

CHILDREN'S UNIVERSITY, GANDHINAGAR



CHOICE BASED CREDIT SYSTEM (CBCS) Regulation and Curriculum (Effective from - 2022-23)

M. A. (Education)



Children's University

CENTER 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 skepticism 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 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 two semester all the four courses are compulsory (Core Courses), while in remaining one semester three core courses and one area of Specialization as Elective Course are included. In addition, Dissertation is included as core component in semester 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 interconnections 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) Part Time.

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.

Duration of the course: - (Part - time Course)

The M.A. (Education) is part time course. The duration of the course shall be Four Semesters (Two Years) from the commencement of the academic year. The student will be allowed to complete all the theory courses and the dissertation work within a period of additional one year after getting permission from M.A. (Education) Committee. If the candidate fails to do so then after he/she has to do the procedure as a fresh candidate. If a candidate's dissertation is not ready after the completion of extended 1 years period he/she may be allowed to submit his/her dissertation within six months by re-registering his/her name as a fresh candidate by paying the normal tuition fees due for one semester.

If a candidate fails to submit his/her dissertation after re-registration, he/she be allowed to submit his/her dissertation by paying Rs. 5000/- (Rs. Five Thousand Only-) for each semester.

Programme Fees:- 3000/- (Per Semester)

Reservation Policy for seats:

The rules and regulations regarding the admissions with respect to the policy of the Government reservation will be followed from time to time.

Intake Capacity: - As per UGC rules and regulation.

Medium of instruction: - The medium of instruction for this course shall be English/Gujarati. The candidate appearing for the M.A. (Education) course examination will have the option of answering all papers either in English or Gujarati provided that the option is exercised paper wise only and not section wise or question wise. The candidates are permitted to make their submissions including dissertation either in English or Gujarati.

Administration of M.A. (Education) Programme:

The M.A. (Education) programme shall be administered by an M.A.(Education) Committee.

(a) Constitution of the M.A. (Education) Committee:

The M.A. (Education) Committee shall consist under the headship of M.A. (Education) Course Coordinator which shall not less than one and not more than five research guides in the subject.

(b) Powers and duties of the M.A. (Education) Committee:

The M.A. (Education) Committee shall function under the general control and guidance of the Center of Education of the University and shall have following powers and duties :

- (i) To make admission to the M.A. (Education) Course.
- (ii) To recommend the syllabi for the courses to the Board of Studies.

- (iii) To assign students to project guides and dissertation supervisors before the end of the first year for students of the M.A. (Education) programme.
- (iv) To assign courses to teachers of the Department.
- (v) To assign various courses to different students.
- (vi) To make arrangements for evaluating the performance of the students at the Seminar /Course Work/ Dissertation.
- (vii) To organize Seminars, Tutorials, Group Discussion etc.
- (viii) To prepare Semester-wise time-table for students.
- (ix) To prepare the guidance programme for students.
- (ix) To get permission from the Vice-Chancellor for extension of the period of the M.A. (Education) registration.
- (x) To make a recommendation to the Vice- Chancellor for the consideration of removal of the name of a student from the roll on account of unsatisfactory performance or indisciplinary behaviour.
- (xi) To prepare an exhaustive panel of referees by taking into consideration the requirements of the specialization for submission to the Academic Council through the Board of Studies in the subject concerned for its approval.
- (xii) To process invitation to dissertation examiners, get reports from them arrange viva voce examination of the students and finalize the result and forward the same to the University authorities through the Department concerned for declaration.

M.A.(Education) Programme Description

Content: The M.A. (Education) course programme shall consist of:

- (a) Core courses on different pedagogical subjects and basic topics of education, including Research Methodology and one specialised Elective Course in semester three.
- (b) A dissertation based on the project work assigned to an individual student. i.e The candidate has to successfully complete all the following courses.

The M.A. (Education) curriculum comprised of into two parts.

- Part I Theory includes :
Thirteen core courses, one specialized course to be selected from elective courses.
- Part II Project work which includes:
Dissertation, final dissertation seminar and viva-voce.

Terms :

- (a) Duration of the M.A. (Education) course shall be four semesters, which will run on public holidays, vacation days and Sundays.
- (b) A part-time M.A. (Education) student's shall attend lectures and must complete tutorials, practical and seminars satisfactorily.

Attendance

In order to be eligible to appear at the M. A. (Education) Examination conducted by the University, the students should: (a) have obtained at least 40% marks in individual heads of passing at the internal evaluation to be conducted by the Department working under Center of Education; and (b) have attended 75% of the total working days on each of the courses of the study separately for each term.

Standards of Passing

The ratio between the Internal and External assessment for theory courses shall be 50:50. Type of work given for Internal evaluation scheme is given in the table no 4. For the purpose of internal assessment the department will hold at least one written test during the each semester/term of 20 marks and the record of the internal assessment will be maintained by the Course in charge and

submitted to the course coordinator at the end of the term. Apart from this two practical work activities will be given as mention in table no.4.

- A candidate shall obtain at least 40% marks on each course at the semester examination taken by the University and 40% in the total of the Internal evaluation done by the department and at least 50% marks in dissertation and Viva-Voce examination put together in order to pass the M.A. (Education) Examination and to be awarded the Degree.

Award of Class

- A candidate who obtains 70% or more marks in the aggregate of all courses including dissertation and viva-voce taken together shall be declared to have pass the examination in first class with distinction.
- A candidate who obtains less than 70% and 60% or more marks in the aggregate of all courses including dissertation and viva-voce taken together shall be declared to have passed the examination in first class.
- A candidate who obtains less than 60% and 50% or more marks in the aggregate of all courses including dissertation and viva-voce taken together shall be declared to have passed the examination in second class.
- A candidate who obtains less than 50% and 40% or more marks in the aggregate of all courses including dissertation and viva-voce taken together shall be declared to have passed the examination in Pass class.
- A candidate who obtains less than 40% in the aggregate of all courses including dissertation and viva-voce taken together shall be declared to have fail the examination.

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 importance 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 :

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3. Burns, R.B. (1991), *Introduction to research in education*, Prentice Hall, New Delhi
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14. ઉચાટ. ડી.એ. (૨૦૧૨). બીજી આવૃત્તિ. શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પદ્ધતિશાસ્ત્ર. રાજકોટ: પારસ પ્રકાશન.
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17. આચાર્ય. એમ. (૨૦૧૭). શિક્ષણમાં સંશોધનનું પદ્ધતિશાસ્ત્ર. અમદાવાદ : અક્ષર પબ્લિકેશન
18. શુક્લ. એસ. પી. (૨૦૧૪). ત્રીજી આવૃત્તિ. સંશોધન પદ્ધતિ પાથેચ. અમદાવાદ : ક્ષિતિ પબ્લિકેશન.
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20. ઢીલા. બી. ડી. (૨૦૧૩). પ્રથમ આવૃત્તિ. સંશોધન પદ્ધતિ, અમદાવાદ : અક્ષર પબ્લિકેશન.
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26. દેસાઈ એચ. જી. અને દેસાઈ કે. જી. (૨૦૧૩). આઠમી આવૃત્તિ. સંશોધન પદ્ધતિ અને પ્રવિધિઓ : અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
27. ઉચાટ ડી.એ. (૨૦૧૭). પ્રથમ આવૃત્તિ. અધિવિશ્લેષણ : સંશોધનોથી એક ડગલું આગળ રાજકોટ : પારસ પ્રકાશન

DETAILED SYLLABUS of M. A. EDUCATION**FIRST SEMESTER****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	1

	Education	
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	

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ગુજરાતી સંદર્ભો:—

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24. રાવલ નરુભાઈ (૨૦૦૩) વિકાસમાન ભારતીય સમાજમાં શિક્ષક અમદાવાદ : નીરવ પ્રકાશન
25. વ્યાસ કે.સી. (૧૯૯૧) દ્વિતીય આવૃત્તિ કેળવણીના સામાજિક પાયા, અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

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**DETAILED SYLLABUS of M. A. EDUCATION
FIRST SEMESTER**

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-111 EDUCATIONAL MEASUREMENT AND EVALUATION****COURSE OBJECTIVES:**

The students will be able to:

- Understand the concept 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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**DETAILED SYLLABUS of M. A. EDUCATION
FIRST SEMESTER**

MAEduE-112 GUIDANCE AND COUNSELLING

COURSE OBJECTIVES:

The Students will be able to:

- Understand the concept of counseling
- Understand the process and strategies for effective counseling.
- Learn the various techniques and skills required for effective counseling.
- Understand about the qualities and competencies for an effective counselor.
- Understand the psychological approaches of counselling.

UNIT	COURSE CONTENTS	Credit
1	Introduction to Guidance Process	1
1.1	Concept and Definition of Guidance	
1.2	Objectives of Guidance at School Level	
1.3	Basic Assumption of Guidance	
1.4	Need for Guidance for at School Level	
2	Types and Principle of Guidance	1
2.1	Types of Guidance: Educational, Vocational and Personal	
2.2	Principles of Guidance according to Crow and Crow and its application in the classroom learning	
2.3	Difference between Guidance and Counseling	
2.4	Role of teacher in Guidance	
3	Fundamentals of Counseling	1
3.1	Concept and Definitions and Characteristics of Counseling	
3.2	Basic assumptions and Principles of Counseling	
3.3	Types of Counseling Approaches (Directive, Non-Directive and Eclectic) of Counseling	
3.4	Role and characteristics of good Counselor	
4	Counseling: Process, Techniques and Skills	1
4.1	Steps of Effective Counseling Process	
4.2	Factors effecting Counseling Process	
4.3	Introductory techniques, Non-verbal Communication, Attentive Behaviors, Acceptance Technique	



4.4	Reflective techniques, Interpretation Techniques, Directive techniques, Questioning techniques	
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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 – vipasyana, sampradhyana and ishadyana	
2.6	Types of Yog – Rajyog, Karmyog, Bhaktiyog, 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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3. ભાણદેવજી , યોગ મટાડે મનના રોગ , પ્રવીણ પ્રકાશન, રાજકોટ
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DETAILED SYLLABUS of M. A. EDUCATION**FIRST SEMESTER****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	1

	Education	
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	

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**DETAILED SYLLABUS of M. A. EDUCATION
FIRST SEMESTER**

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-111 EDUCATIONAL MEASUREMENT AND EVALUATION****COURSE OBJECTIVES:**

The students will be able to:

- Understand the concept 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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**DETAILED SYLLABUS of M. A. EDUCATION
FIRST SEMESTER**

MAEduE-112 GUIDANCE AND COUNSELLING

COURSE OBJECTIVES:

The Students will be able to:

- Understand the concept of counseling
- Understand the process and strategies for effective counseling.
- Learn the various techniques and skills required for effective counseling.
- Understand about the qualities and competencies for an effective counselor.
- Understand the psychological approaches of counselling.

UNIT	COURSE CONTENTS	Credit
1	Introduction to Guidance Process	1
1.1	Concept and Definition of Guidance	
1.2	Objectives of Guidance at School Level	
1.3	Basic Assumption of Guidance	
1.4	Need for Guidance for at School Level	
2	Types and Principle of Guidance	1
2.1	Types of Guidance: Educational, Vocational and Personal	
2.2	Principles of Guidance according to Crow and Crow and its application in the classroom learning	
2.3	Difference between Guidance and Counseling	
2.4	Role of teacher in Guidance	
3	Fundamentals of Counseling	1
3.1	Concept and Definitions and Characteristics of Counseling	
3.2	Basic assumptions and Principles of Counseling	
3.3	Types of Counseling Approaches (Directive, Non-Directive and Eclectic) of Counseling	
3.4	Role and characteristics of good Counselor	
4	Counseling: Process, Techniques and Skills	1
4.1	Steps of Effective Counseling Process	
4.2	Factors effecting Counseling Process	
4.3	Introductory techniques, Non-verbal Communication, Attentive Behaviors, Acceptance Technique	



4.4	Reflective techniques, Interpretation Techniques, Directive techniques, Questioning techniques	
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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 – vipasyana, sampradhyana and ishadyana	
2.6	Types of Yog – Rajyog, Karmyog, Bhaktiyog, 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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**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. <ul style="list-style-type: none"> 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, Marine 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)
SECOND SEMESTER****MAEduE-212 STATISTICS FOR EDUCATIONAL RESEARCH****COURSE OBJECTIVES:**

The students will be able to:-

- understand the meaning 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- Learning Techniques	
4.3	Types of Media: Print and Non-Print Media	
4.4	Steps of prepare multimedia presentation	

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**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 Policies 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 Special 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 media in 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-311 TEACHER 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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**DETAILED SYLLABUS of M. A. (EDUCATION)
THIRD SEMESTER****MAEdE-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 Transaction and 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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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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**DETAILED SYLLABUS of M. A. (EDUCATION)
FOURTH SEMESTER**

MAEduC-401 EARLY CHILDHOOD CARE AND EDUCATION – II

COURSE OBJECTIVES:

The students will be able to:-

- understand the various techniques to deal with family and society to serve the child.
- develop method and various means of communication with family and society.
- understand child development and the role of various policies and recommendations of acts.
- produce and use various aids and materials for ECCE.
- understand about essential characteristics for ECCE teacher / care taker.

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	Personality Development : <i>Panchkoshatmak</i>	
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 and remedies	
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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4. શિશુવાટીકા તત્વ અને વ્યવહાર, ઈંદુરમતિ કાટદરે, સંસ્કાર ગુર્જરી, અમદાવાદ
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6. **Course_4, Diploma in Preschool Education (Curriculum Module), Second Year, GCERT, 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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