CHILDREN'S UNIVERSITY, GANDHINAGAR

CHOICE BASED CREDIT SYSTEM (CBCS)
Curriculum
(Effective from – 2020 to onwards)

M. A. Education

DEPARTMENT OF EDUCATION
M.A. Education

About CU

The children of today have to be prepared to become builders of the future, - the future which would be marked by replacement of competitive individualism by the synthesis of individual liberty, collective egalitarianism and universal and spiritual fraternity. The future will be liberated from disabling scepticism and from comforting arrestation of quest of knowledge, and progress will be accelerated by ardent aspirations to realize higher spiritual truths and their manifestation in physical life. The new world of the future will cultivate material life so as to make it prosperous and rich and it will replace poverty wherever it exists by elimination of drudgery, exploitation and slavery and encourage nobility, dignity and continuous empowerment. The children's university will lead the children of today to build a new world of friendliness, mutuality and harmony that transcends all barriers of narrowness and blind conflicts resulting from exclusivism and burden of the past that strives to linger against the pressure of the future of uplifting light and prosperity.

Introduction:

The M.A. (Education) programme is crucial for a prospective teachers and researchers at the pre-doctoral level. The programme is designed to aware the latest trends of education and to build the research capacity of scholars from varied backgrounds and provide a strong orientation in different areas of education. M.A. (Education) programme includes four semesters, in first three semester three courses are compulsory (Core Courses), one Elective and one skill based or Generic or foundation course. In forth semester two core courses and one skill based or Generic or foundation course in addition, Dissertation is included as core component in semester three and four.

Objectives:

The students will be helped to:
- Acquaint the student with various issues, challenges and prospects in the field of education.
- Develop an insight about Indian Education system for better understanding of children's growth and development.
- Reflect on the basic parameters within which the system of school education operates. These are: the learner, the teacher, the teaching-learning process, pedagogy, the school context, the larger societal context, the support systems and various connections and inter connections between these parameters.
- Appreciate that research would help to enhance efficiency, effectiveness, quality and excellence in the system of Education and especially in children's Education.

- Develop an understanding about problems of Education and methodology to explore alternative solutions.
- Develop competency in undertaking leadership in the areas of Children's Education and Teacher Education
- Develop a rational conceptualization of educational research.
- Develop competency in undertaking independent micro and macro level research projects in the priority areas of school education, teacher education and /or in the area of education interdisciplinary.

Rules for the Degree of Master of Arts in Education M.A.(Education):

Eligibility criteria for Admission:

- Any candidate having graduate degree in any discipline (Preferable Education) with at least 45% marks (Open category) and 40% marks (reserve category (only for ST/SC and OBC)) from any recognized University shall be eligible to apply for the course. All the rules and regulations made by the Children's University from time to time shall be applicable to all candidates.

Course Frame Work -M. A. (Education) Table No. 1

Code	SEMESTER –1	Credit
	Core Paper	Credit
MAEduC-101	Research Methodology-I	4
MAEduC-102	Philosophical and Sociological Foundation of Education-I	4
MAEduC-103	Psychological Foundation of Education-I	4
	Elective Course (Any one)	
MAEduE-111	Educational Measurement and Evaluation	4
MAEduE-112	Guidance & Counseling	4
	Skill Development/foundation/Generic course	
MAEduF-121	Yogic Foundations of Education	4
	Total	20
	SEMESTER– 2	
Code	Core Paper	Credit
MAEduC-201	Research Methodology-II	4
MAEduC-202	Philosophical and Sociological Foundations of Education-II	4
MAEduC-203	Psychological Foundation of Education-II	4
	Elective Course (Any one)	
MAEduE-211	Environmental Education	4
MAEduE-212	Statistics for Educational Research	4
	Skill Development/foundation/Generic course	
MAEduF-221	ICT in Education	4
	Total	20
	SEMESTER – 3	
Code	Core Paper	Credit
MAEduC-301	Early Childhood Care Education-I	4
MAEduC-302	Educational Technology	4
MAEduC-303	Education for Inclusion	4
	Elective Course (Any one)	
MAEduE-311	Teacher Education	4
MAEduE-312	Curriculum Development	4
	Skill Development/foundation/Generic course	
MAEduF-321	Communication Skill	4
	Total	20
	SEMESTER – 4	
Code	Core Paper	Credit
MAEduC-401	Early Childhood Care Education-II	4
MAEduC-402	Educational Management	4
	Skill Development/foundation/Generic course	
MAEduF-421	Value Education	4
	Part II (Practical)	
MAEduPW-501	Dissertation	4
MAEduPW-502	Synopsis Presentation	2
MAEduPW-503	Final Dissertation Viva Voce	2
	Total	20

Frame Work :

The course frame work is described using the following key:

MAEdu:- M.A. (Education)C-Core course E-Elective course F – Foundation Course PW- Practical Work

Evaluation of The M.A. Programme

Table No. 3

Head of Passing	Internal Marks	Course – end Examination (External marks)	Total Marks
Part-I			
MAEduC-101	50	50	100
MAEduC-102	50	50	100
MAEduC-103	50	50	100
MAEduE-111	50	50	100
MAEduE-112	50	50	100
MAEduF-121	50	50	100
MAEduC-201	50	50	100
MAEduC-202	50	50	100
MAEduC-203	50	50	100
MAEduE-211	50	50	100
MAEduE-212	50	50	100
MAEduF-221	50	50	100
MAEduC-301	50	50	100
MAEduC-302	50	50	100
MAEduC-303	50	50	100
MAEduE-311	50	50	100
MAEduE-312	50	50	100
MAEduF-321	50	50	100
MAEduC-401	50	50	100
MAEduC-402	50	50	100
MAEduF-421	50	50	100
		Total (Part I)	1800
Part-II			
MAEduPW-501 Dissertation	By External Examiner	100	100
	By Dissertation Guide	100	
MAEduPW-502 Final Dissertation Seminar	Average of M.A. Internal Examiner		50
MAEduPW-503 Viva –voce Test	By External Examiner	50	50
	By Dissertation Guide	50	
		Total (Part II)	200
		Total Grade Points (Part I +II)	2000

<u>Part- I Theory</u>

The performance of the candidate shall be evaluated into two parts.
1) 50% of marks: Theory papers examination conducted by the University.
2) 50% of marks : Internal assessment by way of continuous evaluation for each theory course by selecting a minimum of three from the following each shall contain 10 marks and 20 marks of internal test i.e. altogether 50 marks of internal assessment:-

Table no. 4

1. Term Paper	2.Extension work	3. Poster Presentation
4.Project Based Learning	5.Journal/Lecture/Library notes	6. Field Work
7.Seminar Presentation	8.Research Paper Writing	9. Short Quizzes
10. Panel discussion	11. Assignments	12. Group discussion

1) The respective course in charges will give the assessment plan at the commencement of the year to the course coordinator/HOD.
2) The entire record of the assessment (question paper, marking scheme, mark lists,activity description etc.) will be maintained by the course in-charge and submitted to the course coordinator/HOD at the end of the term.

Part II - Project Work

i) Evaluation of Dissertation :

Candidates shall submit the dissertation to the M.A. Coordinator/HOD through their respective supervisors at the end of the academic year, which shall be evaluated by internal examiner (Supervisor) and one external examiner appointed by the University from a panel of examiners approved by BOS and selected by HOD. The examiners who value the dissertation shall report on the merit of the candidate as "accepted" or "revised and resubmitted" or "rejected". If one examiner accepts the dissertation and the other examiner does not accept, the dissertation may be referred to third examiner and the third evaluation shall be final. The dissertation will be evaluated by the dissertation guide and external referee separately for 100 marks each using Dissertation Assessment Scale along with a qualitative report.

A M.A. student shall submit the university four copies of the dissertation (with a soft copy) by the end of the academic year/second semester.

ii) Evaluation of Final Seminar:

This advanced final seminar will be a pre-submission viva-voce based on the dissertation work done by the student. Following scoring key will be used for evaluation.

Scoring Key :

Sr. No	Criteria of Evaluation	Marks
1	Research work (Data collection tool, Data analysis, Methodology)	15
2	Presentation	10
3	Defense	10
4	Use of technology	10
5	Overall Impression as an investigator/researcher	05
	Total	50

This seminar will be presented before the committee comprising of the following:
1) Chairperson:-Course Coordinator/HOD
2) Expert :- Recognized Research guide of the Children's University
3) Guide :- Research Guide (Internal)

iii) Evaluation of viva-voce :

The viva-voce will be organized at the Department after receiving the 'accepted' report from both the Internal and External referees appointed by the University authorities.

The evaluation of the viva-voce will be done by a committee consisting of the following members:
1) Head of the Department /Principal- Chairman
2) And or Course Coordinator
3) Guide
4) Recognized research Guide to be nominated by the HOD.

The following scoring key will be used for evaluation the Guide and the nominated referee.

Sr. No	Criteria of Evaluation	Marks
1	Research work (Data collection tool, Data analysis, Methodology)	15
2	Presentation	10
3	Defense	10
4	Use of technology	10
5	Overall Impression as an investigator/researcher	05
	Total	50

Disposal of the copies of Dissertation :

After the declaration of the M.A. result, out of four copies(with soft copy) of the dissertation submitted by the student, one will be returned to the student, one will be retained by Department, one will be given to the Library and one will be given to the Dissertation Supervisor.

SEMESTER 1

DETAILED SYLLABUS of M. A. EDUCATION
FIRST SEMESTER

| MAEduC-101   RESEARCH METHODOLOGY – I |

COURSE OBJECTIVES:

The students will be able to:-
- Explain the methods of acquiring scientific knowledge through experience and reasoning
- Define meaning, nature, scope and purposes of Educational Research
- Describe the emerging trends in Educational Research
- Illustrate meaning, criteria and sources for identifying the research problems
- Describe the importune and various sources of review of related literature and hypothesis
- Explain the types, tools and techniques of collection of data

UNIT	COURSE CONTENTS	Credit
1	Basics of Research Methodology	1
1.1	Meaning, Scope and Purpose of Research and Educational Research	
1.2	Characteristics of Research and Types of Research	
1.3	Research Process, Scope and Areas of Educational Research	
1.4	Research Ethics	
2	Review of Related Literature	1
2.1	Meaning of Review of Related Literature and Reference Literature	
2.2	Steps of Review of Related Literature	
2.3	Report writing of Review of Related Literature	
2.4	Library skill and Online Review	
3	Hypotheses and Variables	1
3.1	Selection of Research Problem	
3.2	Hypothesis and Research Questions,	
3.3	Objectives and Variables	
3.4	Steps of Research Proposal	
4	Tools and Techniques	1
4.1	Meaning and Types of Research Tool	
4.2	Types of data: Quantitative and qualitative	
4.3	Tools: Questionnaire, Rating Scale, Checklist	
4.4	Techniques: Interview, Observation, Sociometry	

References :
1.   Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Normal, Kurukshetra

2.   Best, john W. and Kahn James V (1995), Research in Education, prentice Hall, New Delhi
3.   Burns, R.B. (1991), Introduction to research in education, prentice Hall, New Delhi
4.   Kerlinger, F.N. (1973), foundation of Behavioral Research, Holt, Rinehart and Winston, New York
5.   Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
6.   McMillan, James H. and Schumarcher, S. (1989), research on Education: A
7.   conceptual Introduction, Harper and Collins, New York
8.   Mouly, A.J. (1963), the Science of Educational Research, Eurasia, New Delhi
9.   Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative
10.   Approaches , Allyn and Bacon, Boston
11.   Van Dalen, D.B.(1962), Understanding Educational research, Mc Graw Hill , New York
12.   Young, P.V. (1960), Scientific Social Surveys and research, prentice hall, New Delhi
13.   Miller, D.C. & Salkind , N.J. (2002) Handbook of Research Design and Social
14.   Measurement , Sage Publications , London
15.   Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.

ગુજરાતી સંદર્ભો:–

16.   ઉવાટ. ડી.એ. (૨૦૧૨) . બીજી આવૃતિ. શિક્ષણ ઍને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પધ્ધતિશાસ્ત્ર. રાજકોટ: પારશ પ્રકાશન.
17.   શાહ. એચ. ટી. (૨૦૧૩). શૈક્ષણિક સંશોધનના ઉપકરણો અને પ્રવિધિઓ. અમદાવાદ : અક્ષર પબ્લિકેશન.
18.   શુકલ. એસ. એસ. (૨૦૧૭). ત્રીજી આવૃતિ. સંશોધન પધ્ધતિ પાથેય. અમદાવાદ : ક્ષિતિ પબ્લિકેશન.
19.   આચાર્ય. એમ. (૨૦૧૭). શિક્ષણમાં સંશોધનનું પધ્ધતિશાસ્ત્ર. અમદાવાદ : અક્ષર પબ્લિકેશન
20.   શુકલ. એસ. પી. (૨૦૧૪). ત્રીજી આવૃતિ. સંશોધન પધ્ધતિ પાથેય. અમદાવાદ : ક્ષિતિ પબ્લિકેશન.
21.   ડી.એ.ઉવાટ (૨૦૧૨). દ્વિતિય આવૃતિ શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પધ્ધતિશાસ્ત્ર : રાજકોટ : પારસ પ્રકાશન
22.   ઢીલા. બી.ડી. (૨૦૧૩). પ્રથમ આવૃતિ. સંશોધન પધ્ધતિ, અમદાવાદ : અક્ષર પબ્લિકેશન.
23.   શાહ ડી.બી. (૨૦૦૯). શૈક્ષણિક સંશોધન (દિશા દર્શન). અમદાવાદ : પ્રમુખ પ્રકાશન
24.   ઝા.એ.એસ. (૨૦૧૦). શૈક્ષણિક સંશોધન. આગ્રા : અગ્રવાલ પબ્લિકેશન
25.   દંતાણી કે.કે. અને ડૉ. દિવાન . આર .કે. (૨૦૧૭) . પ્રથમ આવૃતિ શિક્ષણ અને સંશોધન અભિયોગ્યતા . અમદાવાદ : અક્ષર પબ્લિકેશન
26.   દેસાઇ. આર.એન. અને જાની બી .બી. (૨૦૧૬) . ક્રિયાત્મક સંશોધનની ઇષ્ટ્તમ પધ્ધતિઓ દ્વિતિય આવૃતિ અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
27.   વ્યાસ સી. પી. (૨૦૦૧). બીજી આવૃતિ. સાહિત્ય સંશોધનની પધ્ધતિ અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
28.   દેસાઇ એચ. જ. અને દેસાઇ કે. જ. (૨૦૧૩). આઠમી આવૃતિ. સંશોધન પધ્ધતિ અને પ્રવિધિઓ : અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
29.   ઉવાટ ડી.એ. (૨૦૧૭). પ્રથમ આવૃતિ. અધિવિશ્લેષણ : સંશોધનોથી એક ડગલું આગળ રાજકોટ : પારસ પ્રકાશન

MAEduC-102   PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION- I

COURSE OBJECTIVES:

The students will be able to:

- Explain meaning and concept of education
- understand the criteria for the process of education
- understand relationship between philosophy and education and their functions
- understand the basic concepts of various western schools of philosophies in context of philosophical domains.
- explain the relation between society and education.
- understand the process of social change and the role of education in the process of change

UNIT	COURSE CONTENTS	Credit
1	Introduction to Education as Discipline	1
1.1	Meaning and Concept of Education	
1.2	Criteria for process of Education	
1.3	Aims and objectives of Education	
1.4	Introduction to some Important terms: Formal Education, Non formal Education, Schooling, Indoctrination, Instruction, Teaching, Training, Informal Education, Lifelong Education	
2	Introduction to Philosophy of Education	1
2.1	Relationship Between Education and Philosophy	
2.2	Meaning, Nature and Scope of Philosophy of Education	
2.3	Functions of Philosophy of Education	
2.4	Aims of Education in Relation to Philosophy of Life	
3	Education and Society	1
3.1	Meaning and Concept of Society	
3.2	Relation of Individual and Society in Contemporary Indian Society	
3.3	Characteristics of Modern and Ancient Indian Society	
3.4	Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.	
4	Basic Social Concepts and their relation to understand the process of Education	1
4.1	Concept of sociology of Education	
4.2	Concept of Culture and Civilization: Characteristics of Indian Culture	
4.3	Social stratification, Social Mobility and Social Class: Meaning and Implications	
4.4	Processes of Socialization, Enculturation and Acculturation	

References :

1. Broudy, H.S (1977) Building a Philosophy of Education, New York: Kringer.
2. Brubacher, John S. (1969) Modern Philosphies of Education, New Delhi: TataMcGraw Hill.
3. Chandra, S.S; Sharma, R.K (2004) Principles of Education, New Delhi: AtlanticPublishers and Distributors.
4. Hiriyana, M (1995) The Essentials of Indian Philosophy, Delhi: Motilal BanarsidasPublishers Pvt. Ltd.
5. Pandey, K.P. (1983) Perspective in Social Foundations of Education, Ghaziabad:Amitash Prakashan.
6. Pandey, R.S. (1982) An Introduction to Major Philosophies of Education, Agra:Vinod Pustak Mandir.
7. Sodhi, T.S.& Suri, Aruna (1998) Philosophical and Sociological Foundations ofEducation, Patiala: Bawa Publication.
8. Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations ofEducation, Meerut: Surya Publication.
9. Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra CapitalPublishers.
10. Gore, M.S. (1984) Education and Modernization in India, Rawat Publishers,Jaipur
11. Kamat, A.R. (1985) Education and Social Change in India, Bombay SamaiyaPublishing Co.,
12. M.H.R.D. (1990) Towards an Enlightened and Human Society. Department ofEducation, New Delhi
13. Pandey, K.P.(1983) Perspective in Social Foundations of Education, AmitaPrakashan, Gaziabad
14. Saxena, S.((2001) Philosophical and Sociological Foundations of Education,Meerut: Surya publications.
15. Singh, B.N.(2005) Education: Social Change and Economic Development, Jaipur:RBSA Publishers.

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16. કાટદરે ઈન્દુમતી (અનુ.) (૧૯૯૧) ભારતીય શિક્ષણના મૂળતત્વો. અમદાવાદ : સંસ્કાર ગુર્જરી પ્રકાશન
17. જોશી હરિપ્રસાદ (૨૦૦૦). પ્રથમ આવૃતિ. શૈક્ષણિક તત્વજ્ઞાન. રાજકોટ:
18. ઝવેરી મહેન્દ્ર કૃષ્ણાલાલ (૧૯૭૭) સામાજિક પરિવર્તન અમદાવાદ : ગુજરાત યુનિવર્સિટી
19. પરમાર ગણેશ (૨૦૦૭) શિક્ષણની સમાજશાસ્ત્રીય આધારશિલાઓ. અમદાવાદ : અક્ષર પબ્લિકેશન
20. પંડ્યા કુલીન (૧૯૭૬) પ્રથમ આવૃત્તિ. તાત્વિક વિચારધારાઓ અને શિક્ષણ. અમદાવાદ. બાલગોવિંદ પ્રકાશન
21. ભટ્ટ એમ કે. (૧૯૮૫) શ્રી અરવિંદનું તત્વજ્ઞાન. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
22. ભાણદેવ (૧૯૯૮) ઉપનિષદવિદ્યા. રાજકોટ : પ્રવીણ પ્રકાશન
23. ત્રિવેદી આર.એસ. અને જે. કે દવે (૧૯૮૮) ગાંધી શિક્ષણ વિચાર. વલ્લભ વિદ્યાનગર : સરદાર પટેલ યુનિવર્સિટી
24. રાવલ નટુભાઈ (૨૦૦૩) વિકાસમાન ભારતીય સમાજમાં શિક્ષક અમદાવાદ : નીરવ પ્રકાશન
25. વ્યાસ કે.સી. (૧૯૯૧)દ્વિતીય આવૃત્તિ કેળવણીના સામાજિક પાયા, અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
26. શાસ્ત્રી જયેન્દ્ર દવે (૧૯૮૩) ચતુર્થ આવૃત્તિ. કેળવણીના તાત્વિક આધારો. અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
27. શાહ ગુણવંત (૧૯૬૫) છઠ્ઠી આવૃત્તિ. શિક્ષણ દર્શન. અમદાવાદ. બી.એસ. શાહ પ્રકાશન
28. શાસ્ત્રી જયેન્દ્ર દવે (૧૯૮૬) ચતુર્થ આવૃત્તિ. ભારતીય ચિંતકોનું શિક્ષણચિંતન. અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
29. શાસ્ત્રી જયેન્દ્ર દવે (૧૯૮૩) ચતુર્થ આવૃત્તિ. શિક્ષણ ચિંતકોનું શિક્ષણદર્શન. અમદાવાદ. બી.એસ. શાહ પ્રકાશન
30. શાહ બુદ્ધિચંદ્ર અને શાહ કૌશલ્યા (૧૯૮૭) શિક્ષણનું સમાજશાસ્ત્ર અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

MAEduC-103   PSYCHOLOGICAL FOUNDATION OF EDUCATION - I

COURSE OBJECTIVES:

The Students will be able to

- Define Concept and role of education psychology
- Understand Students growth and development
- Illustrate Changes during Phases of development
- Describe learning types and conditions of learning
- Describe hierarchy of learning

UNIT	COURSE CONTENTS	Credit
1	Introduction to Educational Psychology	1
1.1	Meaning and Definition of psychology and education psychology	
1.2	Concept of Educational psychology	
1.3	Field of Educational psychology	
1.4	Role of Educational Psychology in education	
2	Growth and Development	1
1.1	Definition and Meaning of Growth and Development	
1.2	Relation between Growth and Development	
1.3	Characteristic of Growth and Development	
1.4	Principles of Development and Factors affecting development	
3	Phases of Development	1
1.1	Toddler Phase : Characteristic and Educational Implications	
1.2	Post Toddler Phase : Characteristic and Educational Implications	
1.3	Teen Age : Characteristic and Education Implications	
1.4	Teen Age Problems	
4	Learning	1
1.1	Meaning of Learning	
1.2	Characteristic of Learning	
1.3	Gagne's Hierarchy of Learning Types	
1.4	Gagne's Condition of Learning	

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DETAILED SYLLABUS of M. A. EDUCATION

FIRST SEMESTER

MAEduE-111EDUCATIONAL MEASUREMENT AND EVALUATION

COURSE OBJECTIVES:

The students will be able to:

- Understandtheconcept of measurement evaluation and examination
- Understand process of evaluation
- Method of constructing good test
- Produce various types of tests
- Understand different types of tools for evaluation

UNIT	COURSE CONTENTS	Credit
1	Introduction of Measurement and Evaluation	1
1.1	Concept of Examination, Evaluation and Measurement	
1.2	Importance of Evaluation	
1.3	Comparison between Evaluation and Measurement	
1.4	Examination in current scenario	
2	Process of Evaluation	1
1.1	Component of Process of Evaluation Educational Objectives Curriculum and Teaching Learning Evaluation Test	
1.2	Test Construction: Criteria of good test	
1.3	Blue Print	
1.4	Common Principles of Test paper construction	
3	Evaluation Test	1
1.1	Teacher made test	
1.2	Diagnostic Test	
1.3	Standardized Test	
1.4	Criterion Reference Test	
4	Tools of Evaluation	1
1.1	Rating Scale	
1.2	Check List	
1.3	Questionnaire	
1.4	Anecdotal Record	

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MAEduE-112GUIDANCE AND COUNSELLING

COURSE OBJECTIVES:

The Students will be able to:

- Understand the concept ofcounseling
- Understand the process and strategies for effectivecounseling.
- Learn the various techniques and skills required for effectivecounseling.
- Understand about the qualities and competencies for an effectivecounselor.
- Understand the psychological approaches ofcounselling.

UNIT	COURSE CONTENTS	Credit
1	Introduction to Guidance Process	1
1.1	ConceptandDefinitionofGuidance	
1.2	ObjectivesofGuidanceatSchoolLevel	
1.3	BasicAssumptionofGuidance	
1.4	NeedforGuidanceforatSchoolLevel	
2	Types and Principle of Guidance	1
2.1	TypesofGuidance:Educational,VocationalandPersonal	
2.2	Principles of Guidance according to Crow and Crow and its application in theclassroomlearning	
2.3	DifferencebetweenGuidanceandCounseling	
2.4	RoleofteacherinGuidance	
3	Fundamentals of Counseling	1
3.1	ConceptandDefinitionsandCharacteristicsofCounseling	
3.2	BasicassumptionsandPrinciplesofCounseling	
3.3	Types of Counseling Approaches(Directive, Non-Directive and Eclectic) of Counseling	
3.4	RoleandcharacteristicsofgoodCounselor	
4	Counseling: Process, Techniques and Skills	1
4.1	StepsofEffectiveCounselingProcess	
4.2	FactorseffectingCounselingProcess	
4.3	Introductory techniques, Non-verbal Communication, Attentive Behaviors,AcceptanceTechnique	
4.4	Reflective techniques, Interpretation Techniques, Directive techniques, Questioningtechniques	

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23. દેસાઈ,કૃ.ગો. (૧૯૮૨) શૈક્ષણિક અને વ્યાવસાયિક માર્ગદર્શનની પ્રવિધિઓ.: અનુસ્નાતક કક્ષા : અમદાવાદ , યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
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25. સિંહ હરિશંકર (૨૦૦૮). કારકિર્દી માર્ગદર્શન અને સલાહ, આગ્રા : અગ્રવાલ પબ્લિકેશન.
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DETAILED SYLLABUS of M. A. (EDUCATION)
FIRST SEMESTER

MAEduF-121 YOGIC FOUNDATION OF EDUCATION

COURSE OBJECTIVES:

The students will be able to:

- know about yog.
- understand the importance of yog in life.
- get acquainted with Ashtanga Yog.
- understand the relationship between health and yog.
- understand the relationship between personality development and yog.
- know the relationship between the teaching learning process and yog.
- Adopt the principles and rules of yog for better health in life.

UNIT	COURSE CONTENT	Credit
1	Introduction of Yog	1
1.1	Meaning and Concept of Yog	
1.2	Importance of Yog in life	
1.3	Routine and Yogic practices	
1.4	Present status of Yog	
1.5	Social importance of yog	
1.6	Development of Yog	
2	Introduction of Ashtang Yog	1
2.1	Purification – Introduction and its relation with health	
2.2	Yam – Niyam : importance in personal and social life	
2.3	Aasan – Pranayam : introduction, method and advantage	
2.4	Dharana, Meditation and Samadhi - introduction, method and advantage	
2.5	Present method of meditation – vipsyna, samrpandhyan and ishadhyan	
2.6	Types of Yog – Rajyog, Karmyog, Bhktiyog, Gyanyog, Hathyog, layyog etc.	
3	Corelation between Yog and Education	1
3.1	Corelation between Yog and Education – Yog as a base of Education, Man, Buddhi, Smruti	
3.2	Yog and Psychology	
3.3	Yog and Personality Development – Panchkoshtmak Development and Individualized to Holistic	
3.4	Gyanarjan(learning) process	
3.5	Yog in Global perspective – Vishvabandhutv ,Environment, Sustainable	

	development and yog	
3.6	Management of Yog Education in Educational Institute :Yog classroom, Place of Yog in Time Table, Place of Yog in Exam	
3.7	Role of Yog Teacher in Educational institute	
3.8	Activities for creating an atmosphere of yoga in educational institutions	
4	Health and yoga; Introduction to Yogis and Yoga Research Centers	1
4.1	Health Science – Exercise, diet, sleep, work and rest, pleasure Rutucharya – Health consciousness according to six season	
4.2	Common diseases and remedies – cough, fever, diarrhea, headache, body tingling, skin diseases,	
4.3	Mental Illness and Yogic Psychiatry	
4.4	Introduction of yogies – life and yog related thoughts (Maharshi Aurobind, Vivekanand, Raman Maharshi, Dayanand Saraswati, pranavanand)	
4.5	Introduction of yog research center and places of yog Education	
4.6	Introduction of institute related to expansion of yog and govt. planning	

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2. ભાણદેવજી , યોગવિદ્યા, પ્રવીણ પ્રકાશન, રાજકોટ

3. ભાણદેવજી , યોગ મટાડે મનના રોગ , પ્રવીણ પ્રકાશન, રાજકોટ

4. શર્માએન.પી. (૨૦૦૫) સ્વાસ્થ્યશિક્ષા, ખેલસાહિત્યકેંદ્ર,નઈદિલ્લી.

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6. સ્વામી આત્માનંદ, જીવનયોગ, ગુર્જરગ્રંથ કાર્યાલય, ગાંધીમાર્ગ અમદાવાદ.

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SEMESTER 2

DETAILED SYLLABUS of M. A. (EDUCATION)
SECOND SEMESTER

MAEduC-201   RESEARCH METHODOLOGY – II

COURSE OBJECTIVES:

The students will be able to:-
- Define concept of sample and population and steps and types of sampling
- Write a critical note on major approaches and methods of research
- Explain the new horizons of educational research
- Define the concept of Qualitative Research, its methods and its tools.
- Illustrate the process of Qualitative Research
- Describe the writing of research report and evaluation of research report
- Describe triangulation and role of various stake holders

UNIT	COURSE CONTENT	Credit
1	Population and Sample	1
1.1	Concept of Population and Sample	
1.2	Steps and Characteristics of a good sample	
1.3	Various methods of sampling: Probability and Non-probability	
1.4	Sampling errors and how to reduce them.	
2	Research Methods	1
2.1	Research Methods: Concept and Various Methods	
2.2	Historical Research Method	
2.3	Survey Research Method	
2.4	Experimental Research Method	
3	Qualitative and Quantitative Research	1
3.1	Concept of Qualitative Research, Problem Statement in Qualitative Research	
3.2	Methods of Qualitative Research	
3.3	Important Tools of Qualitative Research	
3.4	Analysis, Interpretation and Standardization in Qualitative Research	
4	Research Report Writing	1
4.1	Format of Research Report, Writing Style of Research Report	
4.2	Triangulation, Role of Student, Guide and University in Ph.D. Study	
4.3	Presentation of Preliminary and Base material	
4.4	Reference and Bibliography	

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DETAILED SYLLABUS of M. A. (EDUCATION)
SECOND SEMESTER

MAEduC-202	PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION – II

COURSE OBJECTIVES:

The students will be able to:-
- understand the central ideas of ancient Indian wisdom in context of their implications on education.
- understand the basic philosophical ideas of various Indian thinkers and their educational implications.
- define concept and nature of values and correlated ideas of value education
- describe various characteristics of Indian society.
- understand basic terminologies related with the sociology of education.

UNIT	COURSE CONTENT	Credit
1	Indian Thinkers and their impact on Indian Education	1
1.1	Mahatma Gandhi	
1.2	Maharshi Arvind	
1.3	Rabindranath Tagore	
1.4	Swami Vivekanand	
2	Introduction to various schools of thinking in context of Education	1
2.1	Metaphysics, epistemology and axiology as the bases of education.	

2.2	Study of following schools of philosophy in concerns of metaphysical, epistemological and axiological understands and its educational implications.
	    a. Idealism
	    b. Naturalism
	    c. Pragmatism
	    d. Existentialism	

3	Education and Social Change	1
3.1	Social Change Meaning and Concept	
3.2	Various factors effecting Social Change	
3.3	Role of Education in social Change	
3.4	Role of School and Teacher in Social change	
4	Education for Developing Indian Society	1
4.1	Understanding contemporary Indian Society with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child.	
4.2	Some Important Concept to understand the process of change in Indian Society: Industrialization, Modernization, Liberalization, Globalization, Privatization	
4.3	Education for Secularism	
4.4	Education and Democracy	

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DETAILED SYLLABUS of M. A. (EDUCATION)
SECOND SEMESTER

MAEduC-203   PSYCHOLOGICAL FOUNDATIONS OF EDUCATION- II

COURSE OBJECTIVES:

The students will be able to:-

- Explain the learning curve and its type
- Define meaning of learning acceleration
- Describe types of adjustment
- Explain meaning and causes of maladjustment
- Explain concept, nature and component of motivation and its educational implications
- Explain theories of motivation

UNIT	COURSE CONTENT	Credit
1	Learning Curve	1
1.1	Meaning of Learning Curve	
1.2	Meaning of Learning Acceleration	
1.3	Types and Characteristic of learning curve	
1.4	Plateaus in learning Curve	
2	Personality : Principles	1
2.1	Basic of Freud's Principle	
2.2	Components of Personality and stages of personality	
2.3	Jung's theory of personality	
2.4	Personality characteristics according to Jung	
3	Adjustment	1
3.1	Meaning and characteristics of Adjustment	
3.2	Norms for Good adjustment and characteristics of person with good adjustment	
3.3	Maladjusted behaviour and causes	
3.4	Frustration, Conflict and Defence mechanism	
4	Motivation	1
4.1	Meaning and Concept of motivation	
4.2	Nature of Motivation, Components of Motivation	
4.3	Role of Motivation in learning	
4.4	Theories of Motivation	

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DETAILED SYLLABUS of M. A. (EDUCATION)
SECOND SEMESTER

MAEduE -211   ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES:

The students will be able to:
- Know the concept and importance of Environment Education.
- Know about Bio-diversity.
- Know the responsibility of school and teachers in environment conservation.
- Apply knowledge about problem and remedies about pollution.
- Know about Energy and Energy Sources.

UNIT	COURSE CONTENT	Credit
1	Concept of Environmental Education	1
1.1	Meaning, concept, nature and importance of Environment	
1.2	Historical Aspect of Environment Education, Definition, concept, importance, Aims and Objectives, Scope	
1.3	Maintenance of Natural Sources: Water, Soil, Air and forest	
2	Bio-Diversity and conservation of Environment	1
2.1	Bio-Diversity – concept, relationship with environment, importance, challenges and Remedies, Gujarat Level govt. institute working in Biodiversity	
2.2	Environment Education Curriculum (objectives at Primary-Secondary level, incorporate points in curriculum and integration with another subject)	
2.3	Role of School in environment conservation	
2.4	Name and function of govt. and self – finance institute working in the pollution conservation	
3	Problems and remedies about pollution	1
3.1	Water pollution, air pollution	
3.2	Soil pollution, Marian pollution	
3.3	Noise pollution and other pollution	
3.4	Different natural and human or man-made disasters	
4	Energy and Energy Sources	1
4.1	Recoverable and inaccessible energy and energy sources	
4.2	Regulation of inaccessible energy sources	
4.3	Polices related to environment	
4.4	Environment and health	
4.5	Indian culture and environment	

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DETAILED SYLLABUS of M. A. (EDUCATION)

MAEduE-212   STATISTICS FOR EDUCATIONAL RESEARCH

COURSE OBJECTIVES:
  The students will be able to:-
- understandthemeaning and importance of educational statistics.
- calculate measures of central tendency
- understand about measurement of dispersion
- understand types of hypothesis and error in hypothesis testing
- identify various statistical methods for hypothesis testing

UNIT	COURSE CONTENT	Credit
1	Fundamentals of Educational Statistics	1
1.1	Educational Statistics- Meaning and importance	
1.2	Statistical Terminologies	
1.3	Frequency Distribution	
1.4	Cumulative Frequency	
2	Measures of Central Tendency	1
2.1	Measures of Central Tendency- Meaning and characteristics	
2.2	Mean : Meaning and Calculation for Row score and the frequency score (by any method)	
2.3	Median : Meaning and Calculation for Row score and the frequency score (by any method)	
2.4	Mode : Meaning and Calculation	
3	Measures of Dispersion (by any Method)	1
3.1	Measures of Dispersion :- Meaning	
3.2	Range :- Application and Calculation	
3.3	Standard Deviation : Definition and calculation	
3.4	Quartile :- Definition and calculation	
4	Statistics for Hypothesis testing	1
4.1	Null Hypothesis : Meaning and relation with alternative hypothesis	
4.2	Level of significance, Type 1 and Type 2 Error , One tailed and two Tailed test	
4.3	t test(Critical ration) :- Concept	
4.4	Chi Square test : Concept, Conditions for Chi Square test, Degree of freedom and use	

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DETAILED SYLLABUS of M. A. (EDUCATION)
SECOND SEMESTER

MAEduF-221   ICT IN EDUCATION

COURSE OBJECTIVES:

The students will be able to :
- Understand the use of ICT.
- Know about network in detail.
- Understand about uses of Social networking sites in Education.
- Understand about concept of E – Schooling.
- Know about conceptual framework of E-Learning.
- Apply knowledge about E – learning in teaching-learning process.
- Know about importance of multi media approaches to teaching – learning.

UNIT	COURSE CONTENT	Credit
1	ICT Introduction	
1.1	Meaning, Concept – information, technology, communication, ICT	1
1.2	Modern technologies used in ICT and its Limitations	
1.3	Advantages of ICT and Educational implications of ICT	
1.4	Computer, concept, structure, Functioning Input and Output Devices	
2	Different Types of Network LAN, MAN, WAN	1
2.1	Structure, Need and criteria for classification of Computer Network	
2.2	Network Topologies and Types of Network	
2.3	Internet, E-mail, WWW, Website	
2.4	Browser and search engine and use of social networking sites in Education	
3	E – School and E- Learning	1
3.1	Meaning and Nature of E – Schooling	
3.2	Features and Limitations of E – School System	
3.3	Meaning, aspect and conceptual framework of E- Learning	
3.4	Features, strength and Pedagogical Perspective of E – Learning	
4	Multi Media approach to Teaching Learning	1
4.1	Need, importance and Principles for the selection and Use of Multimedia	
4.2	Multimedia Approach in Teaching- Leaning Techniques	
4.3	Types of Media: Print and Non-Print Media	
4.4	Steps of prepare multimedia presentation	

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SEMESTER 3

DETAILED SYLLABUS of M. A. (EDUCATION)
THIRD SEMESTER

MAEduC-301   EDUCATION FOR INCLUSION

COURSE OBJECTIVES:

The students will be able to:-
- Explain the meaning and characteristics of inclusive education
- Describe Need and Importance of Inclusive School
- Describe Provisions of Right to Education Act, Serva Siksha Abhiyan etc. for inclusive education
- Illustrate Structure of Inclusive school
- Define Inclusive, Integrated and Special Education

UNIT	COURSE CONTENT	Credit
1	Inclusive Education and School	1
1.1	Meaning and Characteristics of Inclusive Education	
1.2	Need and Importance of Inclusive School	
1.3	Advantages and Essential of Inclusive School	
1.4	Limitations of Inclusive School	
2	Structure of Inclusive school	1
2.1	Inclusive Education: Its Development	
2.2	Professional Environment for Inclusive Education	
2.3	Role of Teacher in Inclusive Education	
2.4	Skills needed in Inclusive Teacher	
3	Inclusive, Integrated and Special Education	1
3.1	Meaning of Integrated and Special Education	
3.2	Characteristics of Integrated and Special Education	
3.3	Children's Having Special Educational Needs	
3.4	Inclusive, Integrated and Special Education: Differences	
4	Some Polices for Inclusive Education	1
4.1	Right To Education Act : its Provisions	
4.2	Policy Perspective of Serva Siksha Abhiyan	
4.3	Provisions of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	
4.4	Counselling of Children's with Speical Needs and its Steps	

DETAILED SYLLABUS of M. A. (EDUCATION)
THIRD SEMESTER

MAEduC-302   EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES :

The students will be able to :

- Understand the nature and scope of educational technology and also about the various forms of technology
- Establish relationship between learning theories and educational technology
- Know the instructional design and modes of development of self - learning material.
- Know the different models of teaching.
- Develop basic skills in the production of different types of instructional material.
- Know the recent innovation and future perspectives of educational technology.
- Familiarize with evaluation techniques

UNIT	COURSE CONTENT	Credit
1	Meaning and Scope of Educational Technology	1
1.1	Meaning and Concept of Educational Technology	
1.2	Nature, Scope and Significance of Educational Technology;	
1.3	Components of Educational Technology Hardware and Software; System approach in Educational Technology.	
1.4	Educational Technology and Instructional Technology.	
2	Communication Technology	1
2.1	Communication Process: Concept, nature, process, type, Principle for effective communication process.	
2.2	Modes and Barriers of communication, Classroom communication (interaction verbal and non-verbal) and Mass media approach	
2.3	Uses of Communication Technology in Teaching – Videotape, Radio-Vision, Tele conferencing, Video Conferencing, CCTV, INSAT, and problems of introducing new technologies in the Indian context	
2.4	Resources centers for Educational Technology – CIET, UGC, Open sources (MOOC), Blended Learning, State ET Cell, AVRC, EMRC, NIST –their activity for the improvement of learning processes.	
3	Models of Teaching	1
3.1	Meaning, Definition, Characteristics and Basic Assumptions	
3.2	Types and Element of Teaching model	
3.3	Enquiry training Model	
3.4	Concept attainment model	
4	Role of mediain School Management and Class room teaching	1
4.1	School Management – Admission and Evaluation	
4.2	School Management – planning of activity, communication with society and	

	beneficiaries	
4.3	Classroom teaching – Social networking and media	
4.4	ICT Literacy	

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DETAILED SYLLABUS of M. A. (EDUCATION)
THIRD SEMESTER

MAEduC-303   EARLY CHILDHOOD CARE AND EDUCATION - I

COURSES OBJECTIVES

The students will be able to :

- To develop Understanding about ECCE in terms of its concept, importance and the Early Childhood Education Movement in India.
- To develop understanding about different aspects of early childhood Growth and Development with educational implications.
- To know about the works and contributions of important Educational Thinkers and Reformers in ECCE.
- To achieve comprehensive coverage and understanding of Recommendations and Programmes of various Agencies working in the field of early childhood care and education.
- To Understand Early childhood care curriculum

UNIT	COURSE CONTENT	Credit
1	Concept of Early Childhood care and Education	1
1.1	Concept of Early Childhood Care and Education (ECCE)	
1.2	Aims and Objectives of ECCE	
1.3	Need, Importance and Scope of ECCE	
1.4	Early Childhood Education Movement in India: Historical Perspectives	
2	Growth and Development in Early Childhood care and Education	1
2.1	Concept of Growth and Development: Meaning, Definition and Relationship between Growth and Development	
2.2	Principles of Growth and Development	
2.3	Various aspects of Early Childhood Development: Physical, Motor, Cognitive, Language, Moral, Social and Emotional.	
2.4	Educational Implications of various aspects of Early Childhood Development	
3	Contribution of Educational Thinkers & Reformers towards Early Childhood Care and Education	1
3.1	Pestalozzi	
3.2	Froebel	
3.3	Montessori	
3.4	Tarabai Modek	
3.5	Giju bhai Badheka	
4	Early Childhood Curriculum: A Broad Definition	1
4.1	Curriculum Occurs Throughout the Day and Daily Routines as Curriculum	
4.2	Play Spaces as Curriculum and Developmentally appropriate activities	
4.3	Appropriate materials, toys, and games	
4.4	Role of the teacher	

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DETAILED SYLLABUS of M. A. (EDUCATION)
THIRD SEMESTER

MAEduE-311TEACHER EDUCATION

COURSE OBJECTIVES:

The students will be able to :
- To understand the perspectives and policies on teacher education
- To understand the recent trends in teacher education
- To acquaint with various issues and innovations in teacher education
- To understand the management of teacher education

UNIT	COURSE CONTENT	Credit
1	Teacher Education-Concept, Need and Objectives	1
1.1	Concepts and Importance of Teacher Education	
1.2	Objectives of Teacher Education at various levels	
1.3	Teacher Education in Pre-Independent India	
1.4	Teacher Education in Post-Independent India	
2	Role of Teacher and Teacher Education	1
2.1	Teacher Education as a Profession: Concept, Areas and Characteristics	
2.2	Status of Teacher: - Social and Economical	
2.3	Value based Teacher Education	
2.4	Teacher' Competencies and Commitments	
3	Pre- Service and In-service Education of Teachers	1
3.1	Meaning and Objectives of Pre-Service and in-service teacher education	
3.2	Need of Pre-Service and in-service teacher education	
3.3	Various agencies of in-service teacher education	
3.4	Limitations of in-service teacher education, Its Solutions	
4	Innovation in Teacher Education	1
4.1	Classroom Teaching and Various Classroom Teaching Methods	
4.2	Educational Technology: Concept, Nature, Scope and Importance	
4.3	Metacognition: Concept and Strategies	
4.4	Models of Teacher Education	

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M.A. Education   2020

DETAILED SYLLABUS of M. A. (EDUCATION)
THIRD SEMESTER

MAEduE-312   CURRICULUM DEVELOPMENT

COURSE OBJECTIVES:
The students will be able to :

- To develop an understanding of fundamentals of Curriculum Development
- To understand the role of Philosophy, Psychology, Sociology in shaping Curriculum
- To develop the process of Curriculum Development
- To gain Knowledge and Understanding of various Models of Curriculum Design
- To understand the Evaluation process in Curriculum

UNIT	COURSE CONTENT	Credit
1	Basics of Curriculum Development	1
1.1	Meaning, concept and Characteristics of Curriculum	
1.2	Aims, Principles and Tasks of Curriculum Development	
1.3	Types, Classification and Approaches of Curriculum	
1.4	Basis of Curriculum Development	
2	Foundations of Curriculum Development	1
2.1	Concept and Construction of Objectives	
2.2	Selection of Curriculum Content and Curriculum Material	
2.3	Selection of Organization of Learning Experiences	
2.4	Patterns of Curriculum Organization	
3	Curriculum Transactionand Planning	1
3.1	Curriculum Transaction	
3.2	Different Approaches to Curriculum Transaction	
3.3	Diagnosis and Remedy in Curriculum Development	
3.4	Curriculum Planning	
3.5	Research in Curriculum	
4	Evaluation of Curriculum and Curriculum Change	1
4.1	Evaluation of Curriculum	
4.2	Models of Curriculum Evaluation	
4.3	Curriculum Change	
4.4	Curriculum Load	
4.5	NCFTE 2009 in Reference to Curriculum	

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MAEduF-321   COMMUNICATION SKILL

COURSE OBJECTIVES :

The students will be able to :

- Understand the meaning and concept of Communication
- Understand the Process of Communication
- understand the importance of Communication
- Understand the functions of Communication
- Know different types of communication
- Know Instructional Technology

UNIT	COURSE CONTENT	Credit
1	Communication: An Introduction	1
1.1	Meaning, Concept and Need of Communication	
1.2	Characteristics and components of communication	
1.3	Communication in present era	
1.4	Communication model	
2	Types of Communication	1
2.1	Verbal and Non-Verbal communication	
2.2	Interpersonal, Intrapersonal, group and Mass Media communication	
2.3	One way and two way communication	
2.4	Downward, upward, horizontal and lateral communication	
3	Factors of effective communication	1
3.1	Communication barriers and its Classification	
3.2	Reasons for communication failure	
3.3	Factors of effective communication	
3.4	Wiio's Rules of communication	
4	Instructional technology	1
4.1	Instructional Objectives	
4.2	Learning style and study habits	
4.3	Teaching style	
4.4	Instructional Designs	
4.5	Classroom Communication	

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SEMESTER 4

DETAILED SYLLABUS of M. A. (EDUCATION)
FOURTH SEMESTER

| MAEduC-401 | EARLY CHILDHOOD CARE AND EDUCATION – II |

COURSE OBJECTIVES:

The students will be able to:-
- understandthevarioustechniquestodeal withfamily andsocietytoservethechild.
- develop method and various means of communication with family andsociety.
- understand child development and the role of various policies and recommendations of acts.
- produce and use various aids and materials forECCE.
- understand about essential characteristics for ECCE teacher / caretaker.

UNIT	COURSE CONTENT	Credit
1	Family and Society	1
1.1	Understand the child, family and Society Concept of Indian Family and Society : Education in family and basic elements of Indian family system, Natural Characteristics of Child	
1.2	PersonalityDevelopment:*Panchkoshatmak*	
1.3	Person to Universal	
1.4	*'Samskara'* and *Samskara* Process : From Birth to Five Years	
2	Understanding the Child, Parents and their concerns	1
	Indicators of Child Rearing for first five years and nurturing experiences in the home.	
2.2	Role of Parent in relation to policy in ECCE, recommendations of RTE and pre school and primary level of education	
2.3	Discussion regarding role of Parents and community in pre primary and Aaganwadi Stage	
2.4	Natural Characteristics of Child, Myths and Misconceptions of Child Rearing in Society, Aspirations of Parents and special behaviour and habits of child and its causes andremedies	
3	Aids and Materials for ECCE	1
3.1	Age appropriate Aids selection	
3.2	Types of Classroom Material and its production	
3.3	Outdoor Activity's Materials, its arrangement and Maintenance	
3.4	Activity and Reading Corner, Books, Blocks, Teaching aids etc - its arrangement and importance	

4	Environment For Holistic Development of Child	1
4.1	Educational and Physical facilities of ECCE center	
4.2	Importance of unbiased and equal environment for all, ECCE Teacher / care taker-Characteristics	
4.3	Importance of Children's Physical, Emotional Security and safety Friendly atmosphere for artistic Development.	
4.4	Programs for Early childhood care and Education center	

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2. Gandhinagar

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DETAILED SYLLABUS of M. A. (EDUCATION)
FOURTH SEMESTER

MAEduC-402 EDUCATIONAL MANAGEMENT

COURSE OBJECTIVES:

The students will be able to:-

- To develop in the student a broad understanding the concept of educational Management.
- To impart the knowledge of the process and principles and theories of educational Management.
- To give them knowledge of types of leadership in educational Management.
- To provide them with a critical knowledge of supervisory and inspective qualities and skills with reference to administrative, academic and non-academic activities in educational institutions.
- To enable the student to understand the contemporary concept like TQM, OD and OC in educational organization.
- To develop skills in planning and management of educational programme including classroom and institutional level planning
- To understand the financial planning in context of education in Five year plan in India.

UNIT	COURSE CONTENT	Credit
1	Educational Management – An Introduction	1
1.1	Educational Management : Meaning, Characteristics and Importance	
1.2	Process of Educational Management	
1.3	Fundamental Elements of Educational Management : Decision Making, Problem Solving, Human Relations and Communication	
1.4	Principles of Educational Management : Work Distribution, Rights and Responsibility, Professional ethics, Uniformity of Aims and Orders, Decentralization, Reward, Communication, Equality	
2	New Concepts and Trends of Educational Management	1
2.1	TQM in Education : Concept and Areas for quality improvement,Steps for TQM	
2.2	Performance Appraisal of School : Objectives, Need and Criteria	
2.3	Organisational Development Concept and Basic Components	
2.4	Organizational Climate : its meaning, Nature and Types	
3	Leadership in Educational Organization	1
3.1	Meaning : Concept and Nature of Leadership	
3.2	Leadership Styles in Educational Management	
3.3	Concept, Objectives of Supervision and Qualities of Supervisor	
3.4	Concept, Objectives of Inspector and role & Qualities of Inspector, Difference between Supervision and Inspection	
4	Educational Planning	1
4.1	Concept and Importance of Educational Planning	
4.2	Process of Planning in context of Education	
4.3	Educational Planning in India : Steps for Execution Role of FYP	
4.4	Institutional (School) Planning : Meaning. Significance and Steps	

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DETAILED SYLLABUS of M. A. (EDUCATION)
FOURTH SEMESTER

MAEduF-421 - VALUE EDUCATION

COURESE OBJECTIVES:

The students will be able to:

- Understand the meaning, concept, nature, scope and functions of Value and Value Education.
- Know about meaning and concept of Value Education.
- Understand various perspectives and dimensions of Values.
- Understand the concept of Human rights.
- Understand about Importance of Human rights and its education from school to higher education level.
- Understand the role of community media in human rights education.

UNIT	COURSE CONTENT	Credit
1	Meaning and Definitions of Value	1
1.1	Definitions, Meaning and Concept of Value	
1.2	Nature and Importance of Value	
1.3	Approaches and Types of Value	
1.4	Interrelations of Values	
2	Conceptual Aspects of Value	1
2.1	Philosophical dimensions of Value	
2.2	Sociological and Cultural dimensions of Value	
2.3	Psychological Base for Value Development	
2.4	Eight Series for Human Values	
3	Value Education	1
3.1	Value Education : Meaning, Objectives and Significance	
3.2	Value Education, Teacher and School Management	
3.3	Value Education for Nationalism, Democracy and Equality	
3.4	Obstacles for Value Inculcation	
4	Human Rights	1
4.1	Human Rights : Aims, Nature and Functions	
4.2	Provisions for Human Rights by UNO	
4.3	Human Rights Education for National Development in Schools, Colleges and Universities	
4.4	Community Media as Challenges and Solutions for Human Rights	

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