



હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી

NAAC A (3.02) State University

પો.બો.નં.-૨૧, યુનિવર્સિટી રોડ, પાટણ (ઉ.ગુ.) ૩૮૪૨૬૫

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પરિપત્ર ક્રમાંક - ૧૫૯ / ૨૦૧૯

વિષય:-એજ્યુકેશન વિદ્યાશાખા અંતર્ગત એમ.એડ.સેમ-૧ થી ૪ ના અભ્યાસક્રમમાં સુધારા અંગે..

સંદર્ભ :- અત્રેનો પરિપત્રનં. ૧૦૭/૨૦૧૯ , તારીખ : ૨૧/૦૭/૨૦૧૯

આ યુનિવર્સિટી સંલગ્ન એજ્યુકેશન કોલેજના આચાર્યશ્રીઓને જણાવવાનું કે, UGC ની Model Curriculum અંગેની Guideline સંદર્ભનો જૂન - ૨૦૧૯ થી અમલમાં આવેલ એમ.એડ.નો સંદર્ભિત પત્રથી પરિપત્રિત કરવામાં આવેલ અભ્યાસક્રમનાં માળખા જૂન - ૨૦૧૯ થી અમલમાં આવે તે રીતે સામેલ પરિશિષ્ટ પ્રમાણેના સુધારા કરવાના થાય છે. જેનો આદેશાનુસાર અમલ થવા વિનંતી છે.

આ બાબતની સંબંધિત અધ્યાપકો તથા વિદ્યાર્થીઓને આપના સ્તરેથી જાણ કરવા વિનંતી છે.

નોંધ :- (૧) વિદ્યાર્થીઓની જરૂરીયાત માટે પરિપત્રની એક નકલ કોલેજના ગ્રંથાલયમાં મૂકવાની રહેશે.

(૨) આ અભ્યાસક્રમનો સુધારો યુનિવર્સિટીની વેબ સાઈટ www.ngu.ac.in પર પણ ઉપલબ્ધ કરાવવામાં આવનાર છે.

બિડાણ : ઉપર મુજબ

સહી/-
કુલસચિવવતી

નં.-એ કે / અ× સ / ૩૮૩૧ / ૨૦૧૯

તારીખ: ૦૮ / ૦૮ / ૨૦૧૯

પ્રતિ,

૧. સંલગ્ન એજ્યુકેશન કોલેજોના આચાર્યશ્રીઓ
૨. શ્રીમતી ગીતાબેન બી. પટેલ (ડીન-શિક્ષણ વિદ્યાશાખા) જીવન જ્યોત બી.એડ. કોલેજ , વાલમ , તા. વિસનગર
૩. પરીક્ષા નિયામકશ્રી, હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. (પાંચ નકલ)
૪. ગ્રંથપાલશ્રી, હેમ.ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. (વિદ્યાર્થીઓના ઉપયોગ સારૂ રેકર્ડ ફાઈલ માટે)
૫. સિસ્ટમ એનાલીસ્ટશ્રી, કોમ્પ્યુટર (રીઝલ્ટ) સેન્ટર, હેમ.ઉ.ગુ.યુનિવર્સિટી, પાટણ. તરફ પરિણામ માટે તથા વેબસાઈટ મૂકવા સારૂ.
૬. મુખ્ય હિસાબી અધિકારીશ્રી (મહેકમ), હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ તરફ → પરિપત્રની ફાઈલ અર્થે



હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી

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પરિપત્ર ક્રમાંક — ૧૦૭ / ૨૦૧૮

વિષય:— શિક્ષણ વિદ્યાશાખામાં અનુસ્નાતક કક્ષાના સેમસ્ટર—૧ થી સેમેસ્ટર—૪ ના નવા અભ્યાસક્રમ અંગે..

આ યુનિવર્સિટી સંલગ્ન એમ.એડ. કોલેજના આચાર્યશ્રીઓને જણાવવાનું કે, UGC ની Model Curriculum અંગેની Guideline સંદર્ભે નો શિક્ષણ વિષયનો અનુસ્નાતક કક્ષાનો સેમસ્ટર—૧ થી સેમેસ્ટર—૪ સુધીનો સામેલ પરિશિષ્ટ મુજબનો નવો અભ્યાસક્રમ એકેડેમિક કાઉન્સિલએ તેની તારીખ: ૦૫/૦૬/૨૦૧૮ની સભાના ઠરાવ ક્રમાંક: ૩૧ થી **શૈક્ષણિક વર્ષ: ૨૦૧૯-૨૦ થી ક્રમશઃ અમલમાં આવે તે રીતે મંજૂર કરેલ છે.** જેનો અમલ કરવા સારૂ સંબંધિતોને આ સાથે મોકલવામાં આવે છે.

આ બાબતની સંબંધિત અધ્યાપકો તથા વિદ્યાર્થીઓને આપના સ્તરેથી જાણ કરવા વિનંતી છે.

નોંધ: (૧) વિદ્યાર્થીઓની જરૂરીયાત માટે પરિપત્રની એક નકલ કોલેજ /ડિપાર્ટમેન્ટના ગ્રંથાલયમાં મૂકવાની રહેશે.

(૨) આ અભ્યાસક્રમ યુનિવર્સિટીની વેબ સાઈટ www.ngu.ac.in પર પણ ઉપલબ્ધ કરાવવામાં આવનાર છે.

સહી/—

બિડાણ: ઉપર મુજબ

કુલસચિવવતી

નં.—એ કે / અ× સ / ૩૦૩૮ / ૨૦૧૮

તારીખ: ૨૧/૦૭/૨૦૧૮

પ્રતિ,

૧. સંલગ્ન એમ.એડ. કોલેજોના આચાર્યશ્રીઓ
૨. શ્રી ગીતાબેન બી.પટેલ (ડીન—શિક્ષણ વિદ્યાશાખા), એજ્યુકેશન કોલેજ, મું.વાલમ, તા.વિસનગર, જિ.મહેસાણા.
૩. પરીક્ષા નિયામકશ્રી, હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. (પાંચ નકલ)
૪. ગ્રંથપાલશ્રી, હેમ.ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. (વિદ્યાર્થીઓના ઉપયોગ સારૂ રેકર્ડ ફાઈલ માટે)
૫. સીસ્ટમ એનાલીસ્ટ, કોમ્પ્યુટર (રીઝલ્ટ) સેન્ટર, હેમ.ઉ.ગુ.યુનિવર્સિટી, પાટણ તરફ પરિણામ માટે તથા વેબસાઈટ પર મૂકવા સારૂ.
૬. માન.કુલપતિશ્રી/ કુલસચિવશ્રીનું કાર્યાલય, હેમ.ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ.
૭. અનુસ્નાતક પ્રશાખા(એકેડેમિક શાખા) હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ
૮. મુખ્ય હિસાબી અધિકારીશ્રી (મહેકમ), હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ તરફ—પરિપત્રની ફાઈલ અર્થે
૯. સિલેક્ટ ફાઈલે— (૨ નકલ)

SEMESTER- I

TABLE-5
SUMMARY OF M. ED(TWO YEAR) CBCS PROGRAMME

Semester	Credits			No. of Hours			Marks		
	Teaching	Self Learning	Total	Teaching	Self Learning	Total	External	Internal	Total
Semester I	16	4	20	64	128	192	280	245	525
Semester II	16	4	20	64	128	192	280	245	525
Semester III	16	4	20	64	128	192	280	245	525
Semester IV	12	8	20	48	256	304	210 +120=330	195	525

Note : Table No,6, 7,8,9,10 See old curriculum.

M.ED SEMESTER WISE COURSE**SEMESTER-1 (20 CREDITS)**

Sr. No.	Paper Title	Core/Spl Core/Sec Core;Ele Specl/Sec Spcl	Credit(s)/Total	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/Hands on/Students Activity/Seminar/ Workshop/etc	Weightage for Internal Examination (Marks)	Total
1.	Psychology of Learning and Development	Core	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
2.	Historical, Political & Economic Prospective of Education	Core	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
3.	Education Studies	Core	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
4.	Introduction to Research Methods	Core	4	3 (48 Hrs)	70	1 (32 Hrs)	30	100
5.	Communication and Expository writing	ISB 1	1	0	0	1 (32 Hrs)	30	30
6.	Dissertation	ISB 1	1	0	0	1 (32 Hrs)	35	35
7.	Internship (Pre) Workshop in college in peer group. Two days. Four days instruction given by M.Ed Professor to all Student of first four sem on subject and creativity on it.	ISB 1	2	0	0	2 (64 Hrs) (36 Hrs) in college 28 in self L. (Hrs)	60	60
		Total	20	12/(192)	280/280	8/(256)	245	525

SEMESTER- I
PERSPECTIVE CORE COURSE
M.ED. CC 101
PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Objectives:

1. To enable the students to be familiar with the contributions of schools of Psychology to education and Personality Factors
2. To develop insight into the concept of learning, its theories, transfer of learning and their implications in teaching- learning.
3. To enable the students to develop understanding of memory, memory processing, creativity, intelligence and their implications in classroom.
4. To develop insight into the concept and use various models of teaching in classroom.

UNIT- I Schools of Psychology and personality Factors

Schools of Psychology

1. Structuralism
2. Behaviorism
3. Constructivism

Personality Factors

1. Extroversion
2. Agreeableness
3. Conscientiousness
4. Neuroticism
5. Openness

Field Engagement

1. Organize Seminar on the schools of psychology.
2. Group discussion on the contributions of the Schools of psychology to education.
3. Library work: Prepare a report on the introduction to the various psychologists and their contributions.

UNIT- II Learning, Its Theories and Transfer of Learning

1. Meaning and Concept
2. Theories of Learning : (Bandura and Ansuel)
3. Transfer of Learning / Training
 - a. Meaning
 - b. Types of transfer
 - c. Theories of Transfer (theory of mental discipline, apperception theory, theory of identical elements theory of generalization, transposition theory, theory of ideals)
 - d. Educational Implications of the transfer of learning
 - e. Conditions Facilitating Transfer

Field Engagement

1. Prepare an advanced organizer for the content of your syllabus.
2. Group discussion in the implications of the theories of learning.
3. Conduct a case study of five students and prepare a report on 'factors influencing their learning according to Hull'
4. Visit a Psychological lab and prepare a detailed report of its equipments and their use.

UNIT- III Information Processing System and Models of Teaching

1. Information Processing System
 - a. Memory: its meaning, Types of memory

- b. Information processing model: concept and its Educational Implications.
 - c. Tools and Techniques of Information Processing and Retrieval
2. Models of Teaching
 - a. Concept, Characteristics, Classifications and Use of Models of Teaching
 - b. Introduction to the Following Models of Teaching with reference to concept, steps and their educational implications.
 - * Cognitive Growth Model- Jean Piaget
 - * Self-Control Model: B.F. Skinner
 - * Self-Concept Model: A. Maslow

Field Engagement

1. Prepare the lesson planning based on any one model of teaching and apply it.
2. Prepare PPT on the Information Processing model
3. Organize the seminar on the memory improvement techniques.
4. Conduct a quiz competition based on the unit - III

UNIT- IV Intelligence and Creativity

1. Intelligence
 - a. Meaning, Concept, role of heredity and environment
 - b. Concepts of I.Q.
 - c. Theories of Intelligence
 - d. Theory of Multiple Intelligence
2. Creativity
 - a. Concept, Nature and characteristics of creativity
 - b. Theories of Creativity
 - c. Educational Implications

Field Engagement

1. Prepare a profile of the students based on their various abilities and intelligence
2. Administer any one standardized test and interpret the data.
3. Prepare a project Multiple Intelligences and its implications.
4. Prepare presentation on I.Q.

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SEMESTER- I
PERSPECTIVE CORE COURSE
M.ED. CC - 102

Historical Political & Economic Prospective of Education

Objectives:

STUDENTS TEACHER WILL BE ABLE TO:

1. Develop Knowledge and Understanding of the History of education.
2. Understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees.
3. Get acquainted with the different aspect of growth of the national system of education.
4. Get acquainted with the role of politics in education.
5. Get acquainted with the role of education in economic development.

UNIT- I History of education in India.

1. Need and importance of History of education.
2. Education in Ancient India; Vedic, Buddhist, Jain, Islamic
3. Education in Medieval India; Macaulay, Minute, Wood, Dispatch, Sargent Commission.
4. Discontentment against western system of India.

Field Engagement

1. Write assignment on History of education in India.
2. Critically review the education policies of British India.
3. Write review on the views of fighter freedom against the western of education.

UNIT- II National Education Movement

1. University Education Commission, 1948
2. Secondary Education Commission, 1952-53
3. Indian Education Commission, 1965-66
4. National Policy of Education, 1986 and POA192
5. NCF 2005, NKC Report – 2007
6. Yashpal committee report on Indian higher Education 2009
7. NCFTE 2009 and RTI Act, 2009
8. Programmes for universalization of Education- SSA, RMSA, RUSA

Field Engagement

1. Critically review the one education commission of post independence.
2. Write assignment on major recommendation of NCF-2005 and NCFTE- 2009
3. Compare the objective of SSA, RMSA and RUSA.

UNIT- III Politics and Education

1. Relationship between education and political systems, education and state education in democracy & communism.
2. Excellent education and research institution with reference to locale management, medium of instruction and affiliating body.
3. Teacher autonomy and institutional autonomy.
4. Educational legislations, educational policy- making, educational reforms.
5. Politicization of education: Stability of curriculum, academic work, celebrating and organizing different programmer and education.

Field Engagement

1. Compare the educational system politics of e-governnance and education.
2. Debate on the stability of curriculum, Academic work, celebrating and orgnaning different Programme, examination recruitment.
3. Seminar on impact of educational policy & reforms on education.

4. Write a report on the observation on relationship between education and political system.

UNIT- IV Education and Economics

1. Role of education in Economic development.
2. Education in capitalist, socialist and mixed economics.
3. Natural and human resources.
4. Human capital model, education as a human capital, factor influencing.
5. Creation of wealth in education an important industry, stimulus, stimulus economic, growth economic benefit of education.
6. Cost- quality relationship to education.

Field Engagement

1. Compare the educatoinal system in capitalist, socialist and mixed economics.
2. Compare the natural and human resources.
3. Symposium on education and economics.

SEMESTER- I
PERSPECTIVE CORE COURSE
M.ED. CC - 103
EDUCAITON STUDIES

Objectives:

Students will.....

1. Understand educaiton as a phenomenon and as a field of study with a body of knowledge.
2. Understand education as scocial phonomena, practice and field of study.
3. Understand the nature of education studies and map the field.
4. Familiarizes with seminal educational texts that represent the foundational prespectives.
5. Understand and apply knowledge with institutions, systems and structures of education and flagging the contemporary concerns of education policy and practice.
6. Identify analyses and reflect on the multidimensional nature of roles oth the teacher.
7. Develop and refine communication skills through discussion, presentation and different farms of writing.
8. Recognize one owns strength and waknesses.
9. Develop social sensitivity and the capicity to listen and empathize.

UNIT- I Education study

1. Meaning, Concept of Education studies.
2. Modern history of Educational Study.
3. Tranditional disciplines and educational studies.
4. Present Seenario of education study.

5. Interdisciplinary nature of education; relationship with disciplines/ subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide broad framework for insightful construction of knowledge.

Field Engagement

1. Exhibition of picture and contributions of Educators (Exhibition)
2. Visit the Historical Educational Institution and prepare a report on it (Field Visit)
3. Organize a seminar / Group Discussion on Present scenario of education. [Seminar Group Discussion]
4. Assignment / Peer tutoring on Modern and Traditional disciplines and educational studies.
5. Prepare a study report on bibliography of any Educationalist.
6. Organize a study tour of a community Historical Educational Institution center and submit your study report mentioning major activities, educational and social importance. [Social Engagement ' Community Engagement]

UNIT- II Theoretical perspectives of education

1. Educational ideologies for Education study.
2. Meaning, characteristics and importance of

a. Scholastic	e. Values
b. teaching-learning	f. Knowledge construction
c. Sustainable education	g. Inclusive Education
d. morality	h. Pedagogy & Andragogy
3. Education as a socially contrived system influenced by Social, cultural, political, economic and technological factors.
4. Prioritizing the aims of Indian education in context of a democratic, secular, egalitarian and a human society.
5. Procedure of linking:
 - a. Content knowledge with Pedagogy knowledge.

- b. School knowledge with life outside the school.
- c. School knowledge with community knowledge.
- d. Experimental knowledge with empirical knowledge.
- e. Knowledge on action and reflection on outcome of action.
- f. Theoretical knowledge and practical knowledge.
- g. Universal knowledge and contextual knowledge.

Field Engagement

1. Interview with Eminent Educationist or Experienced Educationist teacher (Interview)
2. Talk to the students and find out their opinion about various ideologies in curriculum, transaction. Prepare a reflective report [Research]
3. Preparation of Power-point presentation with reference to Sociological / cultural/Technological perspectives on purpose of Education study. (Presentation)
4. Conduct a case study on Problems related to Educational study (Case study)
5. Group Discussion/debate on the topic of Sociological/Cultural/ Technological perspectives [Research /Library]

UNIT- III Vision of School Education

1. Development of relationship between child and the environment: school practices with life outside the school: ICT and Teaching-Learning.
2. Role Perception: Teacher as role model, as a facilitator and as a co-learner.
3. Values, Skills and attitude for attainment of Goal of education for peace.
4. Quality and excellence in education and its relation to quality.
5. Contemporary challenges to school education.

Field Engagement

1. Assignment based on self study on the themes like new education policy; status of education of social-economically disadvantage children of your state; process of socialization of a child; new emerging problems in school education; critically analysis of the ways in which schooling and teaching-learning contribute to social in quality and presentation in a seminar. (any one)
2. Observation of role of teacher in context to involvement in various activities in real class room and discussion with peers and teachers. (any one teacher)

UNIT- IV Developing the self and aspiration as a teacher

1. Development of human personality in all its dimensions - intellectual, physical, emotional, social, moral and spiritual.
2. Influence of feeling of fear and trust inpersonal and social attitude.
3. Attitude towards competition and co-operation and their impact in personal and social life.
4. Professional competent teacher and his sensitivity towards the issues of equity, democracy and social justice.

Field Engagement

1. Collect views on issues of social conflicts through workshop in drama, Arts, Music and Craft; (any one)
2. Seminar/Quiz on Politics and Policy of Education
3. Critical report on Rights, Equality and Justice in Education with help of students and community/ resources (Community Engagement)
4. Organization of workshop on activities related .to Global Issues in Education
5. Record an Interview with Role of teacher to use Education study in present education system

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LA

SEMESTER -I
PERSPECTIVE CORE COURSE
M.ED. CC 104
INTRODUCTION TO RESEARCH METHODS

Objectives

The Student:

1. Understands the place of research in education.
2. Gets acquainted with various resources of educational research.
3. Becomes familiar with various methods of research.
4. Achieves skill in writing and comprehending research reports.
5. Gets conversant with problems of research design, tools of collecting data (and methods) and techniques of analysis.
6. Is initiated into research by undertaking a problem of research and preparing a dissertation.

UNIT-I Educational Research and Research Process

1. Meaning of research and educational research
2. Need and importance of educational research
3. Characteristics of educational research
4. Factors hindering educational research
5. Types of research (Basic, Applied and action research)
6. Areas of educational research
7. Teachers and research
8. Ethical considerations in research

UNIT-II Research Problem, variables and Hypotheses

1. Research problem
 - a. Sources of a research problem

- b. Selection and nature of a research problem
 - c. Characteristics of a research problem
 - d. Techniques involve in defining and formulating a research problem
2. Variables
 - a. Nature and Meaning of variables
 - b. Types of variables
 - c. Selection of variables in educational research
 3. Hypotheses
 - a. Meaning of hypothesis
 - b. Criteria for evaluating hypothesis
 - c. Objections to hypothesis construction
 - d. Types of hypothesis
 - e. Testing a hypethesis
 4. Research proposal
 - a. Importance
 - b. Format
 5. Steps in the research process

UNIT-III Reserch Resources

1. Reference books: Encyclopedia, Dictionaries, Almanaces and Yearbooks, Directories, Biographical sources, Biliographical sources.
2. Books and monographs; Card; Catalog, Books-lists and Reviews
3. Periodical and Pamphlets: News papers, Periodicals, Micro films and other aids.
4. Dissertations, theses and research journals
5. Review of Related literature; Through internet, Inflib.net Through CD-Magazines
6. Institutions conducting reserch and nature of studies undertaken

UNIT-IV Research Tools

1. Questionnaire:
 - a. Advantages and disadvantages of questionnaires
 - b. Forms of questionnaires
 - c. Basic guidelines for constructing items
 - d. Questionnaire format
 - e. Preliminary try out
 - f. Techniques for usable returns
 - g. Reliability and validity of questionnaires

2. Interview:
 - a. Advantages and disadvantages of interview
 - b. Reliability, objectivity, and validity of interview
 - c. Biasing factors in the interview
 - d. Types of interview: individual and group, structured and unstructured
 - e. Conduct of interview

3. Observation:
 - a. Simple observation; controlled, participant and non-participant
 - b. Aid in simple observation
 - c. Systematic observation: Control over the observer and subject.

4. Rating Scales:
 - a. Numerical scales
 - b. Graphic scales
 - c. Descriptive graphic scales
 - d. Rules for constructing scales

5. Psychological Test:
 - a. Meaning and concept
 - b. Classification of test
 - c. Characteristics of a good Standardized test
 - d. Factors to be considered in test selection
 - e. Steps of Standardized test
 - f. Using tests in research
 - g. Tests available in Gujarati version
6. Attitude Scale:
 - a. Construction of attitude scale by Likert and Thurston method
7. Other tools:
 - a. Checklist, Scorecard, Sociometry, Q-sort technique, Semantic technique, differential technique

Field Engagement

1. Prepare any one action research on classroom problem
2. Prepare the research proposal for your research problem and present in Seminar
3. Prepare a tool for Data collection
4. Review of research tools related to past studies.

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