

Kadi Sarva Vishwavidyalaya

Sector – 15, Gandhinagar

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Master of Arts in Education



Faculty of Education

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INDEX

SR.NO.	PARTICULARS	PAGE NO.
	EDUCATIONAL RULES AND GUIDELINES	
I	Eligibility	3
II	Duration And Programme Of Study	3
III	Course And Examination Scheme	3
IV	Passing standards and grade distribution for M.A. in Education	6
V	Rules For Granting Term	7
VI	Rules Regarding Dissertation	7
VII	Objectives of M.A. in Education	8
Course No	Name of the Courses (Year-I)	PAGE NO.
C1	Educational Research & Data Analysis-I	10
C2	Philosophical Foundations of Education	15
C3	Psychological Foundations of Education	22
C4	Principles of Measurement and Evaluation	30
	Elective course (any one)	
E1	- Curriculum Development	36
E2	-Guidance in Education	39
E3	-Educational Leadership	42
	Elective course (any one)	
E4	- Foundations of Teacher Education	45
E5	Creative Classroom Techniques	49
E6	- Special Education	52
	Name of the Courses (Year-I)	
C5	Educational Research & Data Analysis-II	12
C6	Sociological Foundations of Education	19
C7	Information and communication Technology in Education	26
C8	Tools and Techniques of Measurement and Evaluation	33

	Elective course (Any one)	
E7	-Planning , Organization and Evaluation in Teacher Education	55
E8	-Counseling in Education	58
E9	-Educational Administration	60
	Elective course (Any one)	
E10	- Curriculum Transaction and Evaluation	63
E11	-Advanced Pedagogy in Education	67
E12	-Education of Children with Special Needs	72

EDUCATIONAL RULES AND GUIDELINES

I. ELIGIBILITY:

1. Candidates seeking admission in M.A.(Education) should have obtained atleast 50% marks or an equivalent grade in B.Ed. programme.

II. DURATION AND PROGRAMME OF STUDY:

1. The duration of the programme will be two academic years spread over two academic years each with a minimum of 180 working days per year.

III COURSES AND EXAMINATION SCHEME:

FIRST YEAR

Course No	Name of the Courses	Internal	External	Total	
		Marks	Marks	Marks	Credits
C1	Educational Research & Data Analysis-I	30	70	100	4
C2	Philosophical Foundations of Education	30	70	100	4
C3	Psychological Foundations of Education	30	70	100	4
C4	Principles of Measurement and Evaluation	30	70	100	4
E1 E2 E3	Elective course (any one) - Curriculum Development -Guidance in Education -Educational Leadership	30	70	100	4
E4 E5 E6	Elective course (any one) - Foundations of Teacher Education Creative Classroom Techniques - Special Education	30	70	100	4
Practical					
P1	Case study	50		50	2
P2	Teaching Skills	50	---	50	2
P3	Internship-1	70	80	150	6
P4	Practical work in Research	50	---	50	2
P5	One Assignment in each Core course	100	---	100	4
Total		500	500	1000	40

SECOND YEAR

Courses No.	Name of the Courses	Internal	External	Total	
		Marks	Marks	Marks	Credits
C5	Educational Research & Data Analysis-II	30	70	100	4
C6	Sociological Foundations of Education	30	70	100	4
C7	Information and communication Technology in Education	30	70	100	4
C8	Tools and Techniques of Measurement and Evaluation	30	70	100	4
E7	Elective course (Any one) -Planning , Organization and Evaluation in Teacher Education	30	70	100	4
E8	-Counseling in Education				
E9	-Educational Administration				
E10	Elective course (Any one) - Curriculum Transaction and Evaluation	30	70	100	4
E11	-Advanced Pedagogy in Education				
E12	-Inclusive Education				
Practical					
P6	Computerized Data Analysis	50	---	50	2
P7	Seminar	50	---	50	2
P8	Psychological Testing	50	---	50	2
P9	Internship -2	70	80	150	6
P10	One Assignment in each Core course	100	---	100	4
	Total	500	500	1000	40
D1	Dissertation	---	200	200	8

SUMMARY OF EVALUATION

No.	Particulars	Credits	Marks		
			Internal	External	Total
1	Year-I	40	500	500	1000
2	Year-II	40	500	500	1000
3	Dissertation	08	100	100	200
	Total	88	1100	1100	2200

The following breakup of marks will be followed for **Assessment of Dissertation: D1**

Component	Marks
Evaluation by Research Supervisor	75
Evaluation by External Examiner	75
Viva-voce- (Evaluation by Research Supervisor)	25
Viva-voce- (Evaluation by External Examiner)	25
Total	200

IV Passing Standards and Grade Distribution for M.A. in Education

The performance of each candidate in all the programmes will be evaluated on 7 point scale in terms of grades. The details regarding the grades along with its Grade Points, equivalent range of percentage and qualitative meaning are as under:

Grade	Grade Point	Percentage	Qualitative Meaning
A+	10	90 to 100	Outstanding
A	9	80 to 89	Excellent
A ⁻	8	70 to 79	Very Good
B+	7	60 to 69	Good
B	6	50 to 59	Average
B ⁻	5	40 to 49	Fair
F	0	Less than 40	Not Qualified
I		Term not Granted	

The Grade (mark) Sheet will contain separate grade for each of core compulsory course, elective course, practical work and an overall grade of all the programmes combined. It will also contain percentage and the class obtained. The percentage will be calculated on the basis of cumulative performance index (CPI) obtained by a candidate.

The candidate must obtain not less than 40 percent marks or equivalent grade in each course and 50 percent marks or equivalent grade in practical work. However, in aggregate the candidate must secure at least 50% marks or equivalent grade to qualify the programme.

CUMULATIVE PERFORMANCE INDEX(CPI)

The cumulative performance of a student is expressed in terms of the cumulative performance index. This index is defined as the weighted average of programme grade points obtained by the students for all programmes taken since the admission to the programme. If a

student reappears in any of the exams of the programme, only the grade points obtained in the latest attempt are counted towards the CPI.

AWARD OF CLASS:

The class awarded to a student with M.A. in Education degree is decided by his final CPI as per the following table:

Distinction:	CPI not less than 7.50
First Class:	CPI less than 7.50 but not less than 6.50
Second Class:	CPI less than 6.50 but not less than 5.50
Not Qualified:	CPI less than 5.50

Incompletion of Practical work

If the candidate does not complete any practical work, the candidate will be allowed to appear in annual examination provided that he/she has to attend supplementary practical work. Such supplementary practical work will be organized by the department at its convenience.

Thereafter the Dean will certify it and will send to the university authorities. After certification, the result will be declared. If the candidate fails in completing supplementary practical work, the term will not be granted and candidate will be declared as 'Not Qualified' in the examination.

Reappearing in the Examination

Not qualified candidate can reappear in the university examination. He / She can apply for the course/courses in which he/she was not qualified OR he/she can appear for entire examination. Marks or grade obtained in such examination will be treated as final and not the previous one.

In case of Dissertation, if candidate fails to secure minimum percentage of marks or equivalent grade, than he/she has to select a new problem and has to submit a fresh dissertation.

V. Rules for Granting Term

1. Seventy five percent attendance is required for granting the academic year and such candidate can appear in the annual examination. However in exceptional case, head or dean can grant the term.
2. The candidate has to complete all practical work and submit all submissions including dissertation in time.
3. The candidate has to appear in internal examinations. In Exceptional cases, the candidate can appear in re examination, held by the department at its convenience.

VI. RULES REGARDING DISSERTATION:

1. A candidate will be allowed to appear in second year annual examination only after submission of the dissertation. Those who fail to submit the dissertation by the date, have to submit the dissertation within a maximum period of 3 years from the date of registration.
2. The candidate who secures less than 50% marks or equivalent grade in dissertation will be considered fail and has to select new problem and has to submit the dissertation within a maximum period of 3 years from the date of intimation of rejection by the university.
3. Each dissertation shall be accompanied by a certificate signed by the research supervisor certifying that the candidate has carried out research work under his/her guidance and the investigator has to certify that the work carried out is original and had not been the used for the award of any degree or diploma earlier.
4. Each candidate has to carry out the research work under the supervision of assigned supervisor. Three hard copies of the dissertation and three soft copies of the dissertation should be submitted.
5. Each examiner has to assess dissertation out of 150 marks. The average of marks given by both the examiners will be considered as the final award.
6. A Viva-voce Examination based on the dissertation of each candidate shall be held after the submission of dissertation. Dissertation marks shall be assigned independently by both the external examiner and the Internal Examiner out of a maximum of 50 Marks, the average of the two awards would be considered for final award.
7. Each candidate has to give 2 presentations based on his/her dissertation work i.e., Research Proposal in the first year and synopsis in the second year.

KADI SARVA VISHWAVIDYALAYA
MASTER OF ARTS (EDUCATION)

OBJECTIVES

To enable the students to:

1. expose the students to different modes of Philosophical Inquiry as a basis of all educational endeavors.
2. familiarize students with the sociological Inquiry pertaining to education
3. understand and apply essential elements of psychology in education.
4. create awareness regarding information and communication technology and provide them hand on experience .
5. get acquainted with various aspects of teacher education.
6. understand the foundations of educational research
7. advance the command over particular area of specialization pertaining to education.

CORE COURSE – C1 & C5

EDUCATIONAL RESEARCH AND DATA ANALYSIS

Rationale:

The only static thing in the world is “change” in every field of human endeavor. It has increased the complexities in every field including education because every now and then novel situations are emerging. Emergence of these situations is inevitable. Hence in order to resolve them, it is essential to understand these situations from their derivation point and adopt systematic and scientific approach. Research Methodology and Data Analysis helps educators to address to these aspects in more systematic and scientific way. Hence the programme “Educational Research and Data Analysis” is introduced in MASTER OF ARTS (EDUCATION) Programme.

Objectives:

To enable students to

1. develop the understanding about the concept and significance of Research in education
2. develop insight in identification of research problem and preparation of research proposal
3. develop scientific aptitude and rational attitude toward solving a problem
4. develop understanding about the use of different types of research tools & techniques.
5. develop insight into different methods of research in education
6. learn to write a good research report
7. plan for different types of research designs.
8. acquire the skill of presenting data in graphical form
9. get acquainted with the skill in applying statistical techniques for data analysis
10. acquire the skill in using software for data analysis

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Introduction to Educational Research	7
2	The Research Problem and Preparation of the Research Proposal	13
3	Sample and Tools of Data Collection	16
4	Concept and Graphical Presentation of Educational Data	8
5	The Statistical Measures	16
	Total :	64

C1

EDUCATIONAL RESEARCH & DATA ANALYSIS-I

UNIT: - 1 Introduction to Educational Research **15%**

- 1.1 Nature, Meaning, Characteristics of Educational Research
- 1.2 Types of Research: Concept of Basic or Fundamental, Applied and Action Research
- 1.3 Need or Significance of Educational Research
- 1.4 Areas of Educational Research: Teaching Learning process, Educational Technology, Educational Psychology, Problems Related to Content, Teachers and Teacher Education, Value Education, Mental Measurement & Evaluation
- 1.5 Steps in Research process

UNIT: - 2 The Research Problem and Preparation of the Research Proposal **20%**

- 2.1 Review of Related Literature: Concept, Objectives, Approaches/ nature, Sources, Essential Skills, Competencies and qualities in Researcher for the Review.
- 2.2 Selection of the Problem: Definition and Statement of the Problem, Evaluation of the Problem, Criteria and sources for identifying the problem, steps in selection of research problem
- 2.3 Variables: Dependent, Independent, Intervening, Control
- 2.4 The Hypothesis: Definition, Importance and Characteristics of Good Hypothesis, Various types of hypothesis-Directional and Non Directional Hypothesis, Research and Null Hypothesis, Classical and Practical Hypothesis, suggestions for construction of hypothesis.
- 2.5 Steps in Preparation of Research Proposal

UNIT: -3 Sample and Tools of Data Collection **25%**

- 3.1 **Sampling:** Concept of Population and Sample, Characteristics of a Good Sample, Non Probability Sampling, Probability Sampling, Methods of Sampling: Random, Stratified, Purposive, Cluster and Quota Sampling, Biases in sampling, Sampling Errors and how to reduce them
- 3.2 **Tools of Educational Research**
 - 3.2.1 Questionnaire: Meaning, types of giving Questionnaire , Types, construction, Rapport with respondents, Characteristics of good questionnaire
 - 3.2.2 Rating scale : Meaning, Types, Suggestions , Advantages , Limitations
 - 3.2.3 Interview : Meaning, Types, Essentials of successful interview, faults of interviewer in interviewing, Factors affecting interview

3.2.4 Attitude Scale: Meaning of Attitude, Thurston Method , Likert Method

3.2.5 Observation : Meaning, Types , Essential of successful observation

3.2.6 Checklist: Meaning, Construction, Advantages , Limitations

UNIT: - 4 Concept and Graphical Presentation of Educational Data **15%**

4.1 Concept of Statistics

4.2 Scales of Measurement

4.3 Parametric and Non Parametric Data: Concept and Uses

4.4 Concept of Descriptive and Inferential Analysis

4.5 Organization and Graphical Representation of Data: Drawing up a Frequency Distribution

4.6 Graphical Representation of The Frequency Distribution: Concept, Frequency Polygon, Histogram or Column Diagram, Ogive

UNIT: - 5 The Statistical Measures **25%**

5.1 Measures of Central Tendency: Mean, Median, Mode

5.2 Measures of Dispersion: Range, Standard Deviation

5.3 Measures of Relative Position: Standard Scores-Z Score and T-Score, Percentile and Percentile Rank, Stanine

5.4 Measures of Relationship: Coefficient of Correlation-Product Moment Correlation, Rank Order Correlation

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Introduction to Educational Research	15
2	The Research Problem and Preparation of the Research Proposal	20
3	Sample and Tools of Data Collection	25
4	Concept and Graphical Presentation of Educational Data	15
5	The Statistical Measures	25
	Total :	100

C5

EDUCATIONAL RESEARCH & DATA ANALYSIS-II

Rationale:

The only static thing in the world is “change” in every field of human endeavor. It has increased the complexities in every field including education because every now and then novel situations are emerging. Emergence of these situations is inevitable. Hence in order to resolve them, it is essential to understand these situations from their derivation point and adopt systematic and scientific approach. Research Methodology and Data Analysis helps educators to address to these aspects in more systematic and scientific way. Hence the programme “Methodology of Educational Research and Data Analysis” is introduced in MASTER OF ARTS (EDUCATION) Programme.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Methods of Research	13
2	The Writing of Research Report	12
3	The Normal Distribution	13
4	Inferential Statistical Methods(Parametric)	13
5	Inferential Statistical Methods(Non-Parametric)	13
	Total :	64

UNIT: -1 Methods of Research:

20%

- 1.1 Concept of various Methods of Research : Historical , Survey , Content Analysis, Casual- Comparative, Developmental, Ex post Facto Research, Experimental
- 1.2 Survey Method: Characteristics, Types , Steps , Advantages, Problems
- 1.3 Experimental Method: Designs of experimental research, characteristics, Internal and external validity in experimental research.
- 1.4 Qualitative Research: Concept, Characteristics, advantages, Limitations, difference between Qualitative and Quantitative Research.

UNIT: -2 The Writing of Research Report:

20%

- 2.1 Chapterization of Research Report
- 2.2 General and Essential Considerations Format of Thesis/Dissertation, Quotations, Footnotes, Bibliography, Table and illustrations, Style and Typing,
- 2.3 Probable errors aroused while report writing

UNIT: - 3 The Normal Distribution**20%****3.1** Concept of Normal and Non Normal Distributions**3.2** Characteristics and uses of the Normal Probability Distribution**3.3** Measuring Divergence from Normality:Skewnessand Kurtosis(Concept,Computation)**3.4** Following Practical Applications of Normal Probability Curve

1. To Find the number of observations or its percentage of given data between two stipulated values of normal variable.
2. To determine the limits or bounds of scores in a normal distribution from given percentage (of Scores)
3. To find the percentiles and percentile ranks on the basis of normal distribution.
4. To divide a given group in to subgroups in accordance with given criteria assuming normality.

UNIT: - 4 Inferential Statistical Methods (Parametric)**20%****4.1** Concept of Inferential Statistics**4.2** Types of Errors, Two Tailed and One Tailed Tests of Significance, Degree of Freedom**4.3** Testing Statistical Significance: The Significance of the Difference between the Means of Two Independent Groups as well as correlated group, Level of Significance**UNIT: -5 Inferential Statistical Methods (Non-Parametric)****20%****5.1** Non Parametric Tests: The Chi Square Test(single strata and 2x2 small sample only), Sign Test, Median Test, The Mann-Whitney U Test, Candler's W Test**5.2** Further Methods of correlation: Phi Correlation, Contingency coefficient**ASSESSMENT SCHEME:**

UNIT		PERCENTAGE WEIGHTAGE
1	Methods of Research	20
2	The Writing of Research Report	20
3	The Normal Distribution	20
4	Inferential Statistical Methods (Parametric)	20
5	Inferential Statistical Methods (Non-Parametric)	20
	Total :	100

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CORE COURSE – C2 & C6

PHILOSOPHICAL & SOCIOLOGICAL FOUNDATIONS OF EDUCATION

C2

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Rationale:

Philosophy of education indicates a revival of interest in the subject. It is concerned with the purpose, process, nature, and ideals of education, and seeks to understand what entails the best educational process in a society. It enables the students not only to understand what has gone in the past in the education but also to develop the kind of perceptive and intellectual tools that will help the students deal with the educational problems of today and the years ahead. Hence, the programme “Philosophical Foundation of Education “ is included in M.A. Education

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Philosophy and Education	12
2	Indian School of Philosophy	13
3	Educational Contributions of Indian Thinkers	13
4	Educational Contributions of Western Thinkers	13
5	Western School of Philosophy	13
	Total :	64

Objectives:

To enable the students to:

1. understand the scope and application of educational philosophy and Sociology.
2. understand the relationship existing between education and social politic and economic system on other.
3. expose the different mode of philosophical enquiry as a basis of all educational endeavours.
4. develop understanding about the contributions of Eastern and Western philosophies
5. understand the concept and process of educational sociology, social change, socialization and social mobility

6. understand the role of education in socialization
7. develop understanding the factors and Constraints on social change
8. understand and analyze the current issues in education of Indian society
9. understand the stratifications of Indian Society

Unit: - 1 Philosophy and Education **20%**

- 1.1 Concept of philosophy and educational philosophy,
- 1.2 Relationship between philosophy and education,
- 1.3 Educational philosophy: nature, scope, function,
- 1.4 Structure and modes of philosophical inquiry: Metaphysics, Epistemology, Ontology
Axiology, With reference to Origin and Meaning, their educational implication

Unit: - 2 Indian schools of philosophy **20%**

- 2.1 Jainism
- 2.2 Sankhya
- 2.3 Buddhism
- 2.4 Vedanta
- 2.5 Islamic With reference to aims of education, Curriculum, Teaching methods,
Discipline,

Unit: - 3 Educational Contribution of Indian Thinkers **20%**

- 3.1 Mahatma Gandhi
 - 3.2 Swami Vivekananda
 - 3.3 J. Krishnamurthy
 - 3.4 Shree Arbindo
- With reference to Concept of education, Principles, Aims, Effect of their contribution on philosophies.

Unit: - 4 Educational Contribution of following **20%**

- 4.1 Western Thinkers
 - 4.1.1 Aristotle
 - 4.1.2 John Locke

With reference to Concept of education, Principles, Aims, Effect of their contribution on philosophies.
- 4.2 Bhagvad Geeta and Upanishad: With reference to Concept of education, Aims,
Curriculum,
Teaching methods, Discipline

Unit: - 5 Western School of philosophy**20%**

5.1 Existentialism

5.2 Humanism

5.3 Pragmatism

5.4 Naturalism

With reference to aims of education, Curriculum, Teaching methods, Discipline, Educational Implications.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Philosophy and Education	20
2	Indian School of Philosophy	20
3	Educational Contributions of Indian Thinkers	20
4	Educational Contributions of following	20
5	Western School of Philosophy	20
	Total :	100

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SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Rationale:

Sociology of education is considered as a vital instrument in bringing about a peaceful and silent social revolution for ushering an era of harmony, peace, progress and prosperity among the students and society at large. It helps the students to be competent citizens, understand various problems, issues and work out the solution of the society and transmit essential human and societal values to next generation. It is necessary to understand sociology of education to become an active and responsible global citizen. Hence it becomes a part of M.Ed syllabus.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Sociology and Education	13
2	Education and Social Change	13
3	Education and Socialization	13
4	Certain Current Issues in the Context of Education and Society in India	12
5	Social Stratification and Social Mobility	13
	Total :	64

Unit: -1 Sociology and Education

20%

- 1.1 Concept of sociology, Sociology of Education and Educational sociology
- 1.2 Relationship between sociology and education
- 1.3 Educational sociology: Meaning and importance

Unit: - 2 Education and Social Change

20%

- 2.1 Meaning, nature of social change
- 2.2 Relationship between Education and social change
- 2.3 Factors promoting social change: Family, religion, school and mass- media
- 2.4 Social reconstruction through Education

Unit: - 3 Education and Socialization

20%

- 3.1 Concept and nature of socialization
- 3.2 Role of education in the process of socialization
- 3.3 Role of the following factors in the process of socialization:

- 3.3.1 Politics
- 3.3.2 Religion
- 3.3.3 Culture
- 3.3.4 Democracy
- 3.3.5 Economy

Unit: - 4 Certain Current issues in the context of Education and society in India 20%

- 4.1 Fundamental rights and duties of a citizen
- 4.2 Fundamental constitutional values
- 4.3 Equality of educational opportunities: Primary level, Secondary and Higher Secondary level and Higher Education level

Unit: - 5 Social stratification and Social Mobility 20%

- 5.1 Meaning and factors responsible for social stratification, Impact of social stratification on society, Role of education to minimize adverse impact of social stratification
- 5.2 Meaning, types and factors responsible for social mobility
- 5.3 Role of education in social mobility
- 5.4 Education of socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Sociology and Education	20
2	Education and Social Change	20
3	Education and Socialization	20
4	Certain Current Issues in the Context of Education and Society in India	20
5	Social Stratification and Social Mobility	20
	Total :	100

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CORE COURSE - C3 & C7
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION &
INFORMATION AND COMMUNICATION TECHNOLOGY IN
EDUCATION
C3

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Rationale:

Advanced educational psychology is the growing need for today's education system with matured perception. Educational psychology aims at improving the processes and products of education. It supplies the means and ways as well as science and technology for helping the teachers, teacher trainers, educational planners, the administrators and programme personnel in their respective areas of activity, so that they will be able to assist the younger generation in their pursuit of education. To equip them with necessary knowledge and skills, interest and attitudes helpful in playing their roles effectively "Psychological Foundations of Education" has been introduced.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Introduction to Educational Psychology and Developmental Psychology	13
2	Multiple Intelligences And Transactional Analysis	16
3	Adversity Quotient and Personality Assessment	09
4	Creativity and Emotional Intelligence	13
5	Advanced Theories of Learning	13
	Total :	64

Objectives:

To enable Students to:

1. Provide students a theoretical background of educational psychology and its important concepts.
2. Enable them to understand the application of theories of educational psychology in educational practice.
3. Help them to understand the nature of individual differences among students.

4. Acquaint the learner with the process of and assessment of creativity, adjustment and mental health.
5. Enable the students to understand the nature of development learning, motivation and its educational implications.

UNIT: - 1 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY AND DEVELOPMENTAL PSYCHOLOGY 20%

- 1.1 Educational psychology:
 - 1.1.1 Concept and
 - 1.1.2 Aims of Educational Psychology,
 - 1.1.3 Growth and Development
- 1.2 Methods of educational psychology:
 - 1.2.1 Observation
 - 1.2.2 Experimental
 - 1.2.3 Case study Methods
- 1.3 Concept and Educational Implications of:
 - 1.3.1 Cognitive (Piaget),
 - 1.3.2 Moral (Kohlberg) and
 - 1.3.3 Social (Bandura) Development

UNIT: - 2 MULTIPLE INTELLIGENCES AND TRANSACTIONAL ANALYSIS 25%

- 2.1 Multiple Intelligence
 - 2.1.1 Meaning
 - 2.1.2 Types
 - 2.1.3 Teaching strategies suitable to teach students with different intelligences
- 2.2 Strategies to enhance multiple intelligences of students
- 2.3 Transactional Analysis:
 - 2.3.1 Meaning
 - 2.3.2 Types
 - 2.3.3 Advantages of Transactional Analysis
 - 2.3.4 Mechanism of TA Psychotherapy

UNIT-3 ADVERSITY QUOTIENT AND PERSONALITY ASSESSMENT 15%

- 3.1 Adversity Quotient:
 - 3.1.1 Concept
 - 3.1.2 Components
 - 3.1.3 Levels
 - 3.1.4 Ways to enhance Adversity Quotient
- 3.2 Techniques and tests of Personality Assessment

UNIT: - 4 CREATIVITY AND EMOTIONAL INTELLIGENCE 20%

- 4.1 Creativity:
 - 4.1.1 Concept
 - 4.1.2 Levels of creativity
 - 4.1.3 Education for concurring creativity in classroom
- 4.2 Emotional intelligence:
 - 4.2.1 Meaning
 - 4.2.2 Relation between Creativity and Intelligence

4.2.3 Characteristics of an emotionally matured person

4.2.4 Ways to foster emotional intelligence

UNIT:-5 ADVANCED THEORIES OF LEARNING

20%

5.1 Stimulus- Response Theory of Learning:

5.1.1 Watsons experiments and contribution

5.1.2 Guthrie's experiments and contribution

5.1.3 Cognitive Theory of Learning: Tolman's theory

5.2 Conditional Theory of Learning: Gagne's Hierarchy of Learning

5.3 Comparison of classical and operant conditioning, Comparison of S-R theories and Field theories

ASSESSMENT SCHEME

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Introduction to Educational Psychology and Developmental Psychology	20
2	Multiple Intelligences And Transactional Analysis	25
3	Adversity Quotient and Personality Assessment	15
4	Creativity and Emotional Intelligence	20
5	Advanced Theories of Learning	20
	Total :	100

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INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Rationale:

Information and communication technologies have become an integral part of many spheres of human life – business, industry, medicines, education, research etc. In the sphere of education, these technologies are creating a new learning environment in which student is now having the chance to learn through computer-application based programmes of studies. Research is an important component of higher education and it assumes great importance in the entire process of modern education. Integration of ICT in the field of research would not only increase the reliability of research findings but would also make the task of data analysis easy for the researcher. Keeping in the mind various tasks a researcher has to do in the research, this programme “Information and Communication Technology in Education” has been introduced.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Information Technology	13
2	Communication Technology	12
3	Computer System and Information Technology	13
4	Multimedia , Networking and Internet	13
5	E-Learning	13
	Total :	64

Objectives:

To enable the students to:

1. Create general awareness regarding Information and Communication Technology (ICT) and its use in Education.
2. Acquaint different parts of computer system and their functions
3. Develop fluency in vocabulary of information and communication technology
4. Develop competency in the use of off-line electronic resources (CD-ROM, etc) and on-line resources (World Wide Web etc.)
5. Develop and encourage using of ICT for improving school teaching and personal professional growth

6. Develop understanding about the various aspects of multimedia and its usage in education
7. Develop various skills to use information and communication technology for the purpose of educational research.
8. Inculcate interest about the use of information and communication technology in educational research.
9. Appreciate the contemporary developments in the emerging technologies of distance education.

Unit- 1 Information Technology: 20%

- 1.1 Concept and Scope of Information Technology
- 1.2 Need of Information Technology in education
- 1.3 Concepts of Data, Information, Knowledge, Understanding and wisdom
- 1.4 Source, Services and Properties of Information
- 1.5 Barriers to Information Flow
- 1.6 Precautions against excess uses of Information Technology.

Unit – 2 Communication Technology : 20%

- 2.1 Concept and Need of Communication
- 2.2 Components of Communication : Sender, Receiver, Message, Channel, Feedback, Encoding, Decoding
- 2.3 Shannon Model of Communication
- 2.4 Types of Communication: Message related, Target related , process related
- 2.5 Barriers of Communication and Remedies to it

Unit- 3 Computer System and Information Technology: 20%

- 3.1 Computers: Meaning, Characteristics, Classification and Basic Applications (Uses)+
- 3.2 Computer System Hardware: CPU, Memory Unit, Output Unit, Input and Output Devices
- 3.3 Operating System soft ware: Meaning, Functions, Types
- 3.4 Application Soft ware: Concept and use of M.S. Word, Excel, Power point
- 3.5 Utility Soft ware: Virus Scanning, data compression (important, use of it, software available)
- 3.6 Computer Applications in education- Teaching Learning, Evaluation, Library, Administration, Research

Unit – 4 Multimedia, Networking and Internet : **20%**

- 4.1 Multimedia: Meaning, importance, Application in education
- 4.2 Networking: concept, Importance, and Types of Computer Networking (LAN – Topology, Cables. WAN – Public Network, Intranet, Extranet)
- 4.3 Internet and World Wide Web: Web Browser, access options, Equipments for Internet Search Engines, Academic Resources on web, Internet protocols (STTP, FTP, SMTP, TCP/IP), Advantages and Disadvantages of Internet, Concept of BLOG

Unit-5 e-Learning: **20%**

- 5.1 Concept , need and Importance of e-Learning
- 5.2 Components of e-Learning (CAL – Computer Assisted Learning),(WBI – Web Based Instructions),virtual class room, Audio conferencing, Video conferencing
- 5.3 Advantages and Disadvantages of e-Learning
- 5.4 Concept and Uses of EDU- SAT

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Information Technology	20
2	Communication Technology	20
3	Computer System and Information Technology	20
4	Multimedia , Networking and Internet	20
5	E-Learning	20
	Total :	100

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CORE COURSE-C 4 & C8
MEASUREMENT AND EVALUATION IN EDUCATION
C4
PRINCIPLES OF MEASUREMENT AND EVALUATION

Rationale:

The future of the nation takes shape in the Educational Institution. An institution is an organization which tries to fulfill the determined aims and objectives of education. The administrators, principals, teachers, students and other stakeholders are the parts of the educational organization. The progress of an institution depends upon the efficient management or administration. So, it is essential to know the modern development of Educational Management. Education is a co-operative enterprise which concerns with the human empowerment, rules, decision, techniques, leadership and interaction. To make the understanding and implementation of Educational Management and Administration strengthen this subject is included in M.A. (EDUCATION) syllabus.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	The Essentials of Evaluation	9
2	Types of Scales, Evaluation & Measurement, norms and classification of Tests	9
3	Defining instructional Objectives	13
4	Essential Qualities of Measurement Procedure	13
5	Test of Scholastic Achievement & Diagnostic Test	20
	Total :	64

Objectives:

To enable student to –

- 1) strengthen the Knowledge about the meaning, Scope, need and functions of evaluation.
- 2) gain understanding of steps in process of evaluation.
- 3) understands types of scales and types of evaluation.
- 4) develop skills for the formulation of educational objective and their classification.
- 5) gain understanding of the basic concepts of measurement validity, reliability and objectivity.
- 6) develop necessary skills for preparation of achievement test and diagnostic tests.

Unit: - 1 The Essentials of Evaluation **15%**

- 1.1 Concept of Measurement & Evaluation
- 1.2 Difference between Measurement & Evaluation
- 1.3 Need of Evaluation
- 1.4 Characteristics of Evaluation
- 1.5 Steps in the Process of Evaluation

Unit: - 2 Types of Scales, Evaluation & Measurement, norms and classification of Tests **15%**

- 2.1 Scales of Measurement: Ordinal, Nominal, Interval & Ratio
- 2.2 Different types of Evaluation & Measurement: Maximum Performance v/s Typical Performance
Formative, Summative, Diagnostic Evaluation and continuous and comprehensive evaluation
- 2.3 Classification of Tests
- 2.4 Different types of Norms and its rational: Age, Grade, Sex, Occupational, Area, Specific group

Unit: - 3 Defining instructional Objectives **20%**

- 3.1 Need of defining Objectives
- 3.2 Methods of Stating Objectives
- 3.3 Inter relation of Evaluation, Objectives and Learning Experiences
- 3.4 Bloom's Taxonomy of Cognitive Domain and Psychomotor Domain
- 3.5 Writing Objectives in Behavioral Terms

Unit: - 4 Essential Qualities of Measurement Procedure **20%**

- 4.1 Validity: Nature, Types, Problems of measuring validity
- 4.2 Reliability: Nature, Types, Problems of measuring reliability
- 4.3 Usability: Factors affecting the usability
- 4.4 Objectivity

Unit: - 5 Test of Scholastic Achievement & Diagnostic Test **30%**

- 5.1 Test Items: Essay Type(Meaning, Drawbacks of Essay items and measure to Improve Essay items), Short-answer Type (Meaning, Advantages) and Objective Type (with reference to kinds, Construction, Characteristics and what they measure)

5.2 Test of Scholastic Achievement: Need for Achievement Testing in School, Planning and Construction of Teacher – made Test, Planning and Construction of Standardized Achievement Test, Teacher made test v/s Standardized Achievement test

5.4 Criterion Referenced Testing : Concept of Classic Test Theory and Item Response Theory ,Concept of CRT and NRT, Steps for construction of CRT, Uses of CRT.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	The Essentials of Evaluation	15
2	Types of Scales, Evaluation & Measurement, norms and classification of Tests	15
3	Defining instructional Objectives	20
4	Essential Qualities of Measurement Procedure	20
5	Test of Scholastic Achievement & Diagnostic Test	30
	Total :	100

C8

TOOL AND TECHNIQUES OF MEASUREMENT AND EVALUATION

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Tools of Measurement and Evaluation	13
2	Standardization of Tests	13
3	Measurement of Intelligence, Interest, Aptitude, Attitude and Personality	12
4	Evaluation Results	13
5	Test Statistics	13
	Total :	64

Objectives:

To enable the Student to –

- 1) develop necessary skills for preparation of different types of evaluation tools.
- 2) develop skills and competencies in constructing and standardizing test.
- 3) develop skills to use different type of psychological tests to measure intelligence, interest, aptitude, attitude, personality.
- 4) understands to concept of grading, semester, progress reports etc.
- 5) develop skills to prepare question bank
- 6) gain understanding regarding item analysis for norm referenced and criterion referenced test

Unit: - 1 Tools of Measurement and Evaluation

20%

1.1 Examination as a Technique or a Tool of Measurement and Evaluation:

1.1.1 Types of Examination: oral examination and Written examination-objective, short answer and essay type)

1.1.2 Drawbacks of Present Examination System and Suggestions to Overcome the Drawbacks

1.1.3 Innovations in Examination system:- Open Book Examinations, Online Examinations, On Demand Examination, Choice based Credit System

1.2 Concept, types, advantages and limitations of following tools: Questionnaire, Rating scale, Check-list

Unit: - 2 Standardization of Tests

20%

- 2.1 Meaning, Nature & Uses of Standardized tests
- 2.2 Types of Standardized tests
- 2.3 Steps in the Construction of a Standardized Test
- 2.4 Choosing a Standardized test
- 2.5 Interpretation of Test Scores
- 2.6 Ethical Issues for using Standardized test

Unit: - 3 Measurement of Intelligence, Interest, Aptitude, Attitude

20%

- 3.1 Measurement of Intelligence: Meaning & Types of Intelligence, Intelligence Quotient, Intelligence Test (Individual & Group, Verbal & Non- verbal)
- 3.2 Measurement of Interests: Meaning, Types of Interest (Expressed, Manifest, inventoried, Tested), Interest Inventories
- 3.3 Measurement of Aptitude: Meaning of Aptitude, Nature of Aptitude, Characteristics of Aptitude, Differential and specific Aptitude tests.
- 3.4 Measurement of Attitude: Meaning of Attitude, Thurston Method, Likert Method, Opinionative, Q- Sort Technique
- 3.5 Some standardized tools available in Gujarat

Unit: - 4 Evaluation Results

20%

- 4.1 Marks and Marking System: Concept and Problems
- 4.2 Grading: Concept, types, comparison between absolute and relative grading, and Process of Grading
- 4.3 Semester system: Concept, need, strength and limitations
- 4.4 Question Bank: Concept, Importance, Mechanics of Developing Question Bank.
- 4.5 Use of Computers in Evaluation.

Unit: - 5 Test Statistics

20%

- 5.1 Item Analysis for Norm referenced test: Statistics of facility Value(FV) and Discriminative Indices(DI) of Objective type test items and Essay Items, Relationship between FV and DI, Appropriateness of Distracters
- 5.2 Item Analysis for Criterion referenced test: Statistics of Item Objective Congruence (IOC) and Pre – Test Difference Index (PPDI)
- 5.3 Reliability: Computation
- 5.4 Scaling of judgment

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Tools of Measurement and Evaluation	20
2	Standardization of Tests	20
3	Measurement of Intelligence, Interest, Aptitude, Attitude and Personality	20
4	Evaluation Results	20
5	Test Statistics	20
	Total :	100

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ELECTIVE COURSE
E1
CURRICULUM DEVELOPMENT

Rationale

Ever since the term curriculum was added to educators' vocabularies, it has seemed to convey many things to many people. To some, curriculum has denoted a specific course, while to others it has meant the entire educational environment. Whereas perceptions of the term may vary, it must be recognized that curriculum encompasses more than a simple definition.

Curriculum is a key element in the educational process; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning. If the student gets the proper knowledge of curriculum development he/she will be able to contribute for developing the curriculum in future. With the same purpose this paper is included in M.A.

(EDUCATION)syllabus.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Concept of Curriculum and Curriculum Development	9
2	Foundations of curriculum Development	13
3	Curriculum Development	16
4	Approaches to Curriculum	13
5	Organization of Curriculum	13
	Total :	64

Objectives:

To enable students to:

1. understand the concept of curriculum , curriculum development and components of curriculum.
2. understand the foundations of curriculum development.
3. gain insight in to the Strategies of Curriculum development.
4. acquaint with the different approaches for curriculum transaction.
5. develop the ability to organize the curriculum
6. develop the skill for evaluating curriculum

Unit: -1 Concept of Curriculum and Curriculum Development	15%
1.1 Concept of curriculum	
1.2 Component of curriculum	
1.3 Difference between curriculum and syllabus	
1.4 Place of curriculum in teaching learning process.	
1.5 Concept of curriculum Development	
Unit: - 2 Foundations of Curriculum Development	20%
2.1 Philosophical foundations of curriculum development	
2.2 Psychological foundations of curriculum development	
2.3 Social foundations of curriculum development	
2.4 competencies in curriculum development	
Unit: - 3 Curriculum Development	25%
3.1 Need and Scope for curriculum development	
3.2 Stages in process of curriculum development	
3.3 Strategies of Curriculum development	
3.4 Guiding principles for curriculum development	
Unit: - 4 Approaches to Curriculum Design	20%
4.1 Subject Centered	
4.2 Learner Centered.	
4.3 Core Curriculum	
4.4 Experience and Activity centered	
4.5 Community Centered	
Unit: - 5 Organization of Curriculum	20%
5.1 Organization by subjects	
5.2 Selection of materials	
5.3 Formation of general and instructional objectives	
5.4 Terms of expected behavior changes in students	

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Concept of Curriculum and Curriculum Development	15
2	Foundations of curriculum Development	20
3	Curriculum Development	25
4	Approaches to Curriculum	20
5	Organization of Curriculum	20
	Total :	100

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E2

GUIDANCE IN EDUCATION

Rationale

The qualitative syllabus should be according to the needs, expectation and demand of the society. The efforts are happening regarding the development of productive human resource in the context of futuristic needs. A person needs to have educational and vocational skills and readiness for happy and prosperous life through qualitative education. It is important for a man that he acquires education, skills and earning regarding the requirement of time. If the student gets the proper guidance and counseling during the study, he/she will be able to make a blue-print for progressive life and provide proper guidance and counseling to the future students. With the same purpose this paper is included in M.A. (EDUCATION) syllabus.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Nature and Scope of Guidance	9
2	Various Type and Level of Guidance	16
3	Structure of Guidance	13
4	Planning and Organizations of Guidance	13
5	Problems and Issues	13
	Total :	64

Objectives :

To enable students to:

1. help students understand concept, need and View point of Guidance and counseling.
2. help students understand principles and problems of different type of guidance.
3. help students understand concept and needs and guidance for the children with special needs.
4. help students understand the concept, approaches and process of counseling.
5. develop in students an understand of various procedures of organizing various guidance services.

Unit: -1 Nature and scope of Guidance

15%

- 1.1 History of Guidance Movement
- 1.2 Concept and scope of Guidance.
- 1.3 Principles, Needs and Importance of Guidance.

Unit: - 2 Various Type and level of Guidance. 25%

- 2.1 Type of Guidance: Education, Vocational and personal
- 2.2 Objectives, Structure and activity of Guidance at various levels: Primary level, Secondary level, Higher Secondary level, College level,
- 2.3 Role of the principal & teacher in guidance.

Unit: - 3 Structure of guidance 20%

- 3.1 Structure of Guidance service in India
(National & State level)
- 3.2 Guidance Service in Various Countries: America, England, Australia, France, Role of Major Agencies in Guidance.

Unit: - 4 Planning and Organizations of Guidance: 20%

- 4.1 Need of Guidance Planning and Organizations
- 4.2 Institutions of Guidance Services
- 4.3 Tools and Techniques of Guidance: Autobiography, Rating Scale, Anecdotal Record, Sociometry, Interview
- 4.4 Role of House-School- Community Institutions-Mass Media in Guidance Service.
- 4.5 Individual and Group guidance- Concept and techniques.
- 4.6 Occupational information: Meaning, Sources, Classification Filling Techniques of Distribution.
- 4.7 Placement and Follow-up- Service

Unit: - 5 Problems and Issues 20%

- 5.1 Problems regarding organization and administration of guidance services in India context.
- 5.2 Suggestions to solve the problems of guidance.
- 5.3 Modern trends in guidance.
- 5.4 The future of guidance and counseling.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Nature and Scope of Guidance	15
2	Various Type and Level of Guidance	25
3	Structure of Guidance	20
4	Planning and Organizations of Guidance	20
5	Problems and Issues	20
	Total :	100

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E3

EDUCATIONAL LEADERSHIP

Rationale:

The God has offered material and intellectual property to the World in natural ways. But the key to channelize, mobilize and enhance its use is given in the hands of human being. An efficient and effective leader can operate the key in the most desirable manner. The learners of 'Master of Education' are supposed to manifest their leadership skills in educational institutions in dealing with human being that is indeed the most important factor of any educational institution. Hence, this course entitled "Educational Leadership" has been introduced to transform the learners into successful educational leaders.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Leadership in Educational Administration	13
2	Leadership and subordinates satisfaction and values	16
3	Leadership mindset and new leadership skills	06
4	Emotional intelligence in educational leadership	09
5	Transactional Analysis in Educational leadership	20
	Total :	64

Objectives:

To enable the learners:

1. to acquaint with the concept, theories and styles of Educational leadership
2. to appraise the their potentiality of leadership
3. to recognize the factors affecting subordinates level of job satisfaction
4. to establish and launch value adoption for subordinates for their growth and development
5. to inspire them to be inculcate and impart mentoring attributes
6. to create value based mind set and igniting their leadership skills
7. to acclimatize with the concept and importance of emotional intelligence as an educational leader
8. to learn and practice the ways for development of emotional intelligence in self and among others
9. to familiarize with the concept of transactional analysis model of personality structure
10. to put the ego status, managerial styles and positive and negative strokes in practice

UNIT-1 Leadership in Educational Administration

- 1.1 Meaning and nature of leadership **20**
- 1.2 Theories of leadership
- 1.3 Styles of leadership
- 1.4 Measurement of leadership

UNIT-2 Leadership and subordinates satisfaction and values **25**

- 2.1 Factors affecting subordinates' job satisfaction
- 2.2 Launching value adoption process
- 2.3 Group norms that allow individuals to grow and develop
- 2.4 Mentoring

UNIT-3 Leadership mindset and new leadership skills **10**

- 3.1 Creating a value based leadership mindset:
- 3.2 Igniting new leadership skills

UNIT-4 Emotional intelligence in educational leadership **15**

- 4.1 Meaning and Definitions
- 4.2 Importance of knowing one's emotional intelligence
- 4.3 Ways to help proper development of emotional intelligence
- 4.4 Relationship among emotional quotient, Intelligence and success as a leader
- 4.5 Characteristics of an emotionally matured leader

UNIT-5 Transactional Analysis in Educational leadership **30**

- 5.1 Introduction
- 5.2 Eric Berne's Model of Personality Structure
- 5.3 Analyzing Transactions
- 5.4 Ego status and managerial styles
- 5.5 Positive and negative strokes

ASSESSMENT SCHEME:

UNIT	TOPICS	Weightage
1	Leadership in Educational Administration	20
2	Leadership and subordinates satisfaction and values	25
3	Leadership mindset and new leadership skills	10
4	Emotional intelligence in educational leadership	15
5	Transactional Analysis in Educational leadership	30
	Total :	100

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FOUNDATIONS OF TEACHER EDUCATION**Rationale:**

Teacher preparation is one of the major areas of concern since long. Like today, it was a felt need during pre-independent time too. It has to support the efforts for the solution of the problems and challenges of education of the country. The nature, objectives, contents and pedagogy of subjects at the school stage are continuously changing. Such a situation, demands appropriate changes in Teacher Education as well. Teachers are now expected to educate students about 'learning to learn', 'learning to do', 'learning to live together, and 'learning to be'. In addition to this, international experiments in education, in the context of Teacher Education, need to be absorbed in Teacher Education programmes. Teacher Education has to play a very important role in cultural, social, economic, political context of the country. Taking a note of these developments, Teacher Education paper has been introduced in the M.A. (EDUCATION) programme.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Teacher Education in India – A Historical Perspective	9
2	Teacher Education Concept, Need, Objectives Curriculum	16
3	Teaching as a Profession	13
4	Type of Teacher Education Programmes and Agencies for Teacher Education	16
5	Problems and Issues of Teacher Education in India	10
	Total :	64

Objectives:**To enable students to:**

1. acquaint the students with the historical development of teacher education in India.
2. acquaint the students with the concept, objectives and principles of Teacher Education.
3. understand the teaching as a profession.
4. acquaint the students with various organizational patterns of teacher education programme in India.
5. understand the problems of teacher education.

Unit:-1 Teacher Education in India – A Historical Perspective **15%**

- 1.1 Ancient, Medieval, Buddha Period, Muslim Period, British Period
- 1.2 Post Independence Period [Recommendations on Teacher Education by muddaliar Commission, Kothari Commission, national Education Policy-1986]

Unit:-2 Teacher Education Concept, Need, Objectives Curriculum **25%**

- 2.1 Concept of Teacher Education
- 2.2 Need and Importance of teacher Education
- 2.3 General objective of Teacher Education Programme
- 2.4 Objectives of Pre-service Teacher Education at various levels (Primary, Secondary and Higher Secondary levels)
- 2.5 Teacher Education Curriculum: Concept of curriculum, Objectives of Curriculum, Recommendations of Education Commission and Kothari Commission on Teacher Education Curriculum, Brief introduction to Teacher education curriculum frame work, Present Scenario of teacher education Curriculum in Gujarat

Unit:-3 Teaching as a Profession **20%**

- 3.1 Meaning and Characteristics of Profession
- 3.2 Evaluation of teaching as a Profession
- 3.3 Professional Ethics for teachers
- 3.4 Activities for Professional Development of a teacher
- 3.5 Needs, Aims and Objectives, Role and Responsibilities of Teacher Associations / Organizations

Unit-4 Type of Teacher Education Programmes and Agencies for Teacher Education **25%**

- 4.1 In-service Teacher Education-Concept, Meaning, Need, Objectives, Programmes, Problems and Suggestions for Improvement
- 4.2 Pre-Service Teacher Education- Concept, Meaning, Need, and Types
- 4.3 Role of UGC, NCERT, NCTE, SCERT(Including DIET) with Special Reference to Teacher Education

Unit:-5 Problems and Issues of Teacher Education in **15%**

- 5.1 Major problems And Issues of Teacher education programmes: (Problems relate to Admission process, Quality of student teacher, Syllabus, Practice teaching and practicing schools, Constrains of time Organizational and Administrative Problems, Isolation of Teacher Education Institutions And Other Current Issues)
- 5.2 Remedies to Problems of Teacher Education

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Teacher Education in India – A Historical Perspective	15
2	Teacher Education Concept, Need, Objectives Curriculum	25
3	Teaching as a Profession	20
4	Type of Teacher Education Programmes and Agencies for Teacher Education	25
5	Problems and Issues of Teacher Education in India	15
	Total :	100

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CREATIVE CLASSROOM TECHNIQUES

Rationale: Teacher Education is the area that affects the education scenario of the nation and all other field of national spectrum. One of the most important tasks of teacher education is develop and provide hands on over innovative and effective classroom teaching techniques that make the subject matter interesting and easy for learners. Hence, in order to facilitate now pedagogy for teaching effectively and divergently, this subject has been introduced at Masters of Education level.

LEARNING OUTCOMES:

After the completion of course trainee teacher educators will be able to:

- Practice participatory teaching techniques in teaching learning process
- Hand on personalized or customized or individualized creative teaching techniques in teaching learning process
- Employ creative teaching techniques in teaching learning process
- Apply informal teaching techniques in teaching learning process

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Participatory Teaching Techniques	20
2	Customized Teaching Techniques	16
3	Creative Teaching Techniques	13
4	Teaching Techniques in Informal Setting	9
5	Emerging Teaching Techniques	6
	Total	64

Unit:- 1 Participatory Teaching Techniques**30%**

- 1.1 Socratic questioning
- 1.2 Story telling
- 1.3 Brain storming
- 1.4 Heuristics
- 1.5 Graphic symbols
- 1.6 Problem Solving
- 1.7 Mind Mapping
- 1.8 Strategies to have group report

Unit: - 2 Customized Teaching Techniques- 25%

- 2.1 Peer sharing
- 2.2 Boards games
- 2.3 Simulation
- 2.4 One minute reaction
- 2.5 Giving feedback creatively
- 2.6 Ways to make home assignment relevant
- 2.7 Ways to develop study habits

Unit: - 3 Creative Teaching Techniques 20%

- 3.1 Testing understanding
- 3.2 Goal setting
- 3.3 Making subject matter relevant
- 3.4 Creating humor in Classroom
- 3.5 Dealing with reluctant learners
- 3.6 Critical reading

Unit: - 4 Teaching Techniques in Informal Setting 15%

- 1.1 Body answers
- 1.2 Body maps
- 1.3 Nature Walk
- 1.4 Eco Study
- 1.5 Window Onto learning

Unit-5 Emerging Teaching Techniques 10%

- 1.1 Idea sketching
- 1.2 Divergent Ways of Reviewing
- 1.3 Hands on thinking
- 1.4 Filling odd moments
- 1.5 Conducting non threatening competition

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Participatory Teaching Techniques	30
2	Customized Teaching Techniques	25
3	Creative Teaching Techniques	20
4	Teaching Techniques in Informal Setting	15
5	Emerging Teaching Techniques	10
	Total	100

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E6

SPECIAL EDUCATION

Rationale

The qualitative syllabus should be according to the needs, expectation and demand of the society. The efforts are happening regarding the development of productive human resource in the context of futuristic needs. A person needs to have educational and vocational skills and readiness for happy and prosperous life through qualitative education. It is important for a man that he acquires education, skills and earning regarding the requirement of time. During the education if we keep in mind the individual difference of the students, this thing is beneficial to students. Because of special education we should be able to know the special needs of such students and to fulfill it. With the same purpose this paper is included in M.A. (EDUCATION) syllabus.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Concept and Meaning of Special Education	9
2	Education of Exceptional Children	13
3	Education of Physically Handicapped Child	16
4	Education of Mentally Retarded Child	13
5	Multiple Handicappedness	13
	Total :	64

Objectives:

To enable students to:

1. Understand special children and their special educational needs.
2. Recognize the problems of disabled children.
3. Give suggestions for arrangement of special education for completely deaf and dumb children.
4. Analyze the condition of deprived and causes of deprivation.
5. Evaluate facilities given to mentally disabled children.
6. Construct study material for education of special children.

Unit: -1 Concept and Meaning of Special Education

15%

- 1.1 Concept and Aims of special education.
- 1.2 Educational provisions and recommendation of NPE for special education.
- 1.3 Integrated education.
- 1.4 Role of teacher in special education.

Unit: - 2 Education of Exceptional Children **20%**

- 2.1 Definition of an exceptional child.
- 2.2 Difference between normal and exceptional children.
- 2.3 Classification of exceptional children.
- 2.4 Special education for exceptional children.

Unit: - 3 Education of Physically Handicapped Child **25%**

- 3.1 Meaning of physically handicapness.
- 3.2 Classification of physically handicapped children.
- 3.3 Meaning, types and characteristics of visually impaired child.
- 3.4 Meaning, types and characteristics of hearing impaired child.
- 3.5 Meaning, types and characteristics of speech impaired child.
- 3.6 Meaning, types and characteristics of orthopedically handicapped child.
- 3.7 Education of physically impaired children.

Unit: - 4 Education of Mentally Retarded Child **20%**

- 4.1 Definition and meaning.
- 4.2 Identification of mentally retarded child.
- 4.3 Classification of mentally retarded children.
- 4.4 Educational provision for mentally retarded children.
- 4.5 Education of mentally retarded children.

Unit: - 5 Multiple Handicappedness. **20%**

- 5.1 Definition and types of multiple handicappedness.
- 5.2 Characteristics of multiple handicappedness.
- 5.3 Causes and effects of multiple handicappedness.
- 5.4 Education of multiple handicapped children.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Concept and Meaning of Special Education	15
2	Education of Exceptional Children	20
3	Education of Physically Handicapped Child	25
4	Education of Mentally Retarded Child	20
5	Multiple Handicappedness	20
	Total :	100

E7

PLANNING, ORGANIZATION AND EVALUATION IN TEACHER EDUCATION

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Planning and Organizing Teacher Education at Institutional Level	16
2	Student Teaching and Training techniques	13
3	Teaching and Training techniques	16
4	Evaluation in Teacher education	9
5	Teacher effectiveness and its measurement	10
	Total :	64

Objectives:

To enable students to:

1. understand the Planning and Organizing Teacher Education at Institutional Level
2. understand the place of student teaching and its principles in teacher education
3. acquaint with various techniques of training and teacher training
4. acquaint the students with innovative approaches, innovative evaluation process and researches in Teacher Education
5. acquaint with evaluation practices in teacher education
6. acquaint with

Unit: - 1 Planning and Organizing Teacher Education at Institutional Level 25%

- 1.1 Microteaching (Concept, Assumptions, Phases, Steps, Precautions ,How it differ from Traditional Teaching, Meaning of Various Teaching skills
- 1.2 Simulation (Concept, Need in teacher training, Assumptions steps, advantages, limitations)
- 1.3 Block Teaching (concept, Planning, advantages, Problems)
- 1.4 Internship (concept, objectives, Planning, Role of Student teacher- Teacher educator and counselor , report writing)
- 1.5 SUPW (Concept , Objectives, Various Activities, Steps for organizing SUPW, Advantages, Problems
- 1.6 Computer Training (Planning, Importance, Barriers)

Unit: - 2 Student Teaching: 20%

- 2.1 Meaning, Concept and Scope of Student Teaching
- 2.2 Patterns of Student Teaching programmes, their nature, organization, (Teaching practice, Internship, Block teaching/off campus activities, Stray lesson etc.)
- 2.3 Problems in Student Teaching
- 2.4 Lesson planning: Meaning, need, advantages of lesson planning
- 2.5 Characteristics of an ideal lesson plan
- 2.6 Approaches to lesson planning (Herbartian five step Approach, Bloom's evaluation Approach)

Unit: - 3 Teaching and Training techniques 25%

- 3.1 Concept, Nature, Objectives, Procedure/Stages, Advantages, limitations and role of teacher educator for the following techniques.
 - Seminar, Conference, Symposium, Workshop, Tutorials,

Unit: - 4 Evaluation in Teacher education 15%

- 4.1 Concept of evaluation and measurement
- 4.2 Concept of the following types of evaluation: Planning stage evaluation, formative evaluation, Diagnostic evaluation, Summative evaluation
- 4.3 Need of Continuous and Comprehensive Evaluation in Teacher Education
- 4.4 Existing evaluation Practices for the following: Stray lessons, Internship, Co curricular activities and other practical work
- 4.5 Suggestions to improve evaluation practices in Teacher training

Unit: - 5 Teacher effectiveness and its measurement 15%

- 5.1 An Effective Teacher
 - 5.1 Concept of Teacher effectiveness
- 5.2 Evaluation of Teacher effectiveness
- 5.3 Recent trends and current researches on teacher effectiveness

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Planning and Organizing Teacher Education at Institutional Level	25
2	Student Teaching	20
3	Teaching and Training techniques	25
4	Evaluation in Teacher education	15
5	Teacher effectiveness and its measurement	15
	Total :	100

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E8

COUNSELING IN EDUCATION

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Counseling : Nature and Process	10
2	Approaches and Function of Counseling	13
3	Testing in Guidance Service	16
4	Guidance of Children with Special Needs	16
5	Scope of Work	13
	Total :	64

Unit: - 1 Counseling: Nature and Process **15%**

- 1.1 Concept, nature, Principles of Counseling
- 1.2 Difference between counseling and guidance.
- 1.3 Counseling process.
- 1.4 Group counseling Vs Individual counseling

Unit: - 2 Approaches and Functions of Counseling **20%**

- 2.1 Counseling approaches:-directive counseling
- 2.2 Non directive counseling
- 2.3 Elective counseling
- 2.4 Function, Role and characteristics of Counselor
- 2.5 Characteristics of good Counseling.

Unit: - 3 Testing in guidance service **25%**

- 3.1 Use of tests in guidance and counseling.
- 3.2 Tests of Intelligence, Aptitude, Creativity, Interest and Personality (Concept, Introduction of Tests, Well-known Psychological Tests).
- 3.3 Administering, scoring and interpretation of Test scores.
- 3.4 Communication of test results as relevant in the context of guidance programme

Unit: - 4 Counseling of Children with special needs **25%**

- 4.1 Problems of children with special needs.
- 4.2 Counseling for special learners, gifted and creative students.
- 4.3 Counseling for retarded, person with disabilities, educationally backward, underachievers, socially disadvantaged and deli quaint
- 4.4 Role of Teacher in helping children with special needs.

Unit: - 5 Scope of Work**20%**

- 5.1 Concept and Scope of Work in India.
- 5.2 Need to know about scope of work.
- 5.3 Occupational Satisfaction.
- 5.4 Factors motivating occupational work.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Counseling : Nature and Process	15
2	Approaches and Function of Counseling	20
3	Testing in Guidance Service	25
4	Guidance of Children with Special Needs	25
5	Scope of Work	20
	Total :	100

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E9

EDUCATIONAL ADMINISTRATION

Rationale:

The most important task of administration is to utilize the available resources in appropriate manner as to accomplish the set goals and targets. It requires the ability of educational administration.

The learners of 'Master of Education' are supposed to obtain command over administrative skills and manifest them in educational institutions in dealing with available human and material resources. Hence, this course entitled "Educational Administration" has been introduced to transform the learners into successful educational Administrators.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Development of Modern Concept of Educational Administration from 1900 to present day	13
2	Educational Planning and Finance	13
3	Techniques and Methods of Planning	09
4	Educational Supervision	16
5	Management Information System and Total Quality Management	13
	Total :	64

Objectives:

To enable the learners:

1. to acquaint with the concept of educational management and administration.
2. to familiarize with the structure of Administrative System of Indian Education at State and National level
3. to identify various approaches, perspectives and nature of educational planning
4. to develop institutional planning of an educational institution
5. to make out the Role of Different organizations in Financing Education
6. to use techniques, methods and steps of planning in the practice
7. to appraisal the planning of an educational institution
8. to attain insight in educational supervision from various perspectives related to education
9. to carry out planning, organizing and implementing supervisory programme

10. to realize the concept, strengths and different approaches of Total Quality Management from Educational perspective
11. to comprehend the concept, strengths and approaches of Management Information System in Educational Institutions
12. to develop Management Information System required for educational institution

	Weightage
UNIT-1 Development of Modern Concept of Educational Administration from 1900 to present day	20
1.1 Administration and Management	
1.2 Administration as a process	
1.3 Administration as a bureaucracy	
1.4 Human relation approach to Administration	
1.5 Structure of Administrative System of Indian Education at State and National level	
UNIT-2 Educational Planning and Finance	20
2.1 Meaning and nature	
2.2 Approaches to Educational Planning	
2.3 Perspective Planning	
2.4 Institutional Planning	
2.5 Role of Different organizations in Financing Education	
UNIT-3 Techniques and Methods of Planning	15
3.1 Micro and macro planning	
3.2 School mapping and child mapping	
3.3 Steps in planning	
3.4 Appraisal of planning	
	25
UNIT-4 Educational Supervision	
4.1 Meaning and nature	
4.2 Supervision as a service activity	
4.3 Supervision as a process	
4.4 Supervision as functions	
4.5 Supervision as educational leadership	
4.6 Modern Supervision	

- 4.7 Functions of Supervision
- 4.8 Planning the supervisory Programme
- 4.9 Organizing supervisory programme
- 4.10 Implementing supervisory programme

UNIT-5 Management Information System and Total Quality **20**

Management

- 5.1 Concept of MIS
- 5.2 Different Approaches of MIS
- 5.3 Strength of MIS
- 5.4 Concept of TQM
- 5.5 Different Approaches of TQM
- 5.6 Strengths of TQM

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Development of Modern Concept of Educational Administration from 1900 to present day	20
2	Educational Planning and Finance	20
3	Techniques and Methods of Planning	15
4	Educational Supervision	25
5	Management Information System and Total Quality Management	20
	Total :	100

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E10

CURRICULUM TRANSACTION AND EVALUATION

Rationale

Ever since the term curriculum was added to educators' vocabularies, it has seemed to convey many things to many people. To some, curriculum has denoted a specific course, while to others it has meant the entire educational environment. Whereas perceptions of the term may vary, it must be recognized that curriculum encompasses more than a simple definition. Curriculum is a key element in the educational process; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning. If the student gets the proper knowledge of curriculum development he/she will be able to contribute for developing the curriculum in future. With the same purpose this paper is included in M.A. Education syllabus.

Objectives:

To enable students to:

1. understand the concept of curriculum , curriculum development and components of curriculum.
2. understand the foundations of curriculum development.
3. gain insight in to the Strategies of Curriculum development.
4. acquaint with the different approaches for curriculum transaction.
5. develop the ability to organize the curriculum
6. develop the skill for evaluating curriculum

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Meaning of Curriculum Transaction	13
2	Approaches for Curriculum Transaction	13
3	Integration of ICT in Curriculum Transaction	12
4	Concept of curriculum evaluation	13
5	Tools and Techniques of Curriculum evaluation	13
	Total :	64

Unit: - 1 Meaning of Curriculum Transaction **20%**

- 1.1 Meaning of Curriculum transaction..
- 1.2 Minimum requirement for transaction of curriculum.
(Duration, intake, eligibility, content, qualification of teaching staff, non-teaching staff, infrastructure facilities, institutional facilities, climate).

Unit: - 2 Approaches for Curriculum Transaction **20%**

- 2.1 Collaborative Learning-meaning and its role in curriculum transaction
- 2.2 Cooperative learning-meaning & its role in Curriculum transaction (team teaching, project methods etc.).
- 2.3 Use of various methods & media in transaction with their strength and limitation. 2.4 Types of creative children and tests of creativity.
- 2.4 Transaction of issues i.e. gender, values education/especially peace oriented values.

Unit: - 3 Integration of ICT in Curriculum Transaction **20%**

- 3.1 ICT in transaction of curriculum, its importance and role,
- 3.2 Various modes of ICT (PLM, CAL, CAI) for transaction with their strengths and limitation.
- 3.3 Role of communication in curriculum transaction
- 3.3 Researches related to ICT for transaction.

Unit: - 4 Concept of curriculum evaluation **20%**

- 4.1 Curriculum evaluation: concept and meaning.
- 4.2 Who should evaluate the worth of curriculum?
- 4.3 What should form the basis for their decision? Curriculum planner, educationist teacher and students.
- 4.4 Concept of Formative and Summative evaluation of curriculum
- 4.5 Issues in Curriculum evaluation

Unit: - 5 Tools and Techniques of Curriculum evaluation **20%**

- 5.1 Observation; classroom interaction (with teacher and in peer group, group work)
- 5.2 Oral : pretesting, diagnostic questions
- 5.3 Interview: consulting users of curriculum
- 5.4 An opinonnaire
- 5.5 Maintaining daily by the children as well as teachers.
- 5.6 Project work , Peer evaluation , Maintaining portfolio of the work and their presentation.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Meaning of Curriculum Transaction	20
2	Approaches for Curriculum Transaction	20
3	Integration of ICT in Curriculum Transaction	20
4	Concept of curriculum evaluation	20
5	Tools and Techniques of Curriculum evaluation	20
	Total :	100

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E11

ADVANCED PEDAGOGY IN EDUCATION

LEARNING OUTCOMES:

AFTER THE COMPLETION OF COURSE TRAINEE TEACHER EDUCATORS WILL BE ABLE TO:

- Understand the nature of Pedagogy and Effective Pedagogical Principles.
- Develop capacities of reflecting on pedagogical practices and learning process
- Prepare and use appropriate approaches for improving learning of the students
- Understand the models of teaching
- Explore with new trends and techniques in advanced pedagogy
- Expose different modes of Teaching learning
- Understand the scope of ICT and its pedagogic applications
- Identify the role of multimedia in pedagogic applications
- Empower in pedagogical application of multimedia approaches

TEACHING SCHEME:

UNITS	TOPICS	THEORY HOURS
1	Introduction to Pedagogy	13
2	Advanced Pedagogy: Innovative Methods of Teaching and Learning	13
3	Maxims and Models of Teaching Learning	16
4	Activity Based Approaches of Teaching Learning	6
5	ICT and Multimedia based Teaching Learning	16
	Total :	64

Unit-I Introduction to Pedagogy

20%

1.1 Concept of Pedagogy

1.2 Importance of pedagogy

1.3 Principles of Effective Pedagogy

1.4 Role of Pedagogy in Effective Teaching

1.5 Pedagogical Models- Productive Pedagogies, Inquiry Based Pedagogy

Unit-II Advanced Pedagogy: Innovative Methods of Teaching and Learning 20%

2.1 Need of advanced Pedagogy

2.2 Difference between teaching and Instruction, conditioning & training

2.3 Voice Threads, Blogging, Smart boards, Social Bookmarking, Podcast and Screen cast,

2.4 Various other methods of Teaching-Learning: Social media and Wikipedia in Classroom, Lecture Capture, Learning beyond Classroom, Moodle.

Unit-III Maxims and Models of Teaching Learning 25%

3.1 General Maxims of Learning,

3.2 Models of teaching: meaning, characteristics and types

3.2.1 Concept Attainment Model

3.2.2 Advance Organizer Model

3.2.3 Inquiry Training Model

3.2.4 Role Play Model

3.2.5 Value Analysis Model

Unit-IV Activity Based Approaches of Teaching Learning 10%

4.1 Project

4.2 Cooperative learning

4.3 Group Discussion

4.4 Panel Discussion

4.5 Different types of Seminars

4.6 Tutorials

Unit-V ICT and Multimedia based Teaching Learning 25%

5.1 Computer assisted instruction, Web based instruction: uses, web links, online learning, m-learning, Virtual classrooms, computer based assessment system, Computer mediated communication.

5.2 Multimedia concept and meaning text, graphics, animation, audio, video

5.3 Multimedia applications:

- 1 Computer based training
2. Electronic books and references
3. Multimedia application for educationist
4. Information kiosks
5. Multimedia www and web based training

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Introduction to Pedagogy	20
2	Advanced Pedagogy: Innovative Methods of Teaching and Learning	20
3	Maxims and Models of Teaching Learning	25
4	Activity Based Approaches of Teaching Learning	10
5	ICT and Multimedia based Teaching Learning	25
	Total :	100

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EDUCATION OF CHILDREN WITH SPECIAL NEEDS**Rationale**

The qualitative syllabus should be according to the needs, expectation and demand of the society. The efforts are happening regarding the development of productive human resource in the context of futuristic needs. A person needs to have educational and vocational skills and readiness for happy and prosperous life through qualitative education. It is important for a man that he acquires education, skills and earning regarding the requirement of time. During the education if we keep in mind the individual difference of the students, this thing is beneficial to students. Because of special education we should be able to know the special needs of such students and to fulfill it. With the same purpose this paper is included in M.A. (EDUCATION) syllabus.

Objectives:

To enable students to:

1. Understand special children and their special educational needs.
2. Recognize the problems of disabled children.
3. Give suggestions for arrangement of special education for completely deaf and dumb children.
4. Analyze the condition of deprived and causes of deprivation.
5. Evaluate facilities given to mentally disabled children.
6. Construct study material for education of special children.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Education of gifted child.	10
2	Education of creative children.	10
3	Delinquent child.	10
4	Problematic child.	9
5	Backward children.	9
	Total :	48

Unit: - 1 Education of gifted child	20%
1.1 Definition and meaning of gifted child.	
1.2 Identification of gifted children.	
1.3 Characteristics of gifted children.	
1.4 Methods of gifted children.	
1.5 Education of gifted children.	
Unit: - 2 Education of creative children	20%
2.1 Meaning of creativity.	
2.2 Aspects of creativity.	
2.3 Characteristics of creative child.	
2.4 Types of creative children and tests of creativity.	
2.5 Teaching of creativity.	
Unit: - 3 Delinquent child	20%
3.1 Definition and meaning of delinquent child.	
3.2 Characteristics of delinquent child.	
3.3 Causes of delinquency.	
3.4 Prevention of delinquency.	
3.5 Rehabilitation of delinquency.	
Unit: - 4 Problematic child	20%
4.1 Meaning of problematic child.	
4.2 Characteristics of problematic children.	
4.3 Classification of problematic children.	
4.4 Identification of problematic children.	
4.5 Factor affecting and treatment of problematic behavior.	
Unit: - 5 Backward children	20%
5.1 Meaning and Characteristics of backward children.	
5.2 Cause of backwardness.	
5.3 Problem of backwardness.	
5.4 Identification and diagnosis of backwardness.	
5.5 Treatment of backwardness and remedial teaching.	

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Education of gifted child	20
2	Education of creative children	20
3	Delinquent child	20
4	Problematic child	20
5	Backward children	20
	Total :	100

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