to understand various methods, media and use of technology to strengthen the process of learning
- 5 To enable the students to understand the evolution and feedback for the process of learning.

Unit	Sub Unit	Content	Credit	
1		Learning: Meaning and concept	1	
	1.1	Meaning of learning		
	1.2	Learning: a complex, automated and continuous process		
	1.3	Prerequisites for learning <ul style="list-style-type: none"> ▪ Pre-learnt behaviors (experiences) ▪ Process of acquisition ▪ Learning languages (Primary and secondary) 		
	1.4	Effective learning		
2		Approaches, Methods and Techniques	1	
	2.1	Learning: A process <ul style="list-style-type: none"> ▪ Learning through association ▪ Acquisition ▪ Process of socialization ▪ Activity based learning 		
	2.2	Instructor lead learning		
	2.3	Self-learning Techniques		
	2.4	Learning by doing		
3		Make learning effective through	1	
	3.1	Programmed Learning		
	3.2	Workshop/symposia		
	3.3	Role-play/Drama		
	3.4	Models of teaching		
4		eLearning	1	
	4.1	Meaning, Logic and importance		
	4.2	Use of computer aided package of learning		
	4.3	Technology mediated learning		
	4.4	Techniques of enhancing learning through technology.		
		Credit	Internal	External
		T u P L	A s P L S e m T e s T o r	Sem. End Exam

Assessment & Evaluation								Theory	Practical	Total	Total O/o 70
	4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

Sr.No.	Title
1	Arends, R. I.(1994). Learning to teach, Mc Graw-Hill, Inc. New York.
2	Aggarwal, J.C. (1985). Theory and Principles of Education, Philosophical bases of education.VikasPublisher
3	Bloom, Benjamin:Taxonomy of educational objectives: the classification of educational goals.New York, Longmans, Green, 1956
4	C.E.R.I., (1971). Educational Technology: The design & implementation of learning systems, OECD Publications.
5	Jacobson, D.; Eggen, P.& Kanchak, D. (1989). Methods for teaching columbia, Merrill Publishing company.
6	Dave Jayendra&others : Adhyayan Adhyapan Pravrutti Ane Shikshan.
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10	Singh, U. and Sevak, V. (1989). Shaikshnik Technology ParibhashaKosh. , Bareilly,DipikaPrakashan.
11	Trivedi, R.S. (1996). ShikshanmanNavinikaranShaikshnik Technology. Ahmedabad,GurjarPrakashan.
12	Patel, L.K. and Patel, M.B. (1994). Microteaching AdhyapanKaushlyao. Ahmedabad,DhavalPrakashan.
13	Shelat, N.D.and others. (1986). NutanAdhyapanPadhhatio. B.D.Shah College of Education, Modasa.



Indian Institute of Teacher Education, Gujarat.

<p>M.Sc.,M.Ed.</p> <p>Semester-III</p> <p>Paper No: 1310800</p> <p>Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 2</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Dissertation</p>
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Objective of the course:

- To enable students to understand educational research through personal experience.
- to develop the habit of conducting research at smaller scale and to relate it to knowledge and wisdom.

Unit	Sub Unit	Content	Credit																																				
1		<ul style="list-style-type: none"> • Identification of research Problem 	2																																				
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #8B4513; color: white;"> <th rowspan="3" style="width: 15%;">Assessment & Evaluation</th> <th colspan="2">Credit</th> <th colspan="5">Internal</th> <th colspan="3">External</th> <th rowspan="3">Total O/o</th> </tr> <tr style="background-color: #8B4513; color: white;"> <th rowspan="2">Theory</th> <th rowspan="2">Practical</th> <th rowspan="2">Assignment</th> <th rowspan="2">Project</th> <th rowspan="2">Seminar</th> <th rowspan="2">Test</th> <th rowspan="2">Total</th> <th colspan="3">Sem. End Exam</th> </tr> <tr style="background-color: #8B4513; color: white;"> <th>Theory</th> <th>Practical</th> <th>Total</th> </tr> </thead> <tbody> <tr style="background-color: #8B4513; color: white;"> <td>0</td> <td>2</td> <td>10</td> <td>10</td> <td>10</td> <td>20</td> <td>50</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>				Assessment & Evaluation	Credit		Internal					External			Total O/o	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Theory	Practical	Total	0	2	10	10	10	20	50	0	0	0	0
Assessment & Evaluation	Credit		Internal					External			Total O/o																												
	Theory	Practical	Assignment		Project	Seminar	Test	Total	Sem. End Exam																														
				Theory					Practical	Total																													
0	2	10	10	10	20	50	0	0	0	0																													

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- <http://shodhganga.inflibnet.ac.in/>
- Buch, M. B. (Ed.1974). A Survey of Research in Education. Baroda: CASE The Maharaja Sayajirao University of Baroda.
- Buch, M. B. (Ed. 1979). Second Survey of Research in Education. Baroda: Society for Educational Research and Development, Baroda.
- Buch, M. B. (Ed. 1986). Third Survey of Research in Education. New Delhi: NCERT.
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Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-III</p> <p style="text-align: center;">Paper No: 2311403</p> <p style="text-align: center;">Compulsory</p>	<p>Subject: English Credit: 4</p> <p>: Title of the paper:</p> <p>Indian Poetry in English</p>
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Objective of the course:

- To understand the development of the genre of Poetry in India
- To learn about the cultural and social influences on Indian poetry written in English

Unit	Sub Unit	Content	Credit									
1		Thought the Paraclete – Aurobindo Selected Poems of Sarojini Naidu (Selected Poetry and Prose - Ed. Makrand Prajapati)	1									
2		“Case Study”, “Poet, Lover, Birdwatcher” – Nissim Ezekiel “Obituary”, “Anxiety”, “Chicago Zen” – A.K.Ramanujan	1									
3		“Heart of Ruin”, “The Priest’s Son”, “Yashwant Rao”, “The Railway Station” – Arun Kolatkar (From Jejuri) Hawk – Keki Daruwala	1									
4		The Star – Sujata Bhatt “Purdah 1”, “8 January 1993” – Imtiaz Dharkar	1									
Assessment & Evaluation		Credit		Internal				External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical		Total
4	0	5	5	5	15	30	70	0	70	70		

REFERENCE BOOKS:

- Mehrotra, Arvind Krishna, ed. *The Oxford Anthology of Twelve Modern Indian Poets*. New Delhi: OUP, 1992.
- Panikar, Ayyappa. *Modern Indian Poetry in English*.
- Surendran, K.V. *Indian English Poetry: New Perspective*



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed. Semester-III Paper No: 2311513 Elective</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper: An Introduction to Linguistics</p>
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Objective of the course:

- To understand various aspects of language and how a language is acquired

Unit	Sub Unit	Content	Credit									
1		Linguistics: The Scientific study of Human language What is language? Linguistic knowledge and performance Grammar and development of grammar Brain and Language The human brain Language and brain development The evolution of language	1									
2		Morphology: The Word of Language Content words and function words Morphemes Rules of word formation Word coinage Grammatical morphemes The Sentence patterns of Language Grammatical or ungrammatical? Sentence structure Phrase structure rules	1									
3		The Meanings of Language Lexical Semantics Phrase and Sentence Meaning Pragmatics Phonetics: The Sounds of Language Sound segments Spelling and speech Articulatory phonetics	1									
4		The Psychology of Language Mechanisms of Language acquisition Bilingualism and Second language acquisition Language and Society Dialects Standardization Pidgins and Creoles Language, Sex, and Gender	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
		4	0	5	5	5	15	30	Theory	Practical		Total

REFERENCE BOOKS:

Fromkin, Victoria, Robert Rodman and Nina Hya ms. An Introduction to Language 7th Ed. Singapore: Thomson & Wadsworth, 2003.

Yule, George. The Study of Language 3rd Ed. Cambridge: CUP, 2006.



Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed. Semester-III Paper No: 2311523 Elective	Subject: English Credit: 4 : Title of the paper: American literature
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Objective of the course:

- To learn the literary history of American literature
- To understand the social and cultural changes that took place during the different periods of American literature.

Unit	Sub Unit	Content	Credit									
1		Literary features of American literature Puritanism Transcendentalism	1									
2		American poets Walt wit man- leaves of Grass Ralph waldo Emerson- Brahma The snow strom The problem Emily Dickinson - A wounded Deer I Like A Look Agony I Felt A Funeral	1									
3		American Dramatist Arthur Miller- All my sons Eugene O' Neill- The Hairy Ape David Mamet-American Buffalo	1									
4		American prose writers Ernest Hemingway-Arms and the man	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
		Theory	Practical				Total					
		4	0	5	5	5	15	30	70	0		70

REFERENCE BOOKS:

- Gray, Richard. A Brief History of American Literature. Malden: Wiley-Blackwell, 2011.



Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed. Semester-III Paper No: 2311603 Compulsory	Subject: English Credit: 2 : Title of the paper: Foundation Course on Research in English-3
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Objective of the course:

- To understand **Research Proposal: Definition and Importance.**
- To understand parts of writing **Research Proposal.**

Unit	Sub Unit	Content	Credit									
1		Research Proposal (i) Definition and Importance.	1									
2		Parts of Research Proposal (i) Aims and Objectives (ii) Hypothesis (iii) Methodology (iv) Key Issues and Arguments (v) A Brief Literature Review (vi) Socio-cultural Background related to the topic. (vii) Work Plan (viii) Chapter Division (ix) Notes and Works Cited (x) Bibliography	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 50	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
		Theory	Practical	Total			Total					
		2		5	5	5	15	30				70

REFERENCE BOOKS:

- Altick, Richard D. and John J. Fenstermaker. *The Art of Literary Research*. 4th ed. New York: Norton, 1993. Print
- Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Ltd,
- *MLA Style Guide*.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-IV</p> <p style="text-align: center;">Paper No: 1410900</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center; font-weight: bold;">Philosophical Foundation of Education</p>
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Objective of the course:

- 1 To student, intellectually with the basics of philosophy and philosophy education
- 2 To enhance understanding of the student in terms of core aspects of philosophy of education
- 3 To enhance students analytic faculty on philosophical is has and educational implications
- 4 To make student familiar with the educational contribution of Indian educational thinkers
- 5 To enhance understanding of students on basic branches of philosophy war Indian school of philosophy
- 6 To develop critical awareness of philosophy of students in understanding education as systems, process and product with respect to philosophy

Unit	Sub Unit	Content	Credit
1		<u>Philosophy and Philosophy of Education</u>	1
	1.1	(1) nature and scope of philosophy (2) process of philosophizes and philosophical attitude	
	1.2	Basic branches of philosophy (1) Metaphysics (2) epistemology (3) Axiology and core beliefs- educational implications.	
	1.3	Philosophy and its relation to education and directive role of Philosophy to education	
	1.4	Understanding curriculum, teaching -learning process teacher-learning relationship and discipline in Philosophical perspective	
2		<u>Philosophical isms and education</u>	1
	2.1	Concept of 'ism' and basic tenets of idealism, pragmatism and Existentialism naturalists	
	2.2	Idealism naturalist pragmatist and Existentialist curriculum and consideration for teaching-learning relation and discipline process and teacher thought	
	2.3	Educational, implication of idealism, pragmatism and Existentialism.	
	2.4	Eclectic view of ism in education	
3		<u>Indian school of philosophy and education</u>	1
	3.1	Introduction to Indian view of education: Vedanta and educational aspects brief out line on concepts and educational implication.	
	3.2	Sankhya and education brief out line on concepts and educational implication. Yoga and Education brief out line on concepts and educational implication.	
	3.3	Buddhism Jainism and education brief out line on concepts and educational implication.	
	3.4	Islamic System of education brief out line on concepts and educational implication.	
4		<u>Indian Educational and Thinker Education</u>	1
	4.1	(1) Mahatma Gandhi (2) Maharshi Arvind (3) Ravindranath Tagor (4) Pandit Dindayal Upadhyay	

Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
	4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

Sr.	Title
1	Gore, M.S. (1984) Education and Modernization in India, Rawat Publishers, Jaipur.
2	Hanighurst, Robert et al. (1995) Society and Education, Baston: Allyn and Bacon.
3	Kamat, A.R. (1985) Education and Social Change in India, Bombay Samaiya Publishing Co.,
4	Maubnhein K. (1962) An Introduction to sociology of Educaiton, Routledge and Kegan Paul, London.
5	M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education, New Delhi
6	Mossish, Loor (1972), Sociology of Education: An intorudction. George Lalen and Unwin, London
7	Pandey, K.P. (1983) Perspective in Social Foundations of Education, AmitaPrakashan, Gaziabad
8	Saxena, S.(2001) Philosophical and Sociological Foundations of Education. Meerut: Surya Publications.
9	Singh, B.N. (2005) Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
10	Sodhi, T.S &Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-IV</p> <p style="text-align: center;">Paper No: 1411000</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">PRINCIPLES AND TECHNIQUES OF TEACHING</p>
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Objective of the course:

- 1 To enable the students to understand process of instruction and its various components.**
- 2 To enable the students acquire knowledge about approach, Methods and techniques to instruction.**
- 3 To acquaint the students about planning of instruction.**
- 4 To enable the students to understand various methods, media and use of technology to strengthen the process of instruction**
- 5 To provide students with the knowledge of planning of instruction.**
- 6 To enable the students to understand the evolution and feedback for the process of instruction.**

Unit	Sub Unit	Content	Credit
1	1.1 1.2 1.3 1.4 1.5 1.6 1.7	<p>Unit - 1 : Instruction : Meaning and concept</p> <p>Meaning of instruction</p> <p>Instruction as a complex and continuous process</p> <p>Prerequisites for instruction</p> <ul style="list-style-type: none"> ▪ Knowledge of the content or specific subject ▪ Knowledge of pedagogy ▪ Knowledge of learners and their characteristics ▪ Knowledge of curriculum ▪ Knowledge of educational goals and objectives <p>Slogans of instruction</p> <ul style="list-style-type: none"> ▪ From known to unknown ▪ From concrete to abstract ▪ From simple to complex ▪ From indefinite to definite ▪ From analysis to synthesis ▪ From particular to general <p>Maxims of instruction</p> <p>Learning by doing</p> <p>Principle of creating interest</p> <ul style="list-style-type: none"> ▪ Principle of inspiration ▪ Correlation with life ▪ Correlation with other subjects ▪ Principle of planning ▪ Principle of proper selection of depth of knowledge ▪ Principle of individual differences ▪ Principle of creation and joy ▪ Principle of democratic attitude ▪ Principle of recapitulation <p>Effectiveness of teaching</p>	1
2	2.1 2.2	<p>Unit - 2 : Approaches, Methods and Techniques</p> <p>Teaching skills and Techniques</p> <ul style="list-style-type: none"> ▪ Different skills of teaching and their components ▪ Integrated use of skills and its importance <p>Different approaches of instruction</p> <ul style="list-style-type: none"> ▪ Different approaches to instruction and their merits and demerits. <ol style="list-style-type: none"> a) Systems approach b) Input-process-output model c) Cognitive approaches: Inquiry training, concept Attainment, advance organizer models. ▪ Inductive approach ▪ Deductive approach ▪ Activity based approach 	1

	2.3	<ul style="list-style-type: none"> ▪ Constructivist approach Methods of instruction <ul style="list-style-type: none"> ▪ Teacher -centered (Lecture cum discussion, Demonstration, Mastery learning strategy) ▪ Pupil-centered (Self study, Self discovery, Problem-solving, Experimentation, Programmed instruction/Programmed Learning) ▪ Group - centered (Group discussion, project method) 									
	2.4	Other special methods/Techniques of instruction (Heuristic method, Seminar, Panel discussion, Buzz session, Brain-storming, Symposium, Role-play, work-shop) Modes and media (Print, Audio-visual media, human interaction, Tele-conferencing, video-conferencing etc.)									
3	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Unit – 3 : Planning of Instruction Meaning, Logic and importance Kinds of planning Different models of planning Lesson plan, unit plan and annual plan. Content analysis and logical sequencing Formulating instructional objectives Different domains and their level. (Cognitive domain, Affective domain, Psychomotor domain) General objectives & specific objectives Reducing objective to behavioral terms.	1								
4	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	Unit - 4 : Educational Technology in Instruction and Evaluation Knowledge of various software and hardware & their implementation Media resource centre Mass-media as source of education Evaluation: Meaning and importance Formative and summative evaluation Continue and comprehensive evaluation Evaluation through ET Ways and means of Feedback	1								
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
	2	2	5	5	5	5	15	30	???	70	70

REFERENCE BOOKS:

Sr.No.	Title
1	Arends, R. I.(1994). Learning to teach, Mc Graw-Hill, Inc. New York.
2	Aggarwal, J.C. (1985). Theory and Principles of Education, Philosophical bases of education. Vikas Publisher
3	Bloom, Benjamin: Taxonomy of educational objectives: the classification of educational goals. New York, Longmans, Green, 1956
4	C.E.R.I., (1971). Educational Technology: The design & implementation of learning systems, OECD Publications.
5	Jacobson, D.; Eggen, P. & Kanchak, D. (1989). Methods for teaching Columbus, Merrill Publishing company.
6	Dave Jayendra & others : Adhyayan Adhyapan Pravrutti Ane Shikshan.
7	Joseph, K.S. (2003). Learning to Educate, Vadodara, Gold Rock Publications,
8	Worwick, D. (1971). Team Teaching, U.K., University of London Press Ltd.,
9	Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching, Vikas Publishing House PVT Ltd., Noida.
10	Singh, U. and Sevak, V. (1989). Shaikshnik Technology Paribhasha Kosh. , Bareilly, Dipika Prakashan.
11	Trivedi, R.S. (1996). Shikshanman Navinikaran Shaikshnik Technology. Ahmedabad, Gurjar Prakashan.
12	Patel, L.K. and Patel, M.B. (1994). Microteaching Adhyapan Kaushlyao. Ahmedabad, Dhaval Prakashan.
13	Shelat, N.D. and others. (1986). Nutan Adhyapan Padhhatio. B.D. Shah College of Education, Modasa.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed. Semester-IV Paper No: 1411100 Compulsory</p>	<p>Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper: Psychological Foundation of Education – 2</p>
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Objective of the course:

- 1 To make the students aware of human mental abilities like intelligence, creativity, thinking, reasoning etc.
- 2 To acquaint the students to know the nature of personality and personality development.
- 3 To enable the learner to understand implications of theories of personality.
- 4 To enable the students to understand factors affecting adjustment and mal adjustment.
- 5 To enable the students to understand concept and various kinds of defense mechanism.
- 6 To make the students to understand the concept of communication process.
- 7 To make the students to apply knowledge of psychology in their personality development.

Unit	Sub Unit	Content	Credit
1		Intelligence, Creativity, interest & Aptitude	1
	1.1	Intelligence : <ul style="list-style-type: none"> Meaning & definitions Types of Intelligence Intelligence Theories : Two-Factor, Group Factor, Multi-Factor, Guilford, Cattell, Vernon 	
	1.2	Measurement of Intelligence : <ul style="list-style-type: none"> IQ: Meaning Types of IQ Test Uses and Limitations of IQ test Introduction to various IQ tests available in Gujarati 	
	1.3	Creativity: <ul style="list-style-type: none"> Nature and Characteristics Stages of Development of Creativity Suggestions to Develop Creativity of the Students 	
	1.4	Interest & Aptitude: <ul style="list-style-type: none"> Meaning & Types of interest Meaning & definitions of aptitude Introduction to various interest inventory & aptitude tests 	
2		Theory of Personality	1
	2.1	Factors of Personality: <ul style="list-style-type: none"> The Id, Ego, Super Ego Factors affecting Personality : Mind (Conscious, Pre Conscious, Unconscious) Oedipus Complex, Electra Complex, Sibling Rivalry Stages of Personality Development 	
	2.2	Jung's Theory of Personality: <ul style="list-style-type: none"> Basic Concepts of Jung's Theory of Personality : Racial or Collective Unconscious Mind, The Concept of Polarity, Concept of Equivalence, Concept of Entropy Personality Characteristics Functions & Types of Personality 	
	2.3	Rogers' Theory of Personality: <ul style="list-style-type: none"> Assumptions of Rogers' Theory of Personality Development of Personality Fully Functioning Person 	
	2.4	Erikson's Theory of Personality : <ul style="list-style-type: none"> Factors Affecting Personality : Ego, Social Factors Culture, Sexual Instincts, Childhood Experiences Stages of Personality Development Educational Implications 	
3		Measurement of personality and Mental Health	1
	3.1	Measurement of personality :	

		<ul style="list-style-type: none"> Subjective Methods of Personality Measurement Objective Methods of Personality Measurement Projective Methods of Personality Measurement 									
	3.2	Adjustment & Mental Health : <ul style="list-style-type: none"> Meaning and Definition Characteristics of well adjusted persons Factors affecting adjustment Maladjustment: Reasons & suggestions to overcome mal-adjustment 									
	3.3	Defense Mechanism : <ul style="list-style-type: none"> Meaning and Definition Various defense mechanisms 									
	3.4	Mental Health : <ul style="list-style-type: none"> Mental health & hygiene : Meaning & Definition Factors affecting mental health Characteristics of mentally healthy person 									
4		Group Dynamics Communication	1								
	4.1	Group & Group Dynamics : <ul style="list-style-type: none"> Meaning & Definition Characteristics & Types of human group Factors affecting group dynamics Educational Implications of group dynamics 									
	4.2	Thinking : <ul style="list-style-type: none"> Meaning, Definition & Characteristics of Thinking Types, Methods & Tools of Thinking Essentials of Effective Thinking 									
	4.3	Reasoning: <ul style="list-style-type: none"> Meaning, Definition & Characteristics of Reasoning Kinds & Steps of Reasoning Role of teacher in developing reasoning of students 									
	4.4	Communication: <ul style="list-style-type: none"> Meaning, definition, Characteristics & main elements of Communication Communication Process Types of Communication Factors Affecting Classroom Communication 									
Assessment & Evaluation	Credit		Internal					External			Total O/o 70
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
								Theory	Practical	Total	
	4	0	5	5	5	15	30	70	0	70	

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- Allport, G. W. (1960) **Personality – A Psychological Interpretation**. New York : Henry Holt and Co.
- Asthana, Bipin. (2009) **Measurement and Evaluation in Psychology & Education**. Agra : Agrawal Publications.
- Atkinson, J. (1983) **Personality Motivation and Action**. New York : Praeger.
- Bhatia, C. M. (1954) **Performance Test of Intelligence**. London : Oxford University Press.
- Cattell, R. B. Quoted by Hall, C. S. and Lindezy Gardner. (1970) **Theories of Personality**. New York : John Wiley and Sons.
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Gujarati

- ભદ્ર કૃષ્ણમહેન કે. (૧૯૯૬) વ્યક્તિત્વના સિદ્ધાંતો અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- દેસાઈ કે. જી., સી. ટી., ભોપતકાર અને જી. એચ. શાહ (૧૯૮૧) મનોવેજ્ઞાનક પારિભાષા અને વિભાવના અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- દોગ્રા નનુભાઈ (૧૯૯૫) અધ્યાપન મનોવેજ્ઞાન રાજકોટ: નેજીજન સાયકો સેન્ટર
- દોગ્રા નનુભાઈ (૨૦૦૭) અધ્યયન મનોવેજ્ઞાન રાજકોટ: નેજીજન સાયકો સેન્ટર.
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- શુક્લ સતીશ પ્રકાશ (૨૦૧૨) અધ્યતા સ્વરૂપ અને વિકાસ આગરા અગવાલ પ્રકાશન.
- ભદ્ર કૃષ્ણમહેન કે. (૧૯૯૬) વ્યક્તિત્વના સિદ્ધાંતો અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
- દેસાઈ કે. જી., સી. ટી., ભોપતકાર અને જી. એચ. શાહ (૧૯૮૧) મનોવેજ્ઞાનક પારિભાષા અને વિભાવના અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

Hindi

- Pathak, P. D. (2009) **शिक्षा मनावज्ञान**. Agra : Agrawal Publications.
- Pathak, P. D. (2008) **निर्देशन एवं परामर्श**. Agra : Vinod Pustak Mandir.
- Sharma, Rakesh & Manisha, Joshi (2011) **आधुनिकता का विकास एवं शिक्षण आधुनिकता**. Agra : Agrawal Publications.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.Sc.,M.Ed.</p> <p style="text-align: center;">Semester-IV</p> <p style="text-align: center;">Paper No: 1400200</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 2</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Dissertation</p>
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Objective of the course:
To enable students to develop research culture.
To enable students to appreciate ethics in research

Unit	Sub Unit	Content	Credit									
1		Approval and registration of the title by respective guide	2									
		Presentation of research proposal										
Assessment & Evaluation		Credit		Internal					External			Total O/o 70
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical	Total	
0	2	10	10	10	20	50	0	0	0			

REFERENCE BOOKS:

Surveys of research in education Vol. 1 to 8 ed
<http://shodhganga.inflibnet.ac.in/>
 Buch, M. B. (Ed.1974). A Survey of Research in Education. Baroda: CASE The
 Maharaja Sayajirao University of Baroda.
 Buch, M. B. (Ed. 1979). Second Survey of Research in Education. Baroda: Society
 for Educational Research and Development, Baroda.
 Buch, M. B. (Ed. 1986). Third Survey of Research in Education. New Delhi: NCERT.
 Buch, M.B. (Ed. 1991). Fourth Survey of Research in Education. New Delhi: NCERT.
 Grewal, A. (1988). Developing, Validating and Testing the Efficacy of Self Learning
 Process Based Material for the Development of Some Integrated Processes in Science. An Independent Study. Bhopal,
 Regional College of Education. (ERIC funded), in Sharma, J. P. (Ed. 1997). Fifth Survey of Educational Research. New
 Delhi: NCERT
 Research Methodology: A Guide for Researchers in Management and Social Sciences Paperback – 2006, by Taylor, Sinha,
 Ghoshal, (Author), Prentice Hall India Learning Private Limited; 1st Edition edition (2006)
 SPSS in Simple Steps Paperback – 2011, by Kiran Pandya (Author), Smruti Bulsari (Author), Sanjay Sinha (Author), Dreamtech
 Press (2011)
 Using SPSS In Research Paperback – 2016, by Dr. Radha Mohan (Author), Neelkamal Publications



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-IV</p> <p style="text-align: center;">Paper No: 2411703</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center; font-weight: bold;">Modern British Literature</p>
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Objective of the course:

- To understand the culture and society of Modern England through its literature

Unit	Sub Unit	Content	Credit								
1	1	Characteristics of 20th century Modern English Novel	1								
	2	Virginia Woolf – <i>Mrs.Dalloway</i>									
	3	Pshycological Novel Henry James – <i>The Portrait of a Lady</i> George Eliot – <i>The Mill on the Floss</i>									
2	1	Characteristics of 20th century Modern English Novel	1								
	2	Virginia Woolf – <i>Mrs.Dalloway</i>									
	3	Pshycological Novel Henry James – <i>The Portrait of a Lady</i> George Eliot – <i>The Mill on the Floss</i>									
3	1	Characteristics of 20th century Modernist Poetry	1								
	2	T.S.Eliot – (i) <i>The Love song of J. Alfred Prufrock</i> (ii) <i>The Wasteland</i>									
	3	W.B.Yeats – <i>The Second Coming</i>									
	4	Robert Bridges – <i>A Passerby</i>									
4	1	Expermentation and Innovation in Modern Drama	1								
	2	The theatre of Absurd Samuel Beckett – <i>Waiting for Godot</i>									
	3	Theatre of Anger John Osborne – <i>Look Back in Anger</i>									
	4	G.B.Shaw – <i>Man and Superman</i>									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
	4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

- Nayar, Pramod K. (2009). A Short History of English Literature. New Delhi: Cambridge University Press of India.
- Stead, C. K. (1986). Pound, Yeats, Eliot and The Modernist Movement. London: Macmillan.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed. Semester-IV Paper No: 2411803 Compulsory</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper: Indian Literature in English Translation</p>
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Objective of the course:

- To learn the beginnings and development of translation in Indian English Writing
- To understand the nuances of culture as portrayed in literature in Indian languages

Unit	Sub Unit	Content	Credit									
1	1	Introduction to Indian writing in English	1									
	2	Origin and development of translation in the Indian context										
	3	Translation of literary and non-literary texts from Indian language into English										
2	1	Indian Poetry in English Translation (i) Rabindranath Tagore - <i>Songs of Kabir</i> (ii) Amrita Bharti – <i>A Deep in the Stillness</i>	1									
3	1	Indian Fiction in English Translation (i) Bhisham Sahani - <i>Tamas</i> (ii) Pannalal Patel – <i>Endurance, A Droll Saga (Manvini Bhavai)</i>	1									
4	1	Indian Drama in English Translation (i) Girish Karnad – <i>Nagamandala</i> (ii) Mahashweta Devi – <i>Rudali</i>	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
		Theory	Practical				Total	Theory	Practical	Total		
		4	0	5	5	5	15	30	70	0		70

REFERENCE BOOKS:

- Realism and Reality – The Novel and Society in India – OUP.
- The Plays Of Girish Karnad – Critical Perspectives ed. Jaydipsinh Dodiya – Prestige. Indian
- Drama Today – A Study in the Theme of Cultural Deformity – M. Sarat Babu – Prestige.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed. Semester-IV Paper No: 2411913 Elective</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper: Sociolinguistics</p>
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Objective of the course:

- To learn and understand the social aspect of language.

Unit	Sub Unit	Content	Credit									
1		Introduction to Sociolinguistics Sociolinguistics and Sociology of language	1									
2		Speech community and Multilingualism Bilingualism	1									
3		Language Standardization Multilingual use of codes	1									
4		Language planning: An Introduction History of Language Planning Language Problems Types of Language planning	1									
Assessment & Evaluation		Credit	Internal				External			Total O/o 70		
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory		Practical	Total

REFERENCE BOOKS:

- Cooper, R. L. *Language Planning and Social Change*. New York: CUP, 1989.
- Dua, H. R. *Language Planning in India*. New Delhi: Harnam Publications, 1985.
- Aitchison, J. *Linguistics. Teach yourself books*. Hodder and Stoughton, 1987.
- Hudson, R. A. *Sociolinguistics*. Cambridge: CUP, 1980.
- Gupta, R. S. and K. S. Aggarwal. *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1998.
- Srivastava, R. N. *Bi-/Multilingualism*. Delhi: Kalinga Publications, 1994.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed. Semester-IV Paper No: 2411923 Elective</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper: Canadian Literature</p>
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Objective of the course:

To learn about the History, people and culture of Canada through its literature

Unit	Sub Unit	Content	Credit									
1		Introduction to Canadian Writing Land, People and literary beginnings	1									
2		Canadian Poetry Al Purdy, Margaret Atwood, Earle Birney, Michael Ondaatje, Robert Kroetsch, Eli mandel, Thomas King	1									
3		Canadian Novel Margaret Atwood: <i>The Handmaid's Tale</i> Michael Ondaatje: <i>The English Patient</i>	1									
4		Canadian Drama George Ryga: <i>The Ecstasy of Rita Joe</i>	1									
Assessment & Evaluation		Credit		Internal					External			Total O/o 70
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical	Total	
		4	0	5	5	5	15	30	70	0	70	
											70	

REFERENCE BOOKS:

- Conrad, Margaret, Alvin Finkel and Cornelius Jaenen. History of the Canadian Peoples. Toronto: Copp dirk Pitman Ltd.: A Longman Company, 1993.
- Morton, Desmond. A Short History of Canada. Edmonton: Hurtig Publishers, 1990.
- Mandel, Eli and Davis Taras (Eds.). A Passion for Identity: An Introduction to Canadian Studies. Canada: Scarborough, Ont. Nelson, 1988.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-IV</p> <p style="text-align: center;">Paper No:2412003</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: English Credit: 2</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Foundation Course on Research in English-IV</p>
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Objective of the course:

- To Understand Research Thesis.
- To Develop Seminar Presentation Skills.

Unit	Sub Unit	Content	Credit									
1		Research Thesis (i) Structure and Mechanics of Writing Thesis	1									
2		Seminar presentation (i) To present seminar on any subject of the student's choice dealing the field of research in English Literature.	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical		Total
0	2	5	5	5	15	30	0	70	70	70		

REFERENCE BOOKS:

- Altick, Richard D. and John J. Fenstermaker. The Art of Literary Research. 4th ed. New York: Norton, 1993. Print
- Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: New Age International Ltd,



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<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-V</p> <p style="text-align: center;">Paper No: 1511300</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center; font-weight: bold;">Psychological Testing</p>
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Objective of the course:

- 1 To enable students to develop an understanding of the nature of psychological measurement and its underlying principles.
- 2 To acquaint students with the tools and techniques of psychological measurement, its' nature, uses and limitations.
- 3 To enable students to develop skills in the use of selected psychological test for the purpose of guidance and counseling.
- 4 To enable students administration of psychological tests.
- 5 To equip students with skills of writing report and communicating to the concern people.
- 6 To equip students with the knowledge of practices of counseling.
- 7 To enable students to acquire the knowledge regarding different techniques of counseling.
- 8 To enable students to conduct case-study.
- 9 To understand the role of Guidance Personnel and Counselor in different context of Guidance Services
- 10 To sensitize students with various issues of Guidance and Counseling

Unit	Sub Unit	Content	Credit
1	1.1	Psychological Measurement <ul style="list-style-type: none"> Meaning, Nature and Scope Difference between Psychological measurement and physical measurement Need of psychological measurement in Guidance and Counseling 	1
	1.2	Psychological testing: <ul style="list-style-type: none"> Meaning, nature and scope of Psychological measurement Characteristics of Psychological tests Use of tests in guidance and counseling. 	
2	2.1	Techniques of psychological Measurement with reference to guidance and counseling <ul style="list-style-type: none"> Testing Techniques: Standardized tests, Teacher-made tests. 	1
	2.2	<ul style="list-style-type: none"> Non Testing Techniques : Observation, Personal Records, Rating Scale, Sociometric techniques, Projective techniques, Questionnaires, Interview, Inventories 	
3	3.1	Tools of Psychological Measurement <ul style="list-style-type: none"> Intelligence: IQ, MI and EQ, Aptitude, Interest, Achievement, Personality etc. 	1
	3.2	Criteria for Test selection /Preparation <ul style="list-style-type: none"> Technical criteria: Reliability, Validity and norms 	

		<ul style="list-style-type: none"> Practical criteria: Ease of Administration, cost, time. Sources of Psychological Tests 									
4	4.1	Administration and Interpretation of result: <ul style="list-style-type: none"> Scoring and analysis of test result Interpreting the test result in the light of Guidance and Counseling 	1								
	4.2	Reporting of test: <ul style="list-style-type: none"> Reporting the test results to students, teachers and parents. 									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
	2	2	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

- 1 Super, D., (1990) In Gothard, B., Mignot, P., Offer, M., & Ruff, M. (2001) Careers Guidance in Context, London: Sage
- 2 Watts, A.G., (1994) Lifelong Career Development, Towards a National Strategy for Careers Education and Guidance, CRAC Occasional Paper, Cambridge: CRAC
- 3 Agrawal, R., (2006) Educational, Vocational Guidance and Counselling, New Delhi, Sipra Publication
- 4 Bhatnagar, A AND Gupta, N., (1999). Guidance and Counselling: A theoretical Approach (Ed), New Delhi, Vikas Publishing House
- 5 Jones, A.J., (1951). Principles of Guidance and Pupil Personnel work, New York, McGraw Hill
- 6 Kochhar, S.K., (1985): Educational and Vocational Guidance in Secondary Schools, New Delhi, Strling Publisher NCERT (2008). Introduction to Guidance, Module -1, DEPFE, New Delhi
- 7 Chauhan, S.S., (1978) Principles and techniques of guidance New Delhi, Vikas publishing House.
- 8 Meyers, G.E., (1941) Principles and techniques of vocational guidance, New York: McGraw Hill.
- 9 Sharma, Ram Nath & Sharma Rachana, (2004). Guidance and counseling in India. New Delhi: Atlantic Publishers and Distributors.
- 10 Sharma, Shashi Prabha (2004). Career Guidance and counselling. New Delhi: Kanishka Publishers, Distributors.
- 11 દેસાઈ કે.જી. (૧૯૮૧) શૈક્ષણિક અને વ્યાવસાયિક માર્ગદર્શન પ્રવિધિઓ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
- 12 પટેલ એસ. એમ. () સલાહ મનોવિજ્ઞાન, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
- 13 પરીખ જે.સી. (૧૯૮૨) માર્ગદર્શન વ્યવહાર મિમાંસા, અનડા પ્રકાશન, અમદાવાદ



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-V</p> <p style="text-align: center;">Paper No: 1511400</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;"><i>Sociological Foundations of Education</i></p>
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Objective of the course:

- 1 To student, intellectually with the basics of sociology and sociology in education
- 2 To enhance understanding of the student in terms of core aspects of sociology in education
- 3 To enhance students analytic faculty on sociology and its educational implications
- 4 To make student familiar with how sociological impacts have influenced education and education as system
- 5 To enhance understanding of students on basic branches of sociology in education

Unit	Sub Unit	Content	Credit								
1		Foundations of sociology and education.	1								
	1	Concept, nature and scope of Sociology of education									
	2	Nature of Indian Society: Social and cultural changes in India and education									
	3	Relevance and need of studying Sociology of education in contemporary India.									
	4	Sociological concerns of education									
2		Contribution and Implications of selected Social thinkers.	1								
	1	Max Weber - Main points of thinking and Sociological concerns.									
	2	Habermas - Main points of thinking and Sociological Concerns.									
	3	Dr. B.R.Ambedker - Main prints of thinking and Sociological concerns.									
	4	VinobaBhave - Main points of thinking and Sociological concerns.									
3		Social stratification, education and role of education	1								
	1	Concept of Social stratification.									
	2	Social stratification and school life related aspects.									
	3	School practices for social attitudes, emotional integration and national unity.									
	4	Characteristics of 21 st century Society: Scientific thinking, globalization and social impact, community development.									
4		Socialization as process and education	1								
	1	Concept of Socialization and process of Socialization.									
	2	Institutions of Socialization, Home, School and Society.									
	3	Role of educational institutions for social development of growing children.									
	4	Sociological aspects of education in terms of equal opportunity in education and policy concerns.									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
	Theory	Practical				Total					
	4	0	5	5	5	15	30	70	0	70	70



Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed.

Semester-V

Paper No: 1511400

Compulsory

Subject: Education

Credit: 4

: Title of the paper:

Sociological Foundations of Education

REFERENCE BOOKS:

1. Gore, M.S. (1984) Education and Modernization in India, Rawat Publishers, Jaipur.
2. Hanighurst, Robert et al. (1995) Society and Education, Baston: Allyn and Bacon.
3. Kamat, A.R. (1985) Education and Social Change in India, Bombay Samaiya Publishing Co.,
4. Maubnhein K. (1962) An Introduction to sociology of Educaiton, Routledge and Kegan Paul, London.
5. M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education, New Delhi
6. Mossish, Loor (1972), Sociology of Education: An intorudction. George Lalen and Unwin, London
7. Pandey, K.P. (1983) Perspective in Social Foundations of Education, AmitaPrakashan, Gaziabad
8. Saxena, S.(2001) Philosophical and Sociological Foundations of Education. Meerut: Surya Publications.
9. Singh, B.N. (2005) Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
10. Sodhi, T.S &Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-V</p> <p style="text-align: center;">Paper No: 1511510</p> <p style="text-align: center;">Optional</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Educational Management</p>
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Objective of the course:

- 1 Students understanding the basic concept of administration. Management organization and resource management.
- 2 To develop an insight into the educational management as a discipline.
- 3 Students understand the approaches to educational management
- 4 Student understands to the resource management its relationship with management administrator, Head teacher.
- 5 Students understand the basic concept of IQM TQM practices. Innovations and activities.
- 6 Students understand to micro planning for school management and its concept.
- 7 Students understand the rule of management of in managerial perspectives.

Unit	Sub Unit	Content	Credit
1		Basic Concepts.	1
	1	Concept of educational administration & management Development of management.	
	2	Scope and function of educational administration management and organization.	
	3	Leadership, role of leader in educational institution leadership quality and professional confidences of an educational administration.	
	4	Management conceptual understanding school and classroom management.	
2		Micro planning for school management	1
	1	Scientific and system approach, human relations approach, Development of human resources	
	2	Concept of micro and macro planning institutional planning principals and process	
	3	School mopping, need, Factors and scope –Community participation in institutional planning	
	4	Training (in service and preserves)	
3		Resource management and education institutional	1
	1	Meaning and concept of resource management	
	2	Resource and their types: human, material (physical), Financial resources	
	3	Management of human resources: Inter-personal, Inter-Group relation HOD, Teacher relationship, relationship with management and administered	
	4	Development and human resources	
4		TQM in Educational management and Quality	1
	1	TQM concept, meaning, need and importance in educational institutions	
	2	TQM practices: innovations and activities	
	3	TQM for staff development and for quality enhancement	

	4	NAAC's role in quality assessment									
	5	Practical <ol style="list-style-type: none"> 1. Visit any educational institution and note down the various types of resources 2. Visit of good educational institution and note down a reason for a good education institute 3. Visit a good administrator and take his interview and give an observation on it. 4. Case study of any good educational institute 5. Case study of any bad educational institute 6. Observation about relationship with teacher and head of management 7. Write an essay on 'good educational institute' 8. Classify any one schools material resources 9. Classify any one schools human resources 10. Take one activities research of any school 									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
	4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

English

1. Anand W.P. Gurung, 'General Principles of Management for. Educational Planner and Administrator', UNESCO, 1984.
2. Goeil S.D. Modern management Techniques new Delhi Deep and Deep 1987
3. M. Narula, Quality In School Education Secondary Education Board –A NUEPA 2010, New Delhi
4. T.K.D. Nair School Planning and Management 2009 , New Delhi
5. S.K. Bhatia, Training and Development 'concept and practices' Deep and Deep publication, New Delhi
6. Yazali Josephine, School resource planning and management - A NUEPA 2010, New Delhi
7. Mc-grath basic management skill for 8th addition (ISBN-978-81-203-3542-4) PHI learning pvt.Ltd. New Delhi
8. Hensley, Blanchard & Johnsons, management of organizational behavior leading human resources (9th additional) PHI learning pvt. Ltd. New Delhi
9. Mc-Grath J H planning system for school executives in text educational publishers Francisco, 1972
10. Peter G. north house leadership the ory and practice (south Asian Reprint) 5007 sage India and anstar
11. Total quality management Dr. Mukhopadhyay

Gujarati

1. શાળા સંચાલન બી.એસ. પ્રકાશન - અમદાવાદ
2. શૈક્ષણિક વ્યવસ્થાપન - વાઘેલા ઈશ્વરભાઈ તથા દિપિકા મહિડા
3. શૈક્ષણિક વ્યવસ્થાપન પ્રકાશક- માધ્યમિક શિક્ષણ બોર્ડ સહલેખકો -ડૉ. એ.બી. કગથરા, ડૉ.પલ્લવી પટેલ અને ડૉ. હરિભાઈ પટેલ વગેરે.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-V</p> <p style="text-align: center;">Paper No: 1511520</p> <p style="text-align: center;">Optional</p>	<p style="text-align: center;">Subject: Education</p>	<p style="text-align: right;">Credit: 4</p>
<p style="font-size: 1.2em;">: Title of the paper:</p> <p style="font-size: 1.2em;">Measurement and Evaluation</p>		

Objective of the course:

- 1 Understand the concepts and procedure of measurement and evaluation.
- 2 Differentiate the Classical Test Theory and Item Response Theory.
- 3 Understand the techniques of developing instructional objectives.
- 4 Understand the nature and uses of different type tests.

Unit	Sub Unit	Content	Credit
1		The measurement and evaluation Process & Theories of measurement	1
	1.1	Meaning of Educational Objectives, Learning Experiences and Learning outcomes Concept and need of evaluation, Inter relationship between measurement and evaluation	
	1.2	Functions of evaluation & Basic principles of evaluation	
	1.3	Classical Test Theory (CTT) : Concept, Characteristics and Importance Item Response Theory (IRT) : Concept, Characteristics and Importance	
	1.4	True scores and Errors of Measurement, Marks and Grades	
2		Objectives & Norm-Referenced and Criterion-Referenced Test	1
	2.1	Defining Objectives & Relating evaluation to objectives	
	2.2	Taxonomy of educational objectives: Cognitive Domain Affective domain, Psychomotor domain	
	2.3	Concepts of Norms Referenced and Criterion referenced Test Difference between NRT and CRT	
	2.4	Steps for constructions of Criterion-Referenced Test : Instructional intent specifying the domain, item development, item review and test development.	
	2.5	Types of tests: Achievement Test, Diagnostic Test, Domain-Referenced Test	
3		Tools of measurement and evaluation and standardized tests	1
	3.1	Subjective and objective tools; Scales, Questionnaires, Schedules	
	3.2	Supply type questions: Simple question, completion question, short answer question, long answer question/essay questions (Characteristics, merits, limitations and improvement of each type).	
	3.3	Selection type question: constant alternative, multiple choice, matching, Re- arrangement. (Characteristics, merits, limitations and improvement of selection type item).	
	3.4	Nature and use of standardized test. <ul style="list-style-type: none"> • Criteria for selecting a good standardized test: planning, reliability, validity, objectivity, Discriminating power, Adequacy, Usability and Comparability. • Criteria for selecting a good standardized test : planning, reliability, validity, objectivity, Discriminating power, Adequacy, Usability and Comparability. 	
4		Process of Standardizing a test.	1
	4.1	Steps involved in standardization of a test. <ul style="list-style-type: none"> • Reliability: Concepts and types of reliability. • Validity: Concept and types of validity. 	
	4.2	Standard Scores and Norms : Z-score, t-score, stanine, Letter Grade, Percentile Rank.	

	4.3	Emerging trends Semester System and Grading : Concept and process of grading									
	4.4	Open text-book Examination, Question Bank : Meaning, Importance steps for construction, Use of computer in evaluation, Adaptive (Tailored) Testing									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
4	0	5	5	5	15	30	70	0	70	70	

REFERENCE BOOKS: English

- 1 Aggarwal, Y.P. (1990). *Statistical Methods - Concept, Application and Computation*. New Delhi : Sterling Publishers Pvt. Ltd.
- 2 Agarwal, R.N. (1991). *Measurement and Evaluation in Psychology and Education*. Agra : Vinod PustakMandir.
- 3 Anne Anastasi. (1976). *Psychological Testing* (Forth Edition). New York : Mac-Millan Publishing Co.
- 4 Bloom, B.S. (1956). *Taxonomy of Educational Objectives: Cognitive Domain*. New York : David Mc Kay Co.
- 5 Bloom, B. Hastings and Madaus. (1971). *Handbook on Formative & Summative Evaluation of Student Learning*. New York : Mcgraw Hill Book Co.
- 6 Dave, R.H. (1969). *Developments in Educational Testing Volume-I*. London : University of London Press. P. 203-214
- 7 Garrent, H.E. (1981). *Statistics in Psychology and Education*. Allied Pacific Pvt Ltd.
- 8 Gronlund N.E. (1995). *Measurement and Evaluation in Testing*. (3rdEdn.). New York : Mac-Millan Publishing Co. Inc.
- 9 Guilford J.P. (1993). *Fundamental Statistics in Psychology and education*. Tokyo : Mc-graw Hill.
- 10 Hambleton, R.K.: Swaminathan, H. and Rogers, H.J. (1991). *Fundamentals of Item Response Theory*. C.A.: New bury park-Sage.
- 11 Krathwohl, (1964). *Educational Objectives. Affective Domain-Book II*. New York: David Mckay Co.
- 12 Popham, W.J. (1991). *Modern Educational Measurement : A Practitioners Perspective*. USA :Pentice Hall.
- 13 Singh, Pritam. *Criterion Referenced Testing : A Monograph*. New Delhi : NCERT Publication.
- 14 Sternberg, Robert J. and Grigorenko, Elena L. (2002). *Dynanic Testing : The Nature and Measurement of Learning Porential*. New York : Cambridge University Press, 40 West 20th Street , NY-10011-4211-USA
- 15 Tabachnick, Barbara G. and Fidell, Linda S. (1989). *Using Multivariate Statistics* (2ndEdn.) New York : Harper & Row Publishers.

Gujarati

- 1 દરજી, ડાહ્યાભાઈ. શૈક્ષણિક માપન અને મૂલ્યાંકનની પ્રવિધિઓ. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
- 2 દેસાઈ, ધનવંત. શાળામાં મૂલ્યાંકન અને પરીક્ષણની શાસ્ત્રીય પદ્ધતિઓ. મુંબઈ-2: એ. આર. શેઠની કું.
- 3 દેસાઈ, ધનવંત. અભિનવ શૈક્ષણિક મૂલ્યાંકન. અમદાવાદ: એ. આર. શેઠની કું.
- 4 દેસાઈ, ધનવંત. શિક્ષકો માટે અભિનવ શૈક્ષણિક મૂલ્યાંકન. મુંબઈ-2: એ. આર. શેઠની કું.
- 5 પટેલ, સી.એ. શૈક્ષણિક માપન અને મૂલ્યાંકન. અમદાવાદ: ગુજર પ્રકાશન.
- 6 ડાહી, પ્રવીણ. જી. ક્ષમતાકેન્દ્રી સતત મૂલ્યાંકન. અમદાવાદ: ગુજર પ્રકાશન.
- 7 શાહ, રિખવભાઈ. પી. પરીક્ષા સુધારણાના સંસ્થાકીય કાર્યક્રમો. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
- 8 શાહ, રિખવભાઈ. પી. પ્રશ્નભંડોળ દ્વારા પરીક્ષા સુધારણા. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
- 9 પંડ્યા, જયપ્રકાશ. જી. (2001). કલમ પ્રતિચાર સિદ્ધાંત દ્વારા મૂલક-સંદર્ભ માપન. અમદાવાદ: ગૂજરાત વિદ્યાપીઠ.
- 10 દેસાઈ, કે.જી. મનોવૈજ્ઞાનિક માપન. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Hindi 1. અગ્રવાલ, આર, એન. *મનોવિજ્ઞાન ઓર શિક્ષા મેં માપન એવં મૂલ્યાંકન*. આગરા: વિનોદ પુસ્તક મંદિર

2 ગુપ્તા, એસ. પી. (1999). *આધુનિક માપન તથા મૂલ્યાંકન*. ઈલાહાબાદ: શારદા પુસ્તક ભવન.



Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed. Semester-V Paper No: 1511530 Optional	Subject: Education Credit: 4 : Title of the paper: Yoga Education
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Objective of the course:

- To enable the students to understand concept and process of educational psychology as an applied science.
- To acquaint the learner with the process of development and assessment.
- To enable the learner to understand implications of psychological theories of learning.
- To make the students understand the concept of learning acceleration, learning curve and plateaus of learning curve and their educational implications.
- To enable the students to understand theories of motivation and their educational implications.
- To make the students to understand the concept of information processing.
- To make the students to apply knowledge of psychology in their personal & cognitive development.

Unit	Sub Unit	Content	Credit									
1		Yoga (Meaning and relevance) Yoga and Modern life (Introduction, Definition and Understanding yoga) The yoga of concentration and meditation The role of yoga in healthy living and science of life force	1									
2		Health and Lifestyle Food and Health Method of Pranayama Pranayama and Mudras	1									
3		Standing Postures:- 1) Ardhakati chakrasana 2) Ardha chakrasana 3) Pada Hastasana 4) Trikonasana	1									
4		Sitting Postures:- 1) Vajrasana 2) Sansankasana 3) Panchimotanasana 4) Ustrasana 5) Vakrasnan 6) Ardh matsyendrasana 7) Mayurasana Supine Postures :- 1) Sarvangasana 2) Matyasana 3) Halasana 4) Charkrasana	1									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical		Total
		2	2	5	5	5	15	30	35	35		70

REFERENCE BOOKS:

- Yoga its philosophy and practice: Swami Ramdev
- Pranayama Rahasya : Swami Ramdev
- Aushadh darsan : Swami Ramdev
- Rajrshi muni : Yoga Darshika
- Maharshi Arvind : soul development through yoga, www.pathofdivinelife.org
- Yoga – Its philosophy & Practice - Swami Ramdev



Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed. Semester-V Paper No: 1511600 Compulsory	Subject: Education Credit: 2 : Title of the paper: Preparation and Administration of Psychological Tests
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Objective of the course:

1. To review psychological test.
2. To understand psychological testing.
3. To administer psychological test.

Unit	Sub Unit	Content	Credit
1		Understanding psychological tests.	0.5
2		Selecting appropriate psychological tests.	0.5
3		Administering psychological tests.	0.5
4		Interpretations of data received from testing.	0.5

Assessment & Evaluation	Credit		Internal					External			Total
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
								Theory	Practical	Total	
	0	2	10	10	10	20	50	0	0	0	0

REFERENCE BOOKS:

- Anastasi, A. Psychological Testing, (7th Ed.), New York: Macmillan Publishing Co.
- Buros, D.K.(Ed.), (1972). The Seventh Mental Measurement Year Book, Highland Park, N.J.Gryphon Press
- Cronbach, L. J. (1982). Essentials of Psychological Testing, New York: Harper (3rd Ed.)
- Freeman, F.S. (1980). Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Co.
- Garrett, H.E. (1985). Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simons Pvt. Ltd.,
- Helmstaller, G.C. (1966). Principles of Psychological Measurement, London: Methuen Co.Ltd.
- Long, L. and Menta, P.H. (1966). The First Measurement Handbook for India, New Delhi; NCERT
- Nunnally, J.C. (1967). Psychometric Theory, New York: McGraw Hill Book Inc.
- Nunnally, J.C. (1972). Educational Measurement and Evaluation, New York: McGraw Hill
- Pareek, U. and Sound, S., (1971). Directory of Indian Behavioural Science Research, Delhi; Acharan Sahakar
- Patel, R.S., (2010). Psychological Testing, Ahmedabad: Jay Publication
- Super, D.E. and Crites, J.C., Appraising Vocational Fitness by Means of Psychological Tests.

Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed. Semester-V Paper No: 1511700 Compulsory	Subject: Education Credit: 2 : Title of the paper: Preparing Theme Papers and its Presentation
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Objective of the course:

1. To think about topics on which they can prepare theme papers.
2. To prepare presentations on theme papers.
3. To present theme papers to seminar or workshop.

Unit	Sub Unit	Content	Credit								
1		To work in group for identifying topics on education.	0.5								
2		To refer the material from various sources.	0.5								
3		To write papers in different styles.	0.5								
4		To present the paper in seminar or workshop arranged for the purpose.	0.5								
Assessment & Evaluation	Credit		Internal				External				
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total
								Theory	Practical	Total	
	0	2	10	10	10	20	50	0	0	0	0

REFERENCE BOOKS:

- Mla Handbook for Writers of Research Papers Paperback – 1 Dec 2008, by Mla (Author) , Affiliated East-West Press
- The Curious Researcher: A Guide to Writing Research Papers Paperback – Import, 22 Jun 2000, by Bruce Ballenger (Author) , Pearson Publication
- Research Methodology: A Theoretical Approach Paperback –2014 by D. Napoleon (Author), B. Balaji Sathya Narayanan , Laxmi Publications
- Practical Approach to Research Methodology Paperback – 2005 by S. P. Verma (Author) , Akansha Publishing
- Research Methodology: A Guide for Researchers in Management and Social Sciences Paperback – 2006, by Taylor, Sinha, Ghoshal, (Author), Prentice Hall India Learning Private Limited; 1st Edition edition (2006)



Indian Institute of Teacher Education, Gujarat.

<p>M.Sc.,M.Ed.</p> <p>Semester-V</p> <p>Paper No: 1511800</p> <p>Compulsory</p>	<p style="text-align: center;">Subject: Education</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Academic writing</p>	<p style="text-align: right;">Credit: 2</p>
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Objective of the course:

- To enable the students to understand the concept of different types of writing and writing style
- To enable the students to critically comment on the reports- project report, institutional report, minutes of staff meeting
- To enable the students to comprehend the academics in the form of books and films and talks by academicians
- To enable the students to be aware about the current trends in education
- To enable the students to present a seminar on various reports and policy documentation
- To enable the students to self-criticize, defend on their point, counter question the opponent on the academic presentations/cross question

Unit	Sub Unit	Content	Credit								
1		Types of Writing and Writing Styles Concept of Narrative, Descriptive and Persuasive Writing and Difference between narrative, descriptive and persuasive writing Concept of Theme paper and research paper and the difference between the two Writing of Project Reports, Field Visit Reports, Minutes of Staff Meeting Writing of Abstract, Executive Summary, Paraphrasing and Summarizing	0.5								
2		Writing a Review by Reviewing Surveys, Film and Speeches of Famous Academicians Review of TED Talks Review of Speech of A P J Abdul Kalam, Narendra Modi, Jawaharlal Nehru, Swami Vivekanand and M K Gandhi Review of Films-Ek Doctor Ki Maut, Aadhar Sheela, Dead Poets Society, Short Films related to Education • Reviewing the related literature from Surveys, Shodhganga, INFLIBNET, ERIC, Dissertation Abstract International	0.5								
3		Critical Analysis of Various Policies and Act (Group Activities on the basis of Divergent and Convergent thinking) New Education Policy, TeachR NCTE Regulation 2014 Two Year integrated B.Ed., M.Ed. B.Sc Ed and MSc Ed RTE 2009, UGC Regulation PhD 2009	0.5								
4		<ul style="list-style-type: none"> • Writing of Research Proposal and Reporting Doctoral Thesis • Steps of writing Research Proposal • Reporting of Chart/Graphs and Tables-Explain, Compare and Narrate • APA style of Writing and APA style of Referencing • Plagiarism and Antiplagiarism Software 	0.5								
Assessment & Evaluation	Credit		Internal					External			Total O/o 70
								Sem. End Exam			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Theory	Practical	Total	
	0	2	5	5	5	15	30	0	70	70	

REFERENCE BOOKS:

- Bailey, S. (2003), Academic Writing: A Handbook for international Students
 Films-Ek Doctor Ki Maut, Aadhar Sheela, Dead Poets Society, Short Films
https://www.inflibnet.ac.in/ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf
 Policy Documents Available on UGC, NCTE, NCFTE, MHRD websites
shodhganga.inflibnet.ac.in
www.apastyle.org/
[www.ka.u.edu.sa/.../academic-writing-handbook-international-students-3rd-ed%20\(2\)](http://www.ka.u.edu.sa/.../academic-writing-handbook-international-students-3rd-ed%20(2))
www.mhrd.gov.in
www.ncert.nic.in
www.ncte-india.org
www.ted.com/
www.ugc.ac.in



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-V</p> <p style="text-align: center;">Paper No: 1511900</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 2</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Internship</p>
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Objective of the course:

1. To understand educational system through personal experience.
2. To develop the habit of observation and to relate it to knowledge.

Unit	Sub Unit	Content	Credit							
1		Internship in Teacher education institutions	2							
Assessment & Evaluation	Credit		Total							
	Internal			External						
	Theory	Practical		Sem. End Exam						
	Assignment	Project	Seminar	Test	Total	Theory	Practical	Total	Total	
	2	10	10	10	20	50	0	0	0	0

REFERENCE BOOKS:

- Becoming Better Teacher Microteaching Approach, Developed at the Centre of Advanced Study in Education, the M.S. University of Baroda, Baroda
- Practice Teaching: A Reflective Approach, Jack C. Richards, Thomas S. C. Farrell, Cambridge University Press, 14-Mar-2011 - Foreign Language Study
- Approaches and Methods in Language Teaching, Jack C. Richards, Theodore S. Rodgers, Cambridge University Press, 16-Apr-2014 - Foreign Language Study - 410 pages
- The Practice of Teaching, Philip Wesley Jackson, Teachers College Press, 1986 - Education - 159 pages
- A Guide to Teaching Practice: 5th Edition, By Louis Cohen, Lawrence Manion, Keith Morrison, Dominic Wyse
- Ernest stringer(1999)action research in education
- Jean,Mc niff, action research: principals and practice



Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed. Semester-V Paper No: 2512103 Compulsory	Subject: English Credit: 4 : Title of the paper: Literary criticism I
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Objective of the course:

- To understand the trends of criticism in different periods of English Literary Criticism

Unit	Sub Unit	Content	Credit								
1		Nature of criticism Various functions of criticism Literary critic – qualities and role in criticism	1								
2		Study of critics Plato Aristotle Dryden	1								
3		Longinus on the Sublime Neo-Classical Criticism : Dryden, Pope and Samuel Johnson	1								
4		I. A. Richards F. R. Leavis American New Criticism	1								
Assessment & Evaluation	Credit		Internal				External			Total O/o 70	
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
	4	0	5	5	5	15	30	Theory	Practical		Total
								70	0		70

REFERENCE BOOKS:

1. Wimsatt Jr, William K and Cleanth Brooks. Literary Criticism: A Short History. New Delhi and Kolkata: Oxford & IBH Publishing Co. Pvt. Ltd. 1957.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed. Semester-V Paper No: 2512213 Elective</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper: Psycholinguistics</p>
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Objective of the course:

- To understand the process of language/s acquisition

Unit	Sub Unit	Content	Credit									
1	1.1	Language and the Brain										
	1.2	Neurolinguistics										
	1.3	Parts of the Brain										
2	2.1	Speech Production and Comprehension										
	2.2	Word Processing										
	2.3	Sentence Processing										
	2.4	Speech Errors										
3	3.1	First Language Acquisition										
	3.2	Second Language Acquisition and Communicative competence										
4	4.1	Gestures and Sign Language										
Assessment & Evaluation		Credit		Internal					External			Total O/o 70
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical	Total	
		4		5	5	5	15	30	70	0	70	

REFERENCE BOOKS:

1. Chomsky, Noam. *Language and Mind 3rd Ed.* Cambridge: CUP, 2006.
2. Traxler, Matthew J. and Morton A. Gernsbacher. *Handbook of Psycholinguistics 2nd Ed.* London: Academic Press, 2006.
3. Yule, George. *The Study of Language 3rd Ed.* Cambridge: CUP, 2006.



Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed. Semester-V Paper No: 2512223 Elective	Subject: English	Credit: 4
: Title of the paper: Australian Literature		

Objective of the course:

- To understand the History and Culture of Australia through its literature

Unit	Sub Unit	Content	Credit								
1	1.1	Introduction to Australian Literature	1								
	1.2	History, People and Culture									
	1.3	Literary Beginnings: Oral Literature, Early Literature									
2	2.1	Australian Poetry	1								
	2.2	W.C. Wentworth : <i>Australasia</i>									
		Judith Wright: <i>Legend</i>									
		David Campbell: <i>The Australian Dream</i>									
		A. D. Hope: <i>Australia</i>									
	John Farrell: <i>From AUSTRALIA</i>										
	Mudrooroo Narogin: <i>Harijan</i>										
	Gig Ryan: <i>If I had a gun</i>										
3	3.1	Australian Novel Patrick White: <i>Voss</i>	1								
4	4.1	Australian Drama David Williamson: <i>The Removalists</i>	1								
Assessment & Evaluation	Credit		Internal					External			Total O/o 70
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
	Theory	Practical				Total	Theory	Practical	Total		
	4	0	5	5	5	15	30	70	0	70	

REFERENCE BOOKS:

- Goodwin, Ken. *A History of Australian Literature*. Macmillan History of Literature Series. Hampshire: Macmillan, 1986.
- Hodge, Bob and Vijay Mishra. *Dark Side of the Dream: Australian literature and the postcolonial mind*. Sydney: Allen and Unwin, 1991.
- Kiernan, Brian. *Studies in Australian Literary History*. Sydney Studies: Sydney Shoestring Press, 1997.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-VI</p> <p style="text-align: center;">Paper No: 1612000</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center; font-weight: bold;">TEACHER EDUCATION</p>
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Objective of the course:

1. To acquaint the students with the concept, objectives and types of Teacher Education.
2. To acquaint the students with the historical background of Teacher Education in India.
3. To enable the students to realize the place of teaching as a profession in the community.
4. To enable the students to understand the role and responsibility of various organizations in Teacher Education.

Unit	Sub Unit	Content	Credit																		
1		Concept of Teacher Education & Teacher Education in India : Historical Perspective	1																		
	1	Meaning of Teacher Education; Purpose and Objectives of Teacher Education at various stages (Pre-School, Primary Stage, Secondary and Higher Secondary)																			
	2	Types of Teacher Education: Pre-Service , In Service <ul style="list-style-type: none"> ○ Teacher Education in Ancient India ○ Teacher Education in Pre-Independence Period ○ Teacher Education in Post Independence Period 																			
	3	Teacher Education as perceived in NPE – 1986 and NCFTE – 2009																			
2		Teaching As a Profession & Role and Responsibility of various organizations in Teacher Education	1																		
	1	Characteristics which make teaching a Profession; Responsibilities of the teachers in the teaching profession & Preparation of professional personnel																			
	2	Research and development in teaching profession Teaching Profession in the future decade																			
	3	Role of Organisations like: <table style="width: 100%; margin-left: 20px; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1</td> <td style="width: 25%;">UGC</td> <td style="width: 25%; text-align: center;">4</td> <td style="width: 25%;">IITE</td> <td style="width: 25%; text-align: center;">7</td> <td style="width: 25%;">CASE</td> </tr> <tr> <td style="text-align: center;">2</td> <td>NCERT</td> <td style="text-align: center;">5</td> <td>SCERT</td> <td style="text-align: center;">8</td> <td>IASEs</td> </tr> <tr> <td style="text-align: center;">3</td> <td>NCTE</td> <td style="text-align: center;">6</td> <td>CTEs</td> <td style="text-align: center;">9</td> <td>DIETs</td> </tr> </table>	1	UGC	4	IITE	7	CASE	2	NCERT	5	SCERT	8	IASEs	3	NCTE	6	CTEs	9	DIETs	
1	UGC	4	IITE	7	CASE																
2	NCERT	5	SCERT	8	IASEs																
3	NCTE	6	CTEs	9	DIETs																
3		Teacher Education in India	1																		
	1	Organizational Patterns D.Ed. /P.T.C.; B.El.Edu.; B.Ed. (1Yr. , 2 Yrs., 4 Yrs. Integrated course); B.Ed. (Basic Education); D.P.Ed.' B.P.Ed.; B.Ed. (Special Education); B.Ed. through Distance Mode; M.Ed. (Full time, Part time, Distance mode)																			
	2	Broad Organizations of Teacher Education Admission Process, Planning and Scheduling of Course Curriculum components- <ul style="list-style-type: none"> i. Foundation Courses ii. Content cum mythologist iii. Special Areas iv. Practice Teaching v. Practical Work Limitations of Teacher Education with respect to organization																			
4		Research, Problems, Innovations and Issues in Teacher Education	1																		
	1	• Research Trends in Teacher Education																			

		<ul style="list-style-type: none"> • Micro Teaching, Models of Teaching, Simulation, Demonstration, Criticism lesson 									
	2	<ul style="list-style-type: none"> • Competency Based Teacher Education • Innovations in Curriculum development • Innovations in evaluation process 									
	3	<ul style="list-style-type: none"> • Quality v/s Quantity • Content cum Methodology • Integration of theory and practice • Curricular concerns in teacher education: [ICT, life skills, joyful learning, value education etc.] 									
	4	<ul style="list-style-type: none"> • Integration of various components as envisaged in NPE - 1986 , NCF - 2000 and 2006, NCFTE – 2009 • Preparing teachers for single teacher schools/ multi-grade classrooms • Teacher Performance Appraisal 									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
	4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

- 1 Smith, E.R. (1962). **Teacher Education. A Reappraisal.** New York : Harper Row Publishers.
- 2 Stinnet, T.M. (1965). **The Profession of Teaching,** New Delhi : Prentice Hall of India (Pvt.) Ltd.
- 3 Chaurasia, G. (1967). **New Era in Teacher Education.** New Delhi : Sterling Publishers.
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- 5 Stone, J.C. (1970). **Breakthrough in Teacher Education.** San Francisco : Jossey Bass Inc.
- 6 John, M.N. (1971). **Towards Accountable Teachers, their appraisal and Improvement.** New York : Holt, Hart Rine and Winston.
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- 8 Saxena, P.C.(1984). **An Analytical Study of Teacher Education in India.** Allahabad : Amitabh Prakashan.
- 9 Rao, D. (2002). **Teacher Education in India,** New Delhi : Discovery Publishing House.
- 10 Mangla, S. (2002). **Teacher Education- Trends and Strategies,** New Delhi: Sage Publishers.
- 11 Rao, D. (2003). **Teachers in a changing world.** New Delhi : Discovery Publishing House.
- 12 Sharma, R.A. (1999). **Teacher Education.** Meerut. Loyal Book Depot.
- 13 Sharma, S.P. (2003). **Teacher Education.** New Delhi : Kanishka Publishers (Pvt.) Ltd.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-VI</p> <p style="text-align: center;">Paper No: 1612110</p> <p style="text-align: center;">Optional</p>	<p style="text-align: center;">Subject: Education</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center; font-weight: bold;">Guidance and Counseling</p>	<p style="text-align: right;">Credit: 4</p>
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Objective of the course:

- 1 To help student to understand concept, need and view point of guidance.
- 2 To help student to understand principles, and problems of different types of guidance.
- 3 To acquaint the student with the aim and principles of guidance program.
- 4 To develop in student an understanding of various procedures of organizing various guidance services.
- 5 To get acquainted with the organizational framework and procedures of Guidance services in educational institutions.
- 6 To enhance knowledge base of the students on the guidance services globe over.
- 7 To help student to understand the establishment of a guidance centre.
- 8 To understand the role of Guidance Personnel and Counselor in different context of Guidance Services.
- 9 To help student to know the concept and needs and guidance for the children with special needs.
- 10 To know and use the agencies for providing guidance and counseling services to students.

Unit	Sub Unit	Content	Credit
1	1.1	<p>Nature and Scope of Guidance</p> <ul style="list-style-type: none"> Misconception of Guidance Nature and Scope Meaning and Definition of Guidance Characteristics of Guidance 	1
	1.2	<p>The need for Guidance</p> <ul style="list-style-type: none"> Changing conditions of home, society, population, labour and industry, leisure time Changing religion and moral values Individual needs 	
	1.3	<p>Principles and Basic Assumptions in Guidance</p> <p>Types of Guidance</p> <ul style="list-style-type: none"> Educational Guidance: Concept, needs and Characteristics Vocational guidance :Concept, needs and Characteristics 	
	1.4	<ul style="list-style-type: none"> Personal Guidance: Concept, needs, and Characteristics Individual and Group Guidance: <ul style="list-style-type: none"> Purpose and Program Techniques of Group Guidance: Panel Discussion, Seminar, Exhibition, Career talk, Career Conference etc. 	
2	2.1	<p>Organizational Patterns for Guidance Services</p> <ul style="list-style-type: none"> Organization of Guidance program: Need, Nature and Objectives 	1

		<ul style="list-style-type: none"> Principles of Organization Responsibilities of guidance Personnel 	
	2.2	Organizing Basic Guidance Services <ul style="list-style-type: none"> Orientation/ Induction Service Individual Inventory service Information Service Counseling Service Placement Service Follow-up Service Evaluation of Guidance Services: Need, Criteria and techniques of evaluation	
	2.3	Administration of Guidance Services <ul style="list-style-type: none"> Administrative relationship Planning and Executing Guidance Service Establishment of Guidance Centre <ul style="list-style-type: none"> Need Objectives Infrastructure Guidance services Modes of functioning 	
	2.4	Status of Guidance Services Globe Over <ul style="list-style-type: none"> Scenario Building Face to Face and On line guidance service Institutions providing various Guidance Services <ul style="list-style-type: none"> Government NGO Private Web services 	
3	3.1	Counseling: <ul style="list-style-type: none"> Concept and Nature, Principles of counseling. Counseling Process 	1
	3.2	Counseling approaches: <ul style="list-style-type: none"> Directive, Nondirective and Eclectic 	
	3.3	Types of Counseling: <ul style="list-style-type: none"> Group counseling vs. individual counseling. Counseling for adjustment 	
	3.4	Characteristics: <ul style="list-style-type: none"> Characteristics of good counseling. 	
4	4.1	Counseling Process: <ul style="list-style-type: none"> Preparation for Counseling Counseling skills Factors affecting Counseling process. Case study and Case conference: Purpose, Plan, Procedures, and Precautions 	1
	4.2	Group Counseling: <ul style="list-style-type: none"> Introduction and assumptions in group Counseling 	

		<ul style="list-style-type: none"> The process of group Counseling Values of group Counseling Limitations of group Counseling 									
	4.3	Preparation and Training for Counseling <ul style="list-style-type: none"> Academic preparation Qualities of a good Counselor Professional Ethics for Counselor 									
	4.4	Problems and Issues <ul style="list-style-type: none"> Organization and Administration of Guidance and Services Guidance services for Special Groups Changing roles of functionaries 									
Assessment & Evaluation	Credit		Internal				External			Total O/o 70	
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
								Theory	Practical		Total
	4	0	5	5	5	15	30	70	0		70

REFERENCE BOOKS:

- 1 Super, D., (1990) In Gothard, B., Mignot, P., Offer, M., & Ruff, M. (2001) Careers Guidance in Context, London: Sage
- 2 Watts, A.G., (1994) Lifelong Career Development, Towards a National Strategy for Careers Education and Guidance, CRAC Occasional Paper, Cambridge: CRAC
- 3 Agrawal, R., (2006) Educational, Vocational Guidance and Counselling, New Delhi, Sipra Publication
- 4 Bhatnagar, A AND Gupta, N., (1999). Guidance and Counselling: A theoretical Approach (Ed), New Delhi, Vikas Publishing House
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- 6 Kochhar, S.K., (1985): Educational and Vocational Guidance in Secondary Schools, New Delhi, Strling Publisher NCERT (2008). Introduction to Guidance, Module -1, DEPF, New Delhi
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- 8 Meyers, G.E., (1941) Principles and techniques of vocational guidance, New York: McGraw Hill.
- 9 Sharma, Ram Nath & Sharma Rachana, (2004). Guidance and counseling in India. New Delhi: Atlantic Publishers and Distributors.
- 10 Sharma, Shashi Prabha (2004). Career Guidance and counselling. New Delhi: Kanishka Publishers, Distributors.
- 11 દેસાઈકે.જી. (૧૯૮૧) શૈક્ષણિક અને વ્યાવસાયિક માર્ગદર્શન પ્રવિધિઓ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
- 12 પટેલ એસ. એમ. () સલાહ મનોવિજ્ઞાન, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
- 13 પરીખ જે. સી. (૧૯૮૨) માર્ગદર્શન વ્યવહાર મિમાંસા, અનડા પ્રકાશન, અમદાવાદ



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-VI</p> <p style="text-align: center;">Paper No: 1612120</p> <p style="text-align: center; color: #e67e22;">Optional</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center; font-size: 1.2em;">: Title of the paper:</p> <p style="text-align: center; font-size: 1.2em;">Curriculum Development</p>
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Objective of the course:

- 1 Explain meaning of curriculum
- 2 Explain Meaning of Curriculum development
- 3 Describe determinants of curriculum.
Discuss principles of curriculum Development.
- 4 Differentiate steps of curriculum as envisaged by various authors.
- 5 Critically comment on various issues of curriculum development
- 6 Discriminate between formative & summative evaluation

Unit	Sub Unit	Content	Credit
1		<u>Concept of curriculum Development</u>	1
	1.1	Meaning of curriculum (Course , syllabus, curriculum)	
	1.2	Determinants of Curriculum <ol style="list-style-type: none"> 1. Objectives & Philosophy Of Education 2. Society & Culture 3. Psychology Of Learning 4. Function Of Schools 5. Learner And Knowledge. 6. Impact Of Science & Technology 	
	1.3	Meaning of Curriculum Development –relationship of various aspect of curriculum like objectives, content, methods, learning, experiences and evaluation.	
	1.4	Principles of curriculum development <ol style="list-style-type: none"> 1. Activity Principle 2. Forward looking principle 3. Society centered curriculum 4. Principles of integration 5. Creative principle 	
2		<u>Steps of curriculum development</u>	1
	2.1	Situation Analysis	
	2.2	Diagnosis of needs	
	2.3	Formulation of objectives	
	2.4	Selection & organization of content	
	2.5	Selection & organization of learning experiences	
	2.6	Evaluation	
	2.7	Various models suggested by Hilda Taba, Nicholls & Nicholls, Tyler wiles and Bondi.	
3		<u>Curriculum Evaluation</u>	1
	3.1	Concept and need of Curriculum Evaluation	
	3.2	Formative Evaluation	

	3.3	Summative Evaluation									
	3.4	Collection of data on which evaluation is based – collective evidences from various stake holders									
	3.5	Feedback mechanism for curriculum evaluation									
	3.6	Ways to improve curriculum based on evaluation.									
4		<u>Issues in curriculum Development</u>	1								
	4.1	Centralised vs. decentralised curriculum, Local vs. Global									
	4.2	(1) Diversity in culture (2) Teacher and their competence?									
	4.3	Who should design curriculum schools, university, government or other bodies like NCERT, SCERT, UGC									
	4.4	Issues of Transaction curriculum (1) explosion of knowledge, (2) Advance of science & technology. (3) Impact of various documentation on curriculum like NPE1986, NCF (2000) NCF 2005, NCFTE (2009)									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
	4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

- 1 Aggrawal, J.C. & Gupta S. (2000). Curriculum Development: New Delhi :Shipra Pub.
- 2 Arora, G.L. (1984). Reflection in curriculum, New Delhi, NCERT.
- 3 Caswell, H.L. and Campbell, D.S. (1935). Curriculum Development, N.Y. : Americal Book Co.
- 4 Darji, D.R. and Lulla B.P. (1967). Curriculum Development in secondary schools of Baroda. Baroda :Sadhana Press.
- 5 Deshmukh, V. (Ed., 2012). Winds of Reforms in Indian Education. New Delhi, Allantic.
- 6 John Dewey (1902). The Child and The curriculum. Chicago : University of Chicago.
- 7 Nicholls, A. and Nicholls, S. (1972). Developing a curriculum: A practical guide. London George Allen & Unwin Ltd.
- 8 Saylor, J.G. and Alexander W.M.(1974). Planning curriculum for schools. N.Y.: Holt, Richard and Winston. Inc.
- 9 Sharma, S.R. (1999). Issues in curriculum administration. New Delhi: Pearl Pub. House.
- 10 Sharma, R. (2002). Modern methods of curriculum organization Jaipur : Book Enclave.
- 11 Srivastava, H.S. (2006). Curriculum & methods of Teaching. New Delhi: Shipra pub.
- 12 Taba Hilda (1962). Curriculum Development: Theory and practice. N.Y. Harcourt, Brace & world Inc.
- 13 Tyler, R.M. (1950). Basic principles of Curriculum Development. Chicago: University of Chicago press.
- 14 Wiles, J. and Bondi, J., (1989). Curriculum Development, A Guide to practice. London: Merrill Pub. Co.
- 15 Smith, S. and Shores, S. (1972). Fundamental, of curriculum Development. N.Y.: Harcourt, Brace & world Inc.
- 16 દેસાઈ ડી.બી. અને દેખતાવાલા, પી.બી. (૧૯૮૫) અભ્યાસક્રમના સિદ્ધાંતો અને અભ્યાસક્રમ સંરચના અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-VI</p> <p style="text-align: center;">Paper No: 1612130</p> <p style="text-align: center; color: red; font-weight: bold;">Optional</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center; font-weight: bold;">: Title of the paper:</p> <p style="text-align: center; font-weight: bold;">Education Statistics</p>
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Objective of the course:

- 1 Explain meaning of Education Statistics
- 2 Explain Meaning of Inferential and descriptive aspects Education Statistics
- 3 Describe determinants of data and data analysis
Discuss principles computing
- 4 Differentiate steps of analyzing data and interpretations
- 5 Computing measures and its relation to deciding about inferential statistics
- 6 Understanding role of educational statistics in educational research

Unit	Sub Unit	Content	Credit
1		Statistics in Education	1
	1.1	Meaning, Scope, Need and Significance of Educational Statistics; Application of Educational Statistics in Edu. Research; Measures; Scales (Nominal, Ordinal, Interval, Ratio)	
	1.2	Classification, Tabulation and Graphical presentation of Data; Measures of Central Tendency and Variability (Merits, demerits, uses and computations) <ul style="list-style-type: none"> • Measures of central tendency • Measures of variability: 	
	1.3	Norms and Probability	
	1.4	Normal probability curve, skewness, kurtosis	
2		Correlation, Regression & Statistical inference	1
	2.1	Correlation: Meaning, Calculating and Interpreting Coefficient of Correlation	
	2.2	Regression: Meaning, Regression line and equation, Prediction, Standards error, etc.	
	2.3	Significance of mean, Standard error, etc.	
	2.4	α error and β error, Significance of mean difference, etc.	
3		Inferential Statistics	1
	3.1	ANOVA and ANCOVA; Analysis of variance (One-way, Two-way, Three-way), and Analysis of Co-variance and Factorial Design (No Computation) Its Uses (ANOVA and ANCOVA)	
	3.2	Special Methods of Correlation; Bi-serial correlation, Point Bi serial Correlation, etc.	
	3.3	Point bi-serial correlation, Tetra choric, Phi-Correlation	
	3.4	Contingency coefficient C. & Partial and Multiple Correlation	
4		Testing of null hypothesis and non-parametric methods	1
	4.1	Testing of null hypothesis by chi-square test •	

	4.2	Non parametric methods <ul style="list-style-type: none"> • Meaning & scope • Candal's T-test • Candal's W-test • Mann-whitney U-test • Wilcoxon Testing • Use of parametric and non-parametric methods 									
	4.3	Reliability: Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent. Validity: Meaning, Methods, Calculations, length of test of validity. • Scaling of test: T scaling & Stanine scores									
	4.4	Scaling of Judgments and their types <ul style="list-style-type: none"> • Item analysis: Difficulty index, Discrimination index • Item objective congruence (IOC) in CRT Factor Analysis <ul style="list-style-type: none"> • Meaning, scope, basic equations • Use of factor analysis • Types and Identification of factors • Different methods of F.A. • Use of statistical software in data analysis 									
Assessment & Evaluation	Credit		Internal					External			
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			Total O/o 70
								Theory	Practical	Total	
4	0	5	5	5	15	30	70	0	70	70	

REFERENCE BOOKS:

Sr.	Title
1	Blommers, Paul and Lindquist (1965). Elements Statistical Methods, University of London press ltd.
2	Dowine N. M., R.W. Heath (1965). Basic Statistical Methods, New York: Harper & Row.
3	Edwards, A. L. (1963). Statistical Methods of Behavioural Science, New York: Hall, Rinherth and Winston.
4	Garrett, H. E. (1961). Statistics in Psychology and Education, Bombay: Allied Pacific Pvt. Ltd.
5	Guilford J.P. (1965). Fundamental Statistics in Psychology and Education, New York: McGraw Hill Co. Inch.
6	Lindquest, E. F. (1968). Statistical Analysis in Educational Research, Oxford and IBH Publication Co.
7	Patel R. S. (2011). Statistical Methods for Eudcational Research, (1st Ed.) Ahmedabad; Jay Publication
8	N.J. Castdlan (1988). Non Parametric Statistic, New York: McGraw Hill Book Company.



Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed. Semester-VI Paper No: 1612200 Compulsory	Subject: Education Credit: 2 : Title of the paper: Presentation of Teaching Learning Material
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Objective of the course:

- 1 **To review teaching learning material.**
- 2 **To understand teaching learning material.**
- 3 **To presentation of teaching learning material.**

Unit	Sub Unit	Content	Credit									
1		<ul style="list-style-type: none"> Presentation of Teaching Learning Material Understanding Teaching Learning Material. Selecting appropriate Teaching Learning Material. Presentation of Teaching Learning Material. 	2									
Assessment & Evaluation		Credit	Internal					External			Total O/o 70	
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
		0	2	10	10	10	20	50	0	0		0

REFERENCE BOOKS:

- Becoming Better Teacher Microteaching Approach, Developed at the Centre of Advanced Study in Education, the M.S. University of Baroda, Baroda
- Practice Teaching: A Reflective Approach, Jack C. Richards, Thomas S. C. Farrell, Cambridge University Press, 14-Mar-2011 - Foreign Language Study
- Approaches and Methods in Language Teaching, Jack C. Richards, Theodore S. Rodgers, Cambridge University Press, 16-Apr-2014 - Foreign Language Study - 410 pages
- The Practice of Teaching, Philip Wesley Jackson, Teachers College Press, 1986 - Education - 159 pages
- A Guide to Teaching Practice: 5th Edition, By Louis Cohen, Lawrence Manion, Keith Morrison, Dominic Wyse
- Ernest stringer(1999)action research in education
- Jean,Mc niff, action research: principals and practice



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-VI</p> <p style="text-align: center;">Paper No: 1612400</p> <p style="text-align: center;">Compulsory</p>	<p style="text-align: center;">Subject: Education Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">Dissertation in education</p>
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Objective of the course:

- 1 To understand educational research through personal experience.**
- 2 To develop the habit of conducting research at smaller scale and to relate it to knowledge and wisdom.**

Unit	Sub Unit	Content	Credit								
		<ul style="list-style-type: none"> Data collection and carrying out Designed research 	4								
		<ul style="list-style-type: none"> Summarizing and analyzing data 									
		<ul style="list-style-type: none"> Writing research report 									
Assessment & Evaluation	Credit		Internal				External			Total O/o 70	
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
								Theory	Practical		Total
	0	2	10	10	10	20	50	0	0		0

REFERENCE BOOKS:

Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd Edition, Jul 15, 2008, by John W. Creswell, SAGE Publications, Inc.

Research Methodology: Methods and Techniques Paperback – Abridged, by CR Kothari & Gaurav Garg , New Age Publication

Research Methodology Paperback – Abridged, Audiobook, by PanneerselvamR (Author) , PHI Publication

Research Methods Paperback – Import, 1 Jan 2001, by Ram Ahuja (Author) , Rawat Publication

Research Methodology Paperback – 2004, by Manoj Sharma (Author) , Anmol Publisher

Practical Approach to Research Methodology Paperback – 2005 by S. P. Verma (Author) , Akansha Publishing

Research Methodology: A Guide for Researchers in Management and Social Sciences Paperback – 2006, by Taylor, Sinha, Ghoshal, (Author), Prentice Hall India Learning Private Limited; 1st Edition edition (2006)

SPSS in Simple Steps Paperback – 2011, by Kiran Pandya (Author), Smruti Bulsari (Author), Sanjay Sinha (Author), Dreamtech Press (2011)

Using SPSS In Research Paperback – 2016, by Dr. Radha Mohan (Author), Neelkamal Publications



Indian Institute of Teacher Education, Gujarat.

M.A.M.Ed. Semester-VI Paper No: 2612303 Compulsory	Subject: English Credit: 4 : Title of the paper: Literary Criticism II
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Objective of the course:

- To understand the trends of criticism in different periods of English Literary Criticism

Unit	Sub Unit	Content	Credit
1		Nature of criticism Various functions of criticism Literary critic – qualities and role in criticism	1
2		Study of critics Sir Philip Sidney Dryden Dr Johnson	1
3		Introduction to English prosody Types of rhyme Various forms of stanzas	1
4		Literary concepts and terms Humanism Surrealism Expressionism	1

Assessment & Evaluation	Credit		Internal					External			Total O/o 70
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
								Theory	Practical	Total	
	4	0	5	5	5	15	30	70	0	70	70

REFERENCE BOOKS:

- Wimsatt Jr, William K and Cleanth Brooks. Literary Criticism: A Short History. New Delhi and Kolkata: Oxford & IBH Publishing Co. Pvt. Ltd. 1957.



Indian Institute of Teacher Education, Gujarat.

<p style="text-align: center;">M.A.M.Ed. Semester-VI Paper No: 2612413 Elective</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper: Syntax and Morphology</p>
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Objective of the course:

- To learn word-formation in English and methods of word-formation
- To understand sentence structure of English

Unit	Sub Unit	Content	Credit								
1		Morphology – 1 The Study of Words Word-formation in English-1: Process of Word-formation The Inflectional morphology of English	1								
2		Morphology – 2 Word-formation in English-2 Derivational Morphology Conversion Compounding Word-formation in English-3 Coining Meaning change	1								
3		Basic Notions of Syntactic Constituency The identification of a syntactic constituent Phrase structure	1								
4		Types of Clauses and Sentences Clause types Sentence types	1								
Assessment & Evaluation	Credit		Internal					External			Total O/o
	Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
								Theory	Practical	Total	
	4	0	5	5	5	5	15	70	0	70	

REFERENCE BOOKS:

- Verma, S. K., and N. Krishnaswamy. *Modern Linguistics: An Introduction*. Delhi: Oxford University Press, 1989
- Lyons, J. *Introduction to Theoretical Linguistics*. Cambridge: CUP, 1968.
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<p style="text-align: center;">M.A.M.Ed.</p> <p style="text-align: center;">Semester-VI</p> <p style="text-align: center;">Paper No: 2612423</p> <p style="text-align: center;">Elective</p>	<p style="text-align: center;">Subject: English Credit: 4</p> <p style="text-align: center;">: Title of the paper:</p> <p style="text-align: center;">African Literature</p>
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Objective of the course:

To understand the History and culture of Africa through literature

Unit	Sub Unit	Content	Credit									
1		A Brief History of African Literature	1									
2		Novels: Chinua Achebe: <i>Things Fall Apart</i> Buchi Emecheta: <i>The Bride Price</i>	1									
3		Drama: Wole Soyinka: <i>A Dance of the Forests</i>	1									
4		Poetry: Chinua Achebe, Ama Ata Aidoo, Wole Soyinka, Noemia De Sousa, Joseph Kanyaku, Dennis Brutus, Christopher Okigbo, Kofi Awoonor Williams, Gabriel Okara, Mabel Segun, Bernard Dadie	1									
Assessment & Evaluation		Credit		Internal					External			Total O/o
		Theory	Practical	Assignment	Project	Seminar	Test	Total	Sem. End Exam			
									Theory	Practical	Total	
		4	0	5	5	5	15	30	70	0	70	

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