Indian Institute of Teacher Education

MAHATMA MANDIR, KH-ROAD, SECTOR-15, GANDHINAGAR

MASTER OF ARTS IN EDUCATION

M.A. (Edu.)

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Regulations for M.A. in Education Programme

Programme and Duration: **M.A. in Education** Programme is of four semesters education programme. It is a master degree programme and entitled 'Master of Arts in Education'. (M.A. Education) This programme is of two years duration and each year comprises 2 semesters. Each semester consists of 20 days of instructions.

Scheme of Instruction:

There will be four semesters and students will have to learn following subjects in three major categories.

1 Core Compulsory

1. Philosophical Foundations of Education-1 & -2
2. Psychological Foundations of Education-1 & -2
3. Methods of Education Research-1 & -2
4. Sociological Foundation of Education-1 & -2
5. ICT in Education
6. Problems in Indian Education
7. Principles and Techniques of Teaching
8. Curriculum Development

2 Core Optional

1. Measurement and Evaluation-1 & -2
2. Guidance and Councelling-1 & -2
3. Teachers Education-1 & -2
4. Educational Management-1 & 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

4 Core Research Studies

Dissertation

Attendance

Every student has to attend a minimum of 75 % of the classes conducted for each course. If a candidate has failed to put in a minimum of 75 % 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.

Medium of Instruction:

The medium of instruction and examination shall be English or Gujarati.

Course Structure of M.A. in Education - Indian Institute of Teacher Education

Table 1 Course Structure for M.A. in Education course (First Semester)

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	50	50	100
2	1	102	Theory	Psychological Foundations of Education-1	4	Compulsory	50	50	100
3	1	103	Theory	Methods of Education Research-1	4	Compulsory	50	50	100
4	1	104	Theory	Principles and Techniques of Teaching	4	Compulsory	50	50	100
5	1	100	Practicum	Preparing Theme Papers and its Presentation	2	Compulsory	100	0	100

Assessment and Evaluation: CCE (Continuous and Comprehensive Evaluation):

There will be continuous and comprehensive evaluation for the M.A. in Education 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:

Scheme of Evaluation:

There are two categories for evaluation:

7.1.1   Internal Evaluation: (50 % of Marks)

Internal evaluation will include assignment, project, seminar and test. The ratio of marks will be 1:1:1:2 for each. There will be written submission for assignment and project and seminar will be group activity and participation of learner will be adjudged 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: (50 % 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.

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

Seminar   10 Marks
Project   10 Marks
Assignment   10 Marks
Test   20 Marks

Total   50 Marks   (Internal Evaluation)

The student is eligible for Total, if there are more than 18 marks in both Internal as well as External Evaluation. So Int ≥ 18

M.A. (Education) First Semester Syllabus

101- Philosophical Foundation of Education-1

Philosophyand Philosophy of Education

1   1.1   (1) nature and scope of philosophy   1
            (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 -leaching process teacher- learning relationship and discipline in Philosophical perspective

Philosophicalismsandeducation

2   2.1   Concept of 'ism' and basic tenets of idealism, pragmatism and Existentialism naturals   1

        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

Indianschoolofphilosophyandeducation   1

3   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.

IndianEducationalandThinkerEducation

4   4.1   (1) Mahatma Gandhi
            (2) Maharshi Arvind
            (3) Ravindranath Tagor
            (4) Pandit Dindayal Upadhyay

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102 Psychological Foundation of Education – 1

Educational psychology & cognitive Development

1	1.1	**Educational Psychology:**	
		Definition of Psychology	
		Concept, Nature and scope of Educational Psychology	1
		Psychology of Instruction: Meaning and its Nature	
	1.2	**Growth and Development**	
		Definition, Meaning & Characteristics of Growth & Development	
		Principles of Development	
		Factors Influencing Development	
	1.3	**Stages of Development**	
		Characteristics of each stage	
		Problems of Adolescence	
		Period	
	1.4	**Piaget's Theory of Cognitive Development**	
		Terminologies : Schema, Cognitive Structure, Reflexes, Organization, Assimilation, Accommodation	
		Stages of Cognitive Development	
		Educational Implications of Cognitive Development	

2	2.1	**Learning and Motivation**	
		Definition and Characteristics of Learning	1
		Gagne's Hierarchy of Learning: Types and Conditions	
	2.2	**Learning Curve**	
		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**	
		Meaning and factors affecting motivation	
		Role of motivation in learning	
		Maslow's self actualization theory	
	2.4	**Transfer of Learning**	
		Theories of transfer of learning	
		Educational implication	

3	3.1	**Learning Theory of Thorndike (Trial & Error)**	
		Puzzle Box Experiment	1
		Laws of Learning and its educational implications	
	3.2	**Pavlov's Classical Conditioning Theory of Learning:**	
		Experiment,	
		Process	
		Findings and Educational Implications	

3.3 **Bandura's Theory of Social Learning**

    Meaning and Essentials of Social Learning

    Bobo Doll Experiment

    Social Learning Process

    Educational Implications

3.4 **Bruner's Theory of Discovery Learning**

    Meaning and types of Concept

    Meaning of Discovery Learning

    Steps and educational implication

4 **4.1** **Hull's Drive Reduction Theory of learning**

    Four Level Learning Theory

    Postulates for Learning

    Educational Implications

4.2 **Tolman's Sign Gestalt Theory of learning**

    Meaning of Sign – Gestalt Theory

    Types of learning

    Laws of Learning

    Educational Implications

4.3 **Information Processing**

    Levels of information

    Model of Information processing

    Educational Implications

4.4 **Constructivism**

    Concept & Characteristics

    Role of teacher in constructivist learning

Educational Implications

Reference Books:

English

Sr.   Title
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.** Agara : 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.** Agara : 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   દેસાઇ, ક. ., સીટ, ભોપતકાર અને .ક શાહ, (૧૯૮૧(mnovEãaink pir-aqa Ane iv-avna. અમદાવાદ િનવિસ"ટ :#થ
        િનમાણ બોડ.
2   કગ્ગા, ન_ ભાઇ, (૨૦૦૭ (i=x8nu& mnoivãan, િન જન સાયકો સૈટટર.. ૨૦જકોટ
3   શાહ ૩ણવત, (૧૯૭૮) A)yyn imma&sa. િન જન સાયકો સૈટટર.. ૨૦જકોટ
4   45લ, સતીષ8કોશ (2010) =Exi8k mnoivãan. આગરા :અ#વાલ 8કોશન.
5   45લ, સતીષ8કોશ. (૨૦૧૨) A)yeta : Sv£p Ane ivkas. Agra : આગરા :અ#વાલ 8કોશન.

Hindi
1   Pathak, P. D. (2009) **ix9a mnoiv)an.** Agra : Agrarwal Publications.
2   Pathak, P. D. (2008) **indeRxn 0v. pr amxR.** Agra: Vinod Pustak Mandir.
3   Sharma, Rakesh & Manisha, Joshi (2011) **Ai2gmktaR ka ivkas 0v. ix9` Ai2gm p/i¢ya.** Agra : Agrarwal Publications.

Indian Institute of Teacher Education

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Subject   Education   Paper No   <u>103</u>   Compulsory/Optional: <u>Compulsory</u>

Title of the Paper   <u>MethodologyofEducationalResearch-1</u>

Credit   <u>2+2</u>   (30+30 Hours)

Objectives: **Student can:-**
1. Explain the meaning, characteristics and steps of research
2. Present various types of researches and sources and library skills
3. Enlist criteria and sources for selection of research problem
4. Explain operational definition, variable and hypothesis
5. Prepare research proposal
6. Develop various types of tools
7. Explain various sampling techniques

Mode of Curriculum Transaction
1. Face to Face Teacher centered transaction
2. Video-Audio, Clippings for concept clarity
3. Group discussion/ Quizzes
4. Assignment / on hand practice
5. Students presentation

Unit	Sub-unit	Content	Credit
1	**1.0**	**CONCEPT OF EDUCATIONAL RESEARCH**	
	1.1	Meaning, characteristics Education Research, Steps of the research process	1
	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**	
	3.1	Psychological Test: (a) types and its uses (b) construction procedure	1
	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	

Jnit	Sub-unit	Content	Credit
		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.	

Reference Books:

English

Sr.	Title
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 Wilev & 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 Wilev & 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 Lawerence (1994) research Methods in Education lon lon Rouletege**

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 Contury Crotts . Inc**

20   **Gall, M.D., Gall, J.P. and borg, W.R. (2007) Educational Research: An Introduction, Coston: Allyn and Bacon**

Gujarati

1   ઉચાટ, ક .એ. અન અ2યો (સ) (૨૦૦૬) શૈ@ણક સશોધનનો સારાશ (૧૯૭૮-૨૦૦૬) રાજકોટ:શિ@ણશાD ભવન, સૌરાFG નિવસિ"ટ

2   Hવેદ , એમ.ક . અન પારખ, બી. . (૧૯૮૮) શિ@ણમા KકડાશાD, અમદાવાદ:

        નિવસિ"ટ #થ નિમાણ બોડ

3   દસાઇ, એચ. . અન દસાઇ,ક.   . (૧૯૯૭) સશોધન પાધિતઓ અન 8વિધઓ,

        અમદાવાદ: નિવસિટ #થ નિમાણ બોડ

4   દસાઇ, એચ. . અન દસાઇ,ક.   . (૧૯૯૪) મનોવૈ○ાનિક માપન, અમદાવાદ:

        નિવસિ"ટ #થ નિમાણ બોડ

5   પટલ આર. એસ. (સ) (૨૦૦૮) એમ.એડ. લPશોધ નિબધના સારાશ: અમદવાદ, જય

        પQલીકશન.

6   મોદ , ક . અન અ2યો (૧૯૯૧) સશોધનોની માRકર , ભાવનગર શિ@ણશાD ભવન, ભાવનગર નિવસિ"ટ

7   શાહ, કદપીકા બી. (૨૦૦૪) શૈ@ણક સશોધન, અમદાવાદ: નિવસિ"ટ #થ નિમાણ બોડ

Indian Institute of Teacher Education

Gandhinagar

| Subject | Education | | Paper No | 104 | Compulsory/Optional | **Compulsory** |

| Title of the Paper | **PRINCIPLES AND TECHNIQUES OF TEACHING** |

| Credit | 2+2 | (30+30 Hours) |

Objectives :

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.

Mode of Curriculum Transaction :

1. Lecture cum Discussion
2. Field visit / Exposure visit
3. Assignment
4. Practical work & Activities
5. Demonstration of audio – visual aids and visualization

Unit	Sub-unit	Content	Credit
1		**Unit - 1 : Instruction : Meaning and concept**	1
	1.1	Meaning of instruction	
	1.2	Instruction as a complex and continuous process	
	1.3	Prerequisites for instruction	
		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	
	1.4	Slogans of instruction	
		From known to unknown	
		From concrete to abstract	
		From simple to complex	
		From indefinite to definite	
		From analysis to synthesis	
		From particular to general	
		Maxims of instruction	
	1.5	Learning by doing	
	1.6	Principle of creating interest	
		Principle of inspiration	
		Correlation with life	
		Correlation with other subjects	

Unit	Sub-unit	Content	Credit
		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	
	1.7	Effectiveness of teaching	
2		**Unit - 2 : Approaches, Methods and Techniques**	1
	2.1	Teachings skills and Techniques	
		Different skills of teaching and their components	
		Integrated use of skills and its importance	
	2.2	Different approaches of instruction	

Different approaches to instruction and their merits and demerits.
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
Constructivist approach

| | 2.3 | Methods of instruction | |

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)

| | 2.5 | Modes and media | |

(Print, Audio-visual media, human interaction, Tele-conferencing, video- conferencing etc.)

3		**Unit – 3 : Planning of Instruction**	1
	3.1	Meaning, Logic and importance	
	3.2	Kinds of planning	
	3.3	Different models of planning	
	3.4	Lesson plan, unit plan and annual plan.	
	3.5	Content analysis and logical sequencing	
	3.6	Formulating instructional objectives	
	3.7	Different domains and their level.	
		(Cognitive domain, Affective domain, Psychomotor domain)	
	3.8	General objectives & specific objectives	
	3.9	Reducing objective to behavioral terms.	
4		**Unit - 4 : Educational Technology in Instruction and Evaluation**	1
	4.1	Knowledge of various software and hardware & their implementation	
	4.2	Media resource centre	
	4.3	Mass-media as source of education	

Unit	Sub-unit	Content	Credit
	4.4	Evaluation: Meaning and importance	
	4.5	Formative and summative evaluation	
	4.6	Continue and comprehensive evaluation	
	4.7	Evaluation through E T	
	4.8	Ways and means of Feedback	

Unit	Sub-unit	Content	Credit

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	Jacobbon, D.; Eggen, P. & Kanchak, D. (1989). Methods for teaching columbus, Merrill Publishing company.
6	Dave Jayendra & others : Adhyayan Adhyapan Pravruti 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. , Bareli, 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.