# CHILDREN'S UNIVERSITY, GANDHINAGAR

# CHOICE BASED CREDIT SYSTEM (CBCS)
# Regulation and Curriculum
# (Effective from - 2017-18)

# M. A. (Education) Part Time

# Children's University

## CENTER OF EDUCATION
## M.A. (Education) Part Time Course

### 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 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 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.

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

| Part-I (Theory) | | |
|---|---|---|
| **Semester-I** | | |
| **Code** | **Core Paper** | **Credit** |
| MAEduC-101 | Research Methodology-I (RBU) | 4 |
| MAEduC-102 | Philosophical and  Sociological Foundation of Education-I (NSP) | 4 |
| MAEduC-103 | Psychological Foundation of Education-I (MBJ) | 4 |
| MAEduC-104 | Early Childhood Care Education-I (JBP) | 4 |
| | Total Semester Credit | **16** |
| **Semester-II** | | |
| **Code** | **Core Paper** | **Credit** |
| MAEduC-201 | Research Methodology-II (MBJ) | 4 |
| MAEduC-202 | Philosophical and  Sociological Foundation of Education-II (RBU) | 4 |
| MAEduC-203 | Psychological Foundations of Education-II (JBP) | 4 |
| MAEduC-204 | Early Childhood Care Education-II (NSP) | 4 |
| | Total Semester Credit | **16** |
| **Semester-III** | | |
| **Code** | **Core Paper** | **Credit** |
| MAEduC-301 | Educational Measurement and Evaluation (MBJ) | 4 |
| MAEduC-302 | Teacher Education (JBP) | 4 |
| MAEduC-303 | Guidance and Counselling (NSP) | 4 |
| | **Elective Paper (Any One)** | |
| MAEduE-A304 | Educational Technology (RBU) | 4 |
| MAEduE-B304 | Science of Learning | 4 |
| MAEduE-C304 | Pedagogy and Practice in Teaching Learning | 4 |
| MAEduE-D304 | Integration of Instructional Design and Information Technology | 4 |
| | Total Semester Credit | **16** |
| **Semester-IV** | | |
| **Code** | **Paper** | **Credit** |
| MAEduC-401 | Statistics for Educational Research (MBJ) | 4 |
| MAEduC-402 | Education for Inclusion (JBP) | 4 |
| | Total Semester Credit | **08** |
| | Total Credit of Theory Courses(Sem-1 to 4) | **56** |
| **Part-II (Project Work)** | | |
| MAEduPW-501 | Dissertation | 04 |
| MAEduPW-502 | Final Dissertation Seminar (Based on Dissertation Work) | 02 |
| MAEduPW-503 | Viva –voce Test (Based on Dissertation Work) | 02 |
| | Total | 08 |
| **Total Credit Part-I (Theory Courses- Sem-1 to 4) & Part- II (Project Work)** | | **64** |

**Frame Work** :

 The course frame work is described using the following key :

**MAEdu:- M.A. (Education)     C-Core course    E-Elective 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** |
| MAEduC-104 | 50 | 50 | **100** |
| MAEduC-201 | 50 | 50 | **100** |
| MAEduC-202 | 50 | 50 | **100** |
| MAEduC-203 | 50 | 50 | **100** |
| MAEduC-204 | 50 | 50 | **100** |
| MAEduC-301 | 50 | 50 | **100** |
| MAEduC-302 | 50 | 50 | **100** |
| MAEduC-303 | 50 | 50 | **100** |
| MAEduE-A304 to MAEduC-D304 | 50 | 50 | **100** |
| MAEduC-401 | 50 | 50 | **100** |
| MAEduC-402 | 50 | 50 | **100** |
| | | Total (Part I) | **1400** |
| **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) | **1600** |

## Part- I Theory

The performance of the candidate shall be evaluated into two parts.
1. 50% of marks:  Theory papers examination conducted by the Centre of Education.
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.
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 at the end of the term.

# Part II - Project Work

### i)   Evaluation of Dissertation :

Candidates shall submit the dissertation to the M.A. Coordinator 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 four names sent by the M.A. Coordinator. 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 accept 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.

An M.A. student shall submit to the university four copies of the dissertation 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
2) Expert :- Recognized Research guide of the Children's University
3) Guide :- Research Guide

## iii) Evaluation of viva-voce :

The viva-voce will be organized at the Department/ Centre 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) Course Coordinator
3) Guide
4) Recognized research Guide to be nominated by the Chairman.

Time and date of the viva-voce will be decided with the mutual consent of committee members. 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 three copies of the dissertation submitted by the student, one will be returned to the student, one will be retained by Department and one will be given to the Dissertation Supervisor.

(a)     The Chairman of the M.A. Committee shall submit a final Transcript in duplicate in the separate prescribed Performa along with viva-voce report and External Referee's detailed report through the Departmental Committee to the University.

(b)     The evaluation of the performance of the M.A. Candidate in the course work, seminars, viva-voce test, dissertation shall be sent to the University separately in the prescribed Performa.

## MAEduC-101    RESEARCH METHODS IN EDUCATION – 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

### COURSE CONTENTS

**UNIT-I        Basics of Research Methodology**
1. Meaning, Scope and Purpose of Research and Educational Research
2. Characteristics of Research and Types of Research
3. Research Process, Scope and Areas of Educational Research
4. Research Ethics

**UNIT-II        Review of Related Literature**
1. Meaning of Review of Related Literature and Reference Literature
2. Steps of Review of Related Literature
3. Report writing of Review of Related Literature
4. Library skill and Online Review

**UNIT-III        Hypotheses and Variables**
1. Selection of Research Problem
2. Hypothesis and Research Questions,
3. Objectives and Variables
4. Steps of Research Proposal

**UNIT-IV        Tools and Techniques**
1. Meaning and Types of Research Tool
2. Types of data: Quantitative and qualitative
3. Tools: Questionnaire, Rating Scale, Checklist
4. Techniques: Interview, Observation, Sociometry

**SELECTED READINGS:**
Aggarwal, Y.P.    (1998),  The Science of Educational Research: A Source  Book, Normal, Kurukshetra
Best, john W. and Kahn James V (1995), Research in Education, prentice Hall, New Delhi
Burns, R.B. (1991), Introduction to research in education,  prentice  Hall,  New Delhi
Kerlinger, F.N.  (1973), foundation of Behavioral Research, Holt,    Rinehart and Winston, New York
Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
McMillan,  James H.  and Schumarcher,  S.  (1989), research on Education: A conceptual Introduction, Harper and Collins, New York
Mouly, A.J. (1963), the Science of Educational Research, Eurasia, New Delhi
Neuman,  W.L.  (1997), Social  Research Methods: Qualitative  and  Quantitative

Approaches , Allyn and Bacon, Boston

Van Dalen, D.B.(1962), Understanding Educational research, Mc Graw Hill , New York

Young, P.V. (1960), Scientific Social Surveys and research, prentice hall, New Delhi

Miller, D.C. & Salkind , N.J. (2002) Handbook of Research Design and Social Measurement , Sage Publications , London

Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.

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ઉચાટ. ડી.એ. (૨૦૧૨). બીજી આવૃતિ. શિક્ષણ એને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પધ્ધતિશાસ્ત્ર. રાજકોટ: પારશ પ્રકાશન.

શાહ. એચ. ટી. (૨૦૧૩). શૈક્ષણિક સંશોધનના ઉપકરણો અને પ્રવિધિઓ. અમદાવાદ : અક્ષર પબ્લિકેશન.

શુક્લ. એસ. એસ. (૨૦૧૭). ત્રીજી આવૃત્તિ. સંશોધન પધ્ધતિ પાથેય. અમદાવાદ : ક્ષિતિ પબ્લિકેશન.

આચાર્ય. એમ. (૨૦૧૭). શિક્ષણમાં સંશોધનનું પધ્ધતિશાસ્ત્ર. અમદાવાદ : અક્ષર પબ્લિકેશન

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ઢીલા. બી. ડી. (૨૦૧૩). પ્રથમ આવૃત્તિ. સંશોધન પધ્ધતિ, અમદાવાદ : અક્ષર પબ્લિકેશન.

શાહ ડી.બી. (૨૦૦૯). શૈક્ષણિક સંશોધન (દિશા દર્શન). અમદાવાદ : પ્રમુખ પ્રકાશન

ઝા.એ.એસ. (૨૦૧૦). શૈક્ષણિક સંશોધન. આગ્રા : અગ્રવાલ પબ્લિકેશન

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વ્યાસ સી. પી. (૨૦૦૧). બીજી આવૃત્તિ. સાહિત્ય સંશોધનની પધ્ધતિ અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

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ઉચાટ ડી.એ. (૨૦૧૭). પ્રથમ આવૃત્તિ. 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

## COURSE CONTENTS

**UNIT-I          Introduction to Education as Discipline**
1. Meaning and Concept of Education
2. Criteria for process of Education
3. Aims and objectives of Education
4. Introduction to some Important terms : Formal Education, Non formal Education, Schooling, Indoctrination, Instruction, Teaching, Training, Informal Education, Life long Education

**UNIT-II         Introduction to Philosophy of Education**
5. Relationship Between Education and Philosophy
6. Meaning, Nature and Scope of Philosophy of Education
7. Functions of Philosophy of Education
8. Aims of Education in Relation to Philosophy of Life

**UNIT-III        Education and Society**
1. Meaning and Concept of Society
2. Relation of Individual and Society in Contemporary Indian Society
3. Characteristics of Modern and Ancient Indian Society
4. Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.

**UNIT-VI         Basic Social Concepts and their relation to understand the process of education**
1. Concept of sociology of Education
2. Concept of Culture and Civilization : Characteristics of Indian Culture
3. Social stratification, Social Mobility and Social Class : Meaning and Implications
4. Processes of Socialization, Enculturation and Acculturation

**SELECTED READINGS:**
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# ગુજરાતી સંદર્ભો:-

કાટદરે ઇન્દુમતી (અનુ.) (૧૯૮૧) ભારતીય શિક્ષણના મૂળતત્વો. અમદાવાદ : સંસ્કાર ગુર્જરી પ્રકાશન

જોશી હરિપ્રસાદ (૨૦૦૦). પ્રથમ આવૃતિ. શૈક્ષણિક તત્વજ્ઞાન. રાજકોટ:

ઝવેરી મહેન્દ્ર કૃષ્ણલાલ (૧૯૭૭) સામાજિક પરિવર્તન અમદાવાદ : ગુજરાત યુનિવર્સિટી

પરમાર ગણેશ (૨૦૦૭) શિક્ષણની સમાજશાસ્ત્રીય આધારશિલાઓ. અમદાવાદ : અક્ષર પબ્લિકેશન

પંડ્યા કુલીન (૧૯૭૬) પ્રથમ આવૃત્તિ. તાત્વિક વિચારધારાઓ અને શિક્ષણ. અમદાવાદ. બાલગોવિંદ પ્રકાશન

ભટ્ટ એમ કે. (૧૯૮૫) શ્રી અરવિંદનું તત્વજ્ઞાન. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

ભાણદેવ (૧૯૯૮) ઉપનિષદવિધા. રાજકોટ : પ્રવીણ પ્રકાશન

ત્રિવેદી આર.એસ. અને જે. કે દવે (૧૯૮૮) ગાંધી શિક્ષણ વિચાર. વલ્લભ વિધાનગર : સરદાર પટેલ યુનિવર્સિટી

રાવલ નટુભાઈ (૨૦૦૩) વિકાસમાન ભારતીય સમાજમાં શિક્ષક અમદાવાદ : નીરવ પ્રકાશન

વ્યાસ કે.સી. (૧૯૮૧)દ્વિતીય આવૃત્તિ કેળવણીના સામાજિક પાયા, અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

શાસ્ત્રી જયેન્દ્ર દવે (૧૯૮૩) ચતુર્થ આવૃત્તિ. કેળવણીના તાત્વિક આધારો. અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

શાહ ગુણવંત (૧૯૬૫) છઠ્ઠી આવૃત્તિ. શિક્ષણ દર્શન. અમદાવાદ. બી.એસ. શાહ પ્રકાશન

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શાહ બુદ્ધિચંદ્ર અને શાહ કૌશલ્યા (૧૯૮૭) શિક્ષણનું સમાજશાસ્ત્ર અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

**MAEduC-103    PSYCHOLOGICAL FOUNDATIONS OF EDUCATION - I**

## 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

### COURSE CONTENTS

**Unit –I    Introduction to Educational Psychology**
1. Meaning and Definition of psychology and education psychology
2. Concept of Educational psychology
3. Field of Educational psychology
4. Role of Educational Psychology in education

**Unit II    Growth and Development**
1. Definition and Meaning of Growth and Development
2. Relation between Growth and Development
3. Characteristic of Growth and Development
4. Principles of Development and Factors affecting development

**Unit III    Phases of Development**
1. Toddler Phase : Characteristic and Educational Implications
2. Post Toddler Phase : Characteristic and Educational Implications
3. Teen Age : Characteristic and Education Implications
4. Teen Age Problems

**Unit IV    Learning**
1. Meaning of Learning
2. Characteristic of  Learning
3. Gagne's Hierarchy of Learning Types
4. Gagne's Condition of Learning

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Woolfolk, A. (2006). Educational Psychology. New Delhi: Pearson Publications.

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## MAEduC-104    EARLY CHILDHOOD CARE AND EDUCATION - I

**COURSES OBJECTIVES**

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

### COURSE CONTENTS

**UNIT-I          Concept of Early Childhood care and Education**
1. Concept of Early Childhood Care and Education (ECCE)
2. Aims and Objectives of ECCE
3. Need, Importance and Scope of ECCE
4. Early Childhood Education Movement in India: Historical Perspectives

**UNIT-II          Growth and Development in Early Childhood care and Education**
1. Concept of Growth and Development: Meaning, Definition and Relationship between Growth and Development
2. Principles of Growth and Development
3. Various aspects of Early Childhood Development: Physical, Motor, Cognitive, Language, Moral, Social and Emotional.
4. Educational Implications of various aspects of Early Childhood Development

**UNIT-III          Contribution of Educational Thinkers & Reformers towards Early Childhood Care and Education**
1. Pestalozzi
2. Froebel
3. Montessori
4. Tarabai Modek
5. Giju bhai Badheka

**UNIT-VI          Early Childhood Curriculum: A Broad Definition**
1. Curriculum Occurs Throughout the Day and Daily Routines as Curriculum
2. Play Spaces as Curriculum and Developmentally appropriate activities
3. Appropriate materials, toys, and games
4. Role of the teacher

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**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

**COURSE CONTENTS**

**UNIT-I        Population and Sample**
1. Concept of Population and Sample
2. Steps and Characteristics of a good sample
3. Various methods of sampling: Probability and Non-probability
4. Sampling errors and how to reduce them.

**UNIT-II        Research Methods**
1. Research Methods: Concept and Various Methods
2. Historical Research Method
3. Survey Research Method
4. Experimental Research Method

**UNIT-III        Qualitative and Quantitative Research**
1. Concept of Qualitative Research, Problem Statement in Qualitative Research
2. Methods of Qualitative Research
3. Important Tools of Qualitative Research
4. Analysis, Interpretation and Standardisation in Qualitative Research

**UNIT-IV        Research Report Writing**
1. Format of Research Report, Writing Style of Research Report
2. Triangulation, Role of Student, Guide and University in Ph.D Study
3. Presentation of Preliminary and Base material
4. Reference and Bibliography

**SELECTED READINGS:**
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    Kurukshetra
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**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.

**COURSE CONTENTS**

**UNIT-I       Indian Thinkers and their impact on Indian Education**
1. Mahatma Gandhi
2. Maharshi Arvind
3. Ravindranath Tagore
4. Swami Vivekanand

**UNIT-II      Introduction to various schools of thinking in context of Education**
Metaphysics, epistemology and axiology as the bases of education.
1. 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

**UNIT-III      Education and Social Change**
1. Social Change Meaning and Concept
2. Various factors effecting Social Change
3. Role of Education in social Change
4. Role of School and Teacher in Social change

**UNIT-IV      Education for Developing Indian Society**
1. Understanding contemporary Indian Society with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child.
2. Some Important Concept to understand the process of change in Indian Society : Industrialisation, Modernisation, Liberalisation, Globalisation, Privatisation
3. Education for Secularism
4. Education and Democracy

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Gore, M.S. (1984) Education and Modernization in India, Rawat Publishers, Jaipur

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## ગુજરાતી સંદર્ભો:-

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જોશી હરિપ્રસાદ (૨૦૦૦). પ્રથમ આવૃતિ. શૈક્ષણિક તત્વજ્ઞાન. રાજકોટ:

ઝવેરી મહેન્દ્ર કૃષ્ણલાલ (૧૯૭૭) સામાજિક પરિવર્તન અમદાવાદ : ગુજરાત યુનિવર્સિટી

પરમાર ગણેશ (૨૦૦૭) શિક્ષણની સમાજશાસ્ત્રીય આધારશિલાઓ. અમદાવાદ : અક્ષર પબ્લિકેશન

પંડ્યા કુલીન (૧૯૭૬) પ્રથમ આવૃત્તિ. તાત્વિક વિચારધારાઓ અને શિક્ષણ. અમદાવાદ. બાલગોવિંદ પ્રકાશન

ભટ્ટ એમ કે. (૧૯૮૫) શ્રી અરવિંદનું તત્વજ્ઞાન. અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

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ત્રિવેદી આર.એસ. અને જે. કે દવે (૧૯૮૮) ગાંધી શિક્ષણ વિચાર. વલ્લભ વિધાનગર : સરદાર પટેલ યુનિવર્સિટી

રાવલ નટુભાઇ (૨૦૦૩) વિકાસમાન ભારતીય સમાજમાં શિક્ષક અમદાવાદ : નીરવ પ્રકાશન

વ્યાસ કે.સી. (૧૯૯૧)દ્વિતીય આવૃત્તિ કેળવણીના સામાજિક પાયા, અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

શાસ્ત્રી જયેન્દ્ર દવે (૧૯૮૩) ચતુર્થ આવૃત્તિ. કેળવણીના તાત્વિક આધારો. અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ

શાહ ગુણવંત (૧૯૬૫) છઠ્ઠી આવૃત્તિ. શિક્ષણ દર્શન. અમદાવાદ. બી.એસ. શાહ પ્રકાશન

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શાસ્ત્રી જયેન્દ્ર દવે (૧૯૮૩) ચતુર્થ આવૃત્તિ. શિક્ષણ ચિંતકોનું શિક્ષણદર્શન. અમદાવાદ. બી.એસ. શાહ પ્રકાશન

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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
- Expain meaning and causes of maladjustment
- Explain concept, nature and component of motivation and its educational implications
- Explain theories of motivation

### COURSE CONTENTS

**Unit –I    Learning Curve**
1. Meaning of Learning Curve
2. Meaning of Learning Acceleration
3. Types and Characteristic of learning curve
4. Plateaus in learning Curve

**Unit II    Personality : Principles**
1. Basic of Freud's Principle
2. Components of Personality and stages of personality
3. Jung's theory of personality
4. Personality characteristics according to Jung

**Unit III    Adjustment**
1. Meaning and characteristics of Adjustment
2. Norms for Good adjustment and characteristics of person with good adjustment
3. Maladjusted behavior and causes
4. Frustration, Conflict and Defense mechanism

**Unit IV    Motivation**
1. Meaning and Concept of motivation
2. Nature of Motivation , Components of Motivation
3. Role of Motivation in learning
4. Theories of Motivation

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**MAEduC-204    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-1  Family and Society**
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 : *Panchkoshatmak*
1.3  Person to Universal
1.4  *'Samskara'* and *Samskara* Process : From Birth to Five years

**UNIT-2  Understanding the Child, Parents and their concerns**
2.1  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

**UNIT-3  Aids and Materials for ECCE**
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

**UNIT-4  Environment For Holistic Development of Child**
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


**Prescribed Material**

1.  Course_2, Diploma in Preschool Education (Curriculum Module), Second Year, GCERT,
2.  Gandhinagar
3.  Course_4, Diploma in Preschool Education (Curriculum Module), Second Year, GCERT,
4.  Gandhinagar
5.  **ભારતીય શિક્ષણ ગ્રંથમાળા ૧અને૨, પુનરુત્થાન પ્રકાશન સેવા ટ્રસ્ટ, અમદાવાદ**
6.  **શિશુવાટીકા તત્વ અને વ્યવહાર, ઇંદૂમતિ કાટદરે, સંસ્કાર ગુર્જરી, અમદાવાદ**
7.  પરિવારની પાઠશાળા, ચિલ્ડ્રન્સ યુનિવર્સિટી, ગાંધીનગર **Course_2,** Diploma in Preschool Education
    (Curriculum Module), Second Year, GCERT, Gandhinagar
8.  **Course_4,** Diploma in Preschool Education (Curriculum Module), Second Year, GCERT, Gandhinagar
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# DETAILED SYLLABUS of M. A. (EDUCATION)
## THIRD SEMESTER

## MAEduC-301    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-1**    **Introduction of Measurement and Evaluation**
- A.    Concept of Examination, Evaluation and Measurement
- B.    Importance of Evaluation
- C.    Comparison between Evaluation and Measurement
- D.    Examination in current scenario

**UNIT-2**    **Process of Evaluation**
- A.    Component of Process of Evaluation
  Educational Objectives
  Curriculum and Teaching Learning
  Evaluation Test
- B.    Test Construction: Criteria of good test
- C.    Blue Print
- D.    Common Principles of Test paper construction

**UNIT-3**    **Evaluation Test**
- A.    Teacher made test
- B.    Diagnostic Test
- C.    Standardized Test
- D.    Criterion Reference Test

**UNIT-4**    **Tools of Evaluation**
- A.    Rating Scale
- B.    Check List
- C.    Questionnaire
- D.    Anecdotal Record

## MAEduC-302    TEACHER EDUCATION

**COURSE OBJECTIVES:**
- 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-I        Teacher Education-Concept, Need and Objectives

1. Concepts and Importance  of Teacher Education
2. Objectives of Teacher Education at various levels
3. Teacher Education in  Pre-Independent India
4. Teacher Education in  Post-Independent India

### UNIT-II        Role of Teacher and Teacher Education

1. Teacher Education as a Profession: Concept, Areas and Characteristics
2. Status of Teacher:- Social and Economical
3. Value based Teacher Education
4. Teacher' Competencies and Commitments

### UNIT-III        Pre- Service and In-service Education of Teachers

1. Meaning and Objectives of Pre-Service and in-service teacher education
2. Need of Pre-Service and in-service teacher education
3. Various agencies of in-service teacher education
4. Limitations of in-service teacher education, Its Solutions

### UNIT-IV        Innovation in Teacher Education

1. Classroom Teaching and Various Classroom Teaching Methods
2. Educational Technology: Concept, Nature, Scope and Importance
3. Metacognition : Concept and Strategies
4. Models of Teacher Education

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**MAEduC-303    GUIDANCE AND COUNSELLING**

## COURSE OBJECTIVES:

**COURSE OBJECTIVES:**

After going through this course, 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.

**COURSE CONTENTS**

| Unit | Fundamentals of Guidance and Counseling | Credit |
|------|------------------------------------------|--------|
| **1** | **Introduction to Guidance Process** | **4** |
| 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** | **4** |
| 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** | **4** |
| 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 Electic) of Counseling | |
| 3.4 | Role and characteristics of good Counselor | |
| | | |
| **4** | **Counseling : Process, Techniques and Skills** | **4** |
| 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)

## THIRD SEMESTER

### MAEduE-A304    EDUCATIONAL TECHNOLOGY

**Course Objective:-**

- To understand the fundamentals of information and information technology.
- To understand the communication and communication media.
- To gain knowledge about different teaching models.
- To know about use of media in Education.

| UNIT-1 | **Introduction of Information Technology** |
|---|---|

A.     Concept, function, aspects and Scope of Information and Information Technology

B.     Use of ICT in various field

C.     Need and Usages of ICT in Education

D.     Classes and sources of Information

E.     Information services, Properties of Information and warning against of abundant use of Information Technology

**UNIT-2     Communication and Communication media**

A.     Concept and types of communication

B.     Component of communication

C.     Shenan's Communication Model

D.     Concept and classification of communication media

E.     Explain – software, Audio and Visual media

**UNIT-3     Media in Education**

A.     Distance Education

B.     Online Education – virtual classroom, Blog, Website and mobile app

C.     Group Education

D.     Individual Learning

**UNIT-4     Teaching model**

A.     Concept, characteristics and Nature of Teaching model

B.     Classification of Teaching model

C.     Cognitive Development model – jean piaget

D.       Jurisprudential Inquiry model – Donald and Liver

E.       Self control model – B.F.Skinner

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5. Al Januszewski A.; Molenda Michael. (2007) Educational Technology: A Definition with Commentary

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

**MAEduE-B304    SCIENCE OF LEARNING**

**COURSE OBJECTIVES:**

The students will be able to:-
- be familiar with the contributions of schools of Psychology to education.
- understand the concept of learning, its theories, transfer of learning and their implications in teaching-learning.
- develop understanding of information processing, attention, memory, memory processing, and their implications in classroom.

**COURSE CONTENTS**

**UNIT-I        Schools of Psychology**

1. Structuralism
2. Behaviourism
3. Cognitivism
4. Constructivism  and Psychoanalysis

**UNIT-II       Learning and Its Theories**

1. Meaning and Concept and factors affecting learning process
2. Theories of Learning : Characteristics, principles and contribution in classroom learning
3. Behaviouristic  and Gestalt approach :- Hull, Tolmen, Verdhimen, kohlmen
4. Cognitive approach :- Bruner, Gene Ausuble, Bandura

**UNIT-III      Learning and Transfer**

1. Theories of transfer (theory of mental discipline, apperception theory, theory of identical elements theory of generalization, transposition theory, theory of ideals)
2. Other factors that influence transfer : context, problem representations, relationships between learning and transfer conditions, active versus passive approaches to transfer, transfer and metacognition
3. Learning as transfer from previous experiences : building on existing knowledge, understanding conceptual change, transfer and cultural practices
4. Transfer between school and everyday life

**UNIT-IV      Information Processing**

1. Information processing model: concept and its Educational Implications
2. Developmental theories of information processing : Case's Neo – Piagetian theory, Siegler's Model of strategy choice
3. Attention : Sustained, Selective and Adaptable attention, Attentional strategies and Planning

4. Memory: Strategies for storing and retrieving information, knowledge and semantic memory episodic memory , auto biographical memory, Eye witness memory

**Suggested Reading:-**

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

**MAEduE-C304    PEDAGOGY AND PRACTICE IN TEACHING LEARNING**

**COURSE OBJECTIVES:**

The students will be able to:-
- design different style of lesson planning.
- understand various teaching model for classroom of learner for diverse need.
- practice various techniques of learning centred teaching.
- differentiate between techniques and able to select appropriate one for  learner
- inculcate skills required to develop learner as a effective teacher.
- understand factors and conditions essential to create learning environment.

**COURSE CONTENTS**

**UNIT-I        Designing lessons**
1. Structuring learning
2. Teaching models
3. Lesson design for attainers/slow learner
4. Lesson design for inclusion
5. Starters and plenary

**UNIT-II        Teaching repertoire**
1. Modeling
2. Questioning
3. Explaining
4. Guided learning
5. Group work
6. Active engagement techniques

**UNIT-III        Creating effective learners**
1. Assessment for learning
2. Developing reading
3. Developing writing
4. Using ICT to enhance learning
5. Leading in learning
6. Developing effective learners

**Creating conditions for learning**
1. Improving the climate for learning
2. Learning styles
3. Classroom management
4. Constructive View of Learning and Teaching
5. Cooperative Learning

**Suggested Reading:-**

Milena Valencic Zuljan and Janez Vogrinc (2010) Facilitating Effective Student Learning through Teacher Research and Innovation. Slovenia: Faculty of Education, University of Ljubljana.

Pedagogy and Practice: Teaching and Learning in Secondary Schools*:* Leadership guide (2004). Colegate, Norwich: Department for Education and Skills. Ref: DfES 0444-2004 G

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

**MAEduC-D304    INTEGRATION OF INSTRUCTIONAL DESIGN AND INFORMATION TECHNOLOGY**

**COURSE OBJECTIVES:**

The students will be able to :

- To provide detailed guidance on designing and developing an e-learning course for trainers and instructional designers.
- To provides basic concepts and information on the processes and resources involved in e-learning development. .
- To provides an introduction to e-learning characteristics, benefits, activities and resources needed to develop an e-learning project.
- To provides guidance on how to design an e-learning course (from the needs, target and task/topic analysis to the definition of learning objectives, sequencing, choice of learning strategies and delivery formats).
- To enable learner to provides detailed guidance on creating interactive content i.e from the application of learning strategies and media to courseware development.
- To provides an overview of online collaborative learning, evaluation methods and learning platforms used to host online courses.
- To prepare graduates to design, develop and evaluate instructional media, materials, methods, and systems which integrate various types of technology and technology media for teaching and learning.
- To prepare graduates to participate in research about the design, development, and evaluation of instructional media, materials, methods and systems.
- To prepare graduates to provide leadership in the design, development, evaluation, and selection of instructional media, materials, methods and systems.
- To prepare graduates who continue to develop new models and methods of instructional design integrating emerging innovations in technology

**UNIT-1**    E-Learning

    1   E-learning – Meaning, Need and Importance

    2   E-learning - Approaches and Components, Synchronous and asynchronous e-learning

    3   Quality of e-learning, Examples of FAO e-learning courses

    4   Blended learning

    4   Developing an e-learning course- activities, team and technology

**UNIT-2**    Designing an e-learning course

    1   Identifying and organizing course content

    2   Needs analysis, Analysing the target audience, Identifying course content

3    Defining learning objectives, the course sequence, instructional, media, evaluation and delivery strategies

4    Defining instructional methods and the delivery strategy

5    Defining the evaluation strategy and Identifying Good practices

**UNIT-3**    Creating interactive content

1    Preparing content- contribution of subject matter experts to e-learning development, Tips for content development and language style

2    Storyboard, Creating storyboards

3    Structure of an interactive e-lesson, Techniques for presenting content

4    Adding examples and Integrating media elements, Developing practice and assessment tests

5    Courseware development- Authoring tools, Types of authoring tools, Selecting an authoring tool

**UNIT-4**    Managing and evaluating learning activities

1    Course delivery and evaluation, Components of an instructor led or facilitated course

2    Planning and documenting activities, Facilitating learners' activities

3    Using communication tools for e-learning and Course evaluation

4    Learning platform- Proprietary vs. open-source LMS, Moodle and other open-source LMS solutions

5    Solutions for limited or no connectivity

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

**MAEduC-401    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**

**1   Fundamentals of Educational Statistics**

1.1  Educational Statistics- Meaning and importance

1.2  Statistical Terminologies

1.3  Frequency Distribution

1.4  Cumulative Frequency

**2.   Measures of Central Tendency**

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)**

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**

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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2.    Panneerselvam R Research Methodology Paperback – Abridged, Audiobook, Box set

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4.    John W. Best, James U. Kahn :*Research in Education - Tenth Edition, Phi*Learning Private limited, New Delhi - 110001

5.    Muniruddin Qureshi:*Educational Research,* (Anmol Publication Pvt. Ltd.).

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

**MAEduC-402    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

**COURSE CONTENTS**

**UNIT-I        Inclusive Education and School**

1. Meaning and Characteristics of Inclusive Education
2. Need and Importance of Inclusive School
3. Advantages and Essential of  Inclusive School
4. Limitations of Inclusive School

**UNIT-II        Structure of Inclusive school**

1. Inclusive Education: Its Development
2. Professional Environment for Inclusive Education
3. Role of Teacher in Inclusive Education
4. Skills needed in Inclusive Teacher

**UNIT-III        Inclusive, Integrated and Special Education**

1. Meaning of Integrated and Special Education
2. Characteristics of Integrated and Special Education
3. Children's Having Special Educational Needs
4. Inclusive, Integrated and Special Education: Differences

**UNIT-IV        Some Polices for Inclusive Education**

1. Right To Education Act : its Provisions
2. Policy Perspective of Serva Siksha Abhiyan
3. Provisions of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
4. Counselling of Children's with Speical Needs and its Steps

**SELECTED READINGS:**
    Aggarwal,  Y.P.   (1998),  The Science of Educational Research: A Source  Book, Normal,