P. G. Department of Education,
Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

CBCS: Master of Education (M.Ed.) CURRICULUM
(For Two Years)

CBCS M.Ed. Curriculum
Semester - I to IV

With Effect From: - 2023-24

P. G. Department of Education,
Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

DURATION OF THE COURSE

The M.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014.The M.Ed. programme shall be of duration of two academic years spread over four semesters.

1. **WORKING DAYS**
   a. There shall be at least two hundred working days each year exclusive of the period of examination and admission. The days shall be counted from last day of admission or in accordance with any other norms as per policy of the NCTE/state Govt./University whichever is applicable.
   b. The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for internship. Every candidate should have to complete all the practical work to the satisfaction of the Head/Principal. He/ She should have obtained such certificate from the Head/Principal of the institute and copy of the same to be submitted to the university by the institution on behalf of the examinee.

2. **ELIGIBILITY**
   a. Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks in the Bachelor Degree along with at least 50% marks or an equivalent grade in the following programmes:
   (i)   B.Ed
   (ii)   B.A. B.Ed., B.Sc. B.Ed.
   (iii)   B.EI.Ed.
   (iv)   D.EI.Ed with an under graduate degree (with 50% mark in each).
   b. Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rule of the Central Government/State Government whichever is applicable.

3. **ADMISSION PROCEDURE**

   Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or in accordance with any other procedure as per the policy of the State Government/University.

   Fees of the M.Ed. program will be collected annually for first year in the beginning of I semester (i.e. at the time of admission) and for II year in the beginning of III semester.

4. **EXAMINATION**

M.Ed. is a full time regular course for two academic year spread in four semesters.

M.Ed. students can answer in English or in Marathi or in Hindi medium.

If the Student has not completed theory courses, practicum and internship, he/she will not be allowed to appear in the M.Ed. examination.

   a. **List of the Core Course of M.Ed. Programme**

Course A001 Core-1: Fundamental Concepts of Educational Research Course

A002 Core-2: Psychology of Learning & Development

Course A003 Core-3: Educational Studies

Course A004 Core-4: Method of Educational Research Course

A005 Core-5: Philosophy of Education

Course A006 Core-6: Perspectives in Teacher Education

Course A007 Core-7: Tools & Techniques in Educational Research Course

A008 Core-8: Sociology of Education

Course A009 Core-9: Treatment of Data & Research Report Writing

Course A010 Core-10: Dissertation

b. List of the Group Course of M.Ed. Programme

B-101 Childhood Education

B-102 Higher Education

B-103 Inclusive Education

B-104 Values in Bhartiya Chintan

OR Any other similar Course from SWAYAM of similar Credits

c. Group-A: Elementary Education

B-105 Issues and Problems in Primary Education

B-106 Curriculum Pedagogy in Primary Educationc

B-107 Educational Management and Organization in Primary Education

OR Any other similar Course from SWAYAM of similar Credits

d. Group-B: Secondary Education

B-108 Issues and Problems in Secondary Education

B-109 Curriculum Pedagogy in Secondary Education

B-110 Educational Management and Organization in Secondary Education

OR Any other similar Course from SWAYAM of similar Credits

e. List of the Elective Course of M.Ed. Programme

C-101 Curriculum Studies in Education

C-102 ICT in Education

C-103 Guidance & Counselling

C-104 Special Education

C-105 Inferential Statistics

C-106 Educational Administration and Leadership

C-107 Curriculum Pedagogy & Assessment

OR Any other similar Course from SWAYAM of similar Credits

f. List of the Optional Course of M.Ed. Programme

D -101 History & Economy of Education

D-102 Application of Descriptive Statistics in Research

D-103 Psychological Testing

D-104 Educational Measurement & Evaluation

OR Any other similar Course from SWAYAM of similar Credits

08 Any graduate who has taken the degree of Bachelor of Education of this University or a degree of another University recognized as equivalent there to may be admitted to the M.Ed. Programme of the university, after having fulfilled the requirements as laid down by the University and NCTE.

09 THE COURSES FOR M. Ed. PROGRAMME

The courses for the M.Ed. programme are divided in four

parts

Part 1. Semester – 1

Part 2. Semester – 2
Part 3. Semester – 3
Part 4. Semester – 4

M.Ed. Semester – 1

Course No.	Course	Inst. H/W	Credit	Total		
	Core Courses (Perspective)			Internal	External	Total
A 001	Core-1: Fundamental Concepts of Educational Research	4	4	40	60	100
A 002	Core-2: Psychology of Learning & Development	4	4	40	60	100
A 003	Core-3: Educational Studies	4	4	40	60	100
A 010	Core-10:Preparation of research proposal	4	-	-	-	-
	Optional Courses - Any One group of the Following					
D 101	History & Economy of Education	4	4	40	60	100
D 102	Application of Descriptive Statistics in Research	4	4	40	60	100
D 103	Psychological Testing	4	4	40	60	100
D 104	Educational Measurement & Evaluation	4	4	40	60	100
	OR Any other similar Course from SWAYAM of similar Credits		4			
	Practical, projects and other Assignment work					
E 501	Presentation of Research Proposal	2	1	25	-	25
E 502	Library Work	2	1	25	-	25
E 503	Seminar and Community Engagement Activity	2	1	25	-	25
E 504	Symposium	2	1	25	-	25
	Total	08	**04**	**100**	**-**	**100**
	Inter Semester Break					
E 505	Communication Skill Expository Writing	1	1	25	-	25
E 506	Self-Development and Yoga Education	1	1	25	-	25
	Total	**2**	**2**	**50**	**-**	**50**

Note:

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 300 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 270 hours for (04 + 02) 06 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration students has to earn **2 credits**.
- Total Credit for Semester-I is 22

M.Ed. Semester – 2

Course No.	Course Core Courses (Perspective)	Inst. H/W	Credit	Internal	External	Total
				Total		
A 004	Core-4: Methods of Educational Research	4	4	40	60	100
A 005	Core-5: Philosophy of Education	4	4	40	60	100
A 006	Core-6: Perspectives in Teacher Education	4	4	40	60	100
A010	Core-10:Dissertation Guidance	4	-	-	-	-
	Elective Courses (Any One of the Following Paper)					
C 101	Curriculum Studies & Education	2	2	40	60	100
C 102	ICT in Education	2	2	40	60	100
C 103	Guidance and Counselling	2	2	40	60	100
C 104	Special Education	2	2	40	60	100
	OR Any other similar Course from SWAYAM of similar Credits		2			
	Practical, projects and other Assignment work					
E 507	Seminar	2	1	25	-	25
E 508	Workshop	2	1	25	-	25
E 509	Visit to Special School	2	1	25	-	25
E 510	Review of Previous Researches &Preparation of Tool	2	1	25	-	25
	Total	08	**4**	**100**	**-**	**100**
	Inter Semester Break					
E 511	Internship (4 Week)	-	4	100	-	100
	Total	**-**	**4**	**100**	**-**	**100**

* **Note:**
- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 270 hours for (04 + 04) 08 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of six Weeks (45 days) duration students has to earn **4 credits**.
- Total Credit for Semester-II is 22.

M.Ed. Semester – 3

Course No.	Course Core Courses (Perspective)	Inst. H/W	Credit	Total		
				Internal	External	Total
A 007	Core-7: Tools & Techniques in Educational Research	4	4	40	60	100
A 008	Core-8: Sociology of Education	4	4	40	60	100
A010	Core-10:Dissertation Guidance	4	-		-	-
Specialization of Group Courses (Any One)						
B 101	Childhood Education	4	4	40	60	100
B 102	Higher Education	4	4	40	60	100
B 103	Inclusive Education	4	4	40	60	100
B 104	Values in Bhartiya Chintan	4	4	40	60	100
	OR Any other similar Course from SWAYAM of similar Credits		4			
Any One of The Following Elective Course						
C 105	Inferential Statistics	2	2	40	60	100
C 106	Educational Administration and Leadership	2	2	40	60	100
C 107	Curriculum Pedagogy and Assessment	2	2	40	60	100
	OR Any other similar Course from SWAYAM of similar Credits		2			
Practical, projects and other Assignment work						
E 512	Community Engagement Project	4	2	50	-	50
E 513	Case Study	2	1	25	-	25
E 514	Educational Visit	2	1	25	-	25
E 515	Library Work	2	1	25	-	25
E 516	Field Visit, Data Collection and Academic Writing	2	1	25	-	25
	Total	12	**06**	**150**	**-**	**150**
Inter Semester Break						
E 517	**Research paper writing based on Dissertation**	-	**02**	**50**	**-**	**50**
	Total		**08**	**200**	**-**	**200**

* **Note:**
- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 270 hours for (06 + 02) 08 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Weeks (30 days) duration students has to earn **2 credits**.
- Total Credit for Semester-III is 22.

M.Ed. Semester – 4

Course No.	Course Core Courses (Perspective)	Inst. H/W	Credit	Internal	External	Total
A 009	Core-9: Treatment of Data & Research Report Writing	4	4	40	60	100
A010	Core-10: Dissertation Guidance Dissertation & Viva-voce exam	6	6	-	150	150
	Specialization of Group Courses (Any One from Group-A or Group-B)					
	Specialization for Elementary Education (Any two from Group-A)					
B 105	Issues and Problems in Primary Education	4	4	40	60	100
B 106	Curriculum Pedagogy in Primary Education	4	4	40	60	100
B 107	Educational Management and Organization in Primary Education	4	4	40	60	100
	OR Any other similar Course from SWAYAM of similar Credits		4			
	OR					
	Specialization for Secondary Education (Any two From Group-B)					
B 108	Issues and Problems in Secondary Education	4	4	40	60	100
B 109	Curriculum Pedagogy in Secondary Education	4	4	40	60	100
B 110	Educational Management and Organization in Secondary Education	4	4	40	60	100
	OR Any other similar Course from SWAYAM of similar Credits		4			
	Practical, projects and other Assignment work					
E 518	Organization of Workshop & Seminar	2	1	25	-	25
E 519	Visit to Inflibnet, Central Lib., Resource Centres	2	1	25	-	25
E 520	Visit to Educational Institute	2	1	25	-	25
E 521	Presentation of seminar/Dissertation	2	1	25	-	25
	Total	**08**	**04**	**100**		**100**

* **Note:**
- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 300 hours and total credit for theory & Dissertation is 18 (For Theory 1 hour is assigned per week per credit) 18
- Total Practical work is of 64 days (total minimum hours for practical is 210 hours for 04 credits. (For practical 2 hours is assigned per week per credit.)
- Total Credit for Semester-IV is 22
  - ** For the purpose of calculation of grades, credit earned for the theory papers, Practical, and projects shall only be considered, however, students are required to complete all the assignments and submission works for the award of M. Ed. degree.

10 Grading System:

The marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the 07 points scale as given below in Table 01,

Table 01

Range of Marks obtained out of 100 or Equivalent Fraction	Letter Grade	Grade Point	Description
90 -100	A+	10	Outstanding
80-89	A	9	Excellent
70-79	B+	8	Very Good
60-69	B	7	Good
55-59	C+	6	Fair
50-54	C	5	Average
Less than 50	F	0	Dropped or Fail

11 Calculation of Semester Grade Point Average (SGPA):

a. Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
b. Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a student's performance.

The formula for calculation of SGPA and CGPA is given below:

01 The marks will be allotted in all examinations which will include college assessment marks and the total marks for each Theory / Practical shall be converted into Grades as per **Table No.1**

02 SGPA shall be calculated based on Grade Points corresponding to percentage of marks as given in **Table No. 01** and the Credits allotted to respective Theory / Practical shown in the scheme for respective semester.

03 SGPA shall be computed for every semester as per formulae (1) and CGPA shall be computed only in IV semester.

$$SGPA = \frac{C_1 \times G_1 + C_2 \times G_2 + \cdots C_n \times G_n}{C_1 + C_2 + \cdots + C_n} \ldots \ldots (1)$$

Where:
C = Credit of individual Theory / Practical
G = Corresponding Grade Point obtained in the respective Theory /Practical.
n = Number of subject heads in a given semester

04 The CGPA shall be calculated based on SGPA of I to IV semester taken together as per formulae (2)

$$CGPA = \frac{(SGPA)_I \times (Cr)_I + (SGPA)_{II} \times (Cr)_{II} + (SGPA)_{III} \times (Cr)_{III} + (SGPA)_{IV} \times (Cr)_{IV}}{(Cr)_I + (Cr)_{II} + (Cr)_{III} + (Cr)_{IV}} \ldots \ldots (2)$$

Where:

(SGPA) I = SGPA of I Semester

(Cr) I = Total Credits for I Semester

(SGPA) II = SGPA of II Semester

(Cr) II = Total Credits for II Semester

(SGPA) III = SGPA of III Semester

(Cr) III = Total Credits for III Semester

(SGPA) IV = SGPA of IV Semester

(Cr) IV = Total Credits for IV Semester

SGPA = Semester Grade Point Average

CGPA = Cumulative Grade Point Average

   i.   The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

  ii.   CGPA equal to 8.25 and above shall be considered as equivalent to First Class with distinction and CGPA equal to 6.75 or more but less than 8.25shall be considered as First Class and so on. as mentioned in table 02.

 iii.   The cumulative grade point average will be calculated as the average of the SGPA of the four semesters, as shown above.

12   A candidate desirous to appear for the M.Ed. Examination shall be allowed to do so if,

i. He/she is a full-time student and has undergone a regular course of study in an institution recognized for the purpose, for two Academic years after passing the B.Ed. Examination.

ii. the student has remained present in the institution for 80% of the total working days (including days of internship, workshops, seminars, but excluding of the days of terminal and other examinations) during the period of programme. No student is allowed to appear in examination for any reason if he/she fails to comply this above condition.

13 The M.Ed. Programme consists of a total of ten core papers distributed in Semester I to IV and two optional papers in each of the semesters as shown and core paper 10th is

  Dissertation of total 150 marks (Including Viva Voce of 100 marks based on Dissertation).

14 The submission of dissertation for core paper 10 is mandatory for the students. He/she should submit the dissertation on the approved topic approved by Research Recognition Committee of the Faculty of Interdisciplinary Studies Subject Education before the commencement of final examination of 4th Semester failing which he/she shall not be allowed to appear in the examination. The student must submit one copy of his/her dissertation before the 4th semester to the University (the same be submitted to the Library of the PG Department of Education RTM Nagpur University and get the receipt of the same).

15 The student should submit his/her synopsis for the approval of the topic of the dissertation through the Supervisor under whom he/she proposed to work within 2 months from the date of commencement of the programme in the respective semester and University should communicate the student about the decision of RRC regarding the approval of the topic before the beginning of second semester of the respective year.

    a. If a topic submitted by the student is not approved, then he/she shall submit the same again to the University within 30 days for RRC approval.

    b. The students have the right to select their supervisor. Principal/Head of the Department will only fix the number of the students for each supervisor for supervision only.

    c. The supervisor of the dissertation of the student shall be full time regularly appointed Post Graduate teacher exclusively appointed for M.Ed. course of the concerned institution. In no case, the supervisor should supervise more than 5 students at a time.

16 The supervisor shall supervise the work of his / her student for the M.Ed. Dissertation in all

the semesters.

    i.   There will be one internal examination in each semester and the student has to obtain at least 50% marks in all the courses, i.e. Core and optional courses and 50% in aggregate of the marks, otherwise he/she shall not be allowed to appear in final examinations of the said semester.

    ii.   End Semester examination (Final Examination) shall be held by the university department.

    iii.   If the student gets less than 50% of the marks in any of the Core or optional courses and/or has secured less than 50% marks in aggregate in final examinations of First/second/third Semester held by the university, he/she shall have to clear first/second/third semester examinations before forth Semester final examinations, to get the degree of M. Ed.

    iv.   Students appearing for the M.Ed. Examination should submit his or her dissertation one month before the commencement of the final examinations of forth Semester.

17 One Soft copy and two hard copies of the dissertation and two copies of synopsis of the dissertation are to be submitted one month before the commencement of fourth semester University Examination, to the P.G. Department of Education, Rashtrasant Tukadoji Maharaj Nagpur University, in type-written or printed form.

18 STANDARD OF PASSING

    i.   To pass the final examinations of First Semester, a student is required to pass separately in each of the Core and Optional Courses. The student has to get at least 50% marks in each course and 50% marks in aggregate.

    ii.   Promotion of the student from semester 1 to 2, 2 to 3, 3 to 4 shall be as per the provision of Ordinance No. 10 of the University.

    iii.   The student has to score 50% in each course and 50% in Aggregate to pass the exam of each semester.

    a.   The class of passing and grade obtained in examinations will be given by combining the marks obtained by the students in all the end semester final examinations (Semester I to IV) held by the university.

    b.   No class will be awarded in the mark sheet/transcript of semester I to III examination; however, SGPA shall be calculated for the same.

    c.   CGPA will be calculated after clearing all the courses of semester I to IV and the grades/class shall be awarded on the basis of following table. In case of CGPA is less than 5.75 the candidate has to reappear in 4th semester examination in all subjects.

The degree shall be awarded to the students on the basis of CGPA (Cumulative Grade Point Average) of the four semesters' performance in the exams as give in Table 2

Table 02 Grade Conversion

CGPA	Division
8.25 or more	First Class with distinction
6.75 or more but less than 8.25	First Class
6.25 or more but less than 6.75	Higher second Class
5.75 or more but less than 6.25	Second Class
Less than 5.75	Dropped or Fail

Equivalent percentage calculation will be based on the following formula:
Equivalent % = (CGPA – 0.75) x 10

iv. To pass the final examinations of Fourth Semester, a student is required to pass separately in each course and dissertation. Student has to get at least 50% marks in each of the Core, Group, Elective and Optional Courses and at least 50% marks in dissertation separately in both dissertation assessment and viva voce examination and 50% marks in aggregate.

v. If the student is not able to pass the examination of the fourth semester, he/she will be given two more chances to appear in the final university examinations of the fourth Semester in next two subsequent years. If he/she is not able to pass the examination within four years after registration, he/she has to reregister him/ herself and redo his/her study from the first semester.

vi. The M. Ed. Degree will be awarded after successful completion of the fourth Semester examination.

vii. **Rule. 18 –i/ii/iii/iv/v/vi** will again be applicable to the student, who will get re-admission, from the commencement of the course.

19. If a candidate passes in the dissertation but fails in aggregate, the marks obtained by him/her in the dissertation shall be carried forward to subsequent year or years. If a candidate passes in the aggregate and fails in the dissertation, the marks obtained by him/her in the courses shall be carried forward to subsequent year or years and he/she has to submit a new dissertation on a topic other than selected earlier by the student. If a candidate fails in aggregate in the examination held at the end of First, Second, third or fourth Semester, he / she may be exempted from appearing in the examination of such course/courses, where he/she has secured at least 50 percent marks. Candidates whose marks are carried forward under this regulation shall be declared to have passed the examination and shall not be eligible for any University awards.

20. If Student leaves the course after passing Semester I examination in all subjects He/She shall be awarded six months **Certificate in Educational Research** whereas on leaving the course after passing Semester I and Semester II Examination all subjects He/She shall be awarded **Advance Certificate in Educational Research and Teacher Education.** If Student leaves the course after passing Semester I, Semester II and Semester III Examination all subjects He/She shall be awarded **Diploma in Educational Research and Community Services.**

21. As soon as possible after the examination, the board of examination shall publish a list of successful examinee and the degree shall be awarded on the basis of First to Fourth semester taken together.

Master of Education Program (M. Ed.)

Master of Education Program reflects in-depth and advanced knowledge and understanding of subjects enriched by research and current practice. These include critical awareness of contemporary issues and developments, critical skills, knowledge of professional responsibility, integrity and ethos. These reflect student's different aspirations, motivations, learning needs and personal circumstances. The purpose of the M.Ed. program is to prepare learners for higher level functions in the field of education including teacher educations, who have a broad understanding of all the contemporary concerns of education.

Master of Education Program assesses not only academic skills but also other skills and attributes including what any professional body requires, recognizes and accredits the award of Master's Degrees. Training in research methodology is involved in this programme of study. Students are likely to be further characterized by their ability to study independently, and to use a range of research methods and techniques applicable to advance scholarship in the subject. The ability to complete a research in the subject includes a critical review of existing literatures or other scholarly outputs. They are able to apply research and critical perspective to professional situations both practical and theoretical. Contemporary psychology focuses on cognitive, affective and behavioral processes and their linkages. Its applications encompass intra individual, individual, interpersonal and intergroup levels of functioning and aim at improving the quality of life. Department M.Ed. Program consists of a total of ten core papers distributed in Semester I to IV and two optional papers in each of the semesters and paper 10 is dissertation.

VISION:

Master of Education Program (M.Ed.) will serve an Epitome of Excellence in Research & Development and to generate new knowledge through a broad array of scholarly, research and creative endeavors, to provide a foundation for dealing with the immediate and long-range needs of society.

MISSION:

To achieve the vision, the Master of Education program will –

➢ Provide a platform for the students with broad spectrum of diversity to achieve Academic Excellence with in-built Employability in the area of Educational services.

➢ Establish a unique learning environment to enable the students to face the challenges in the area of teaching skill, communication skill, research and ICT application.

➢ Identify the gaps between academics and actual situation, design the courses to impart technical and life skill as per the requirements of the region so as to improve employability.

➢ Adopt a perennial process for bringing in excellence in teaching pedagogy by providing ICT based state-of-the-art infrastructural facilitation.

➢ Provide student centric learning environment and to establish platform for inclusive research leading to the development of creative thought process amongst research scholars keeping in mind societal needs.

- ➢ Establish center of excellence in the area of interdisciplinary approach and to nurture innovative idea shaping.

- ➢ Provide ethical and value based education by promoting activities addressing the societal needs.

- ➢ Emphasis on the pursuit of a vision of competent teacher grounded in values and capable to adopt teaching as a profession.

PROGRAMME SPECIFIC OUTCOMES (PSO) FOR
MASTER OF EDUCATION PROGRAM (M. Ed.)

On completion of the M.Ed. course, following core competencies will develop among the students:

PSO-1 Gain a grasp of major philosophical options available in the field of education and discuss the nature of education as an area of study with interdisciplinary knowledge base.

PSO-2 Develop the ability to articulate thoughts and ideas effectively using oral and written communication, and to present information and explanations in a well-structures and logical manner.

PSO-3 Describe the emerging nature of educational theories by making linkages between the theoretical understanding and practices and/or field experiences. Initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.

PSO-4 Develop an insight among students into modern theories of learning and development Motivate and empower students for undertaking research to theorize about education and also to develop creative solutions to day to day educational problems.

PSO-5 Develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc. Appreciate the intellectual property, environmental and sustainability issues and promoting safe learning and working environment.

PSO-6 Develop the ability to work and learn independently and in groups, identify appropriate resources required for a project.

PSO-7 Utilize appropriate technology and multimedia to organize, analyze, interpret, and present information. Develop knowledge, skills, problem solving and critical and creative thinking, select or create and use a range of resources, including ICT and develop efficiency in teaching learning strategies.

PSO-8 Develop values that are honoring diversity and ensuring inclusion by treating everybody with respect and dignity, showing respect for and sensitivity to gender, cultural and religious differences and challenging prejudice, biases and intolerance in the workplace.

PSO-9 Develops a positive attitude to learning both for personal and professional development. Enhance understanding of the world around and improve our quality of life.

PSO-10 Interpret, analyze, and apply the professional research literature. Appreciate research that would help to enhance efficiency, effectiveness, quality and excellence in the system of school education. Develop research and presentation skills expected for their role as prospective teacher educators and educational researchers. Acquire research and data-analysis skills using computers essential to shape them into effective educational researchers.

PSO-11 Develop the ability to work and learn independently and effectively. Investigate problems and find creative solution. Exploring solutions of non-familiar problems.

PSO-12 Develop to analyze and synthesis of data from a variety of sources and to evaluate the reliability and relevance of evidence.

PSO-13 Foster Self-discipline, learning and discipline approach that are conducive to academic, personal and social wellbeing and anticipate in professional and community networks and forums to broaden knowledge and improve practice;

PSO-14 Ability to influence, motivate, and enable others. Listen and understand the thoughts, ideas and concerns of others and communicate clearly.

PSO-15 Undertake multifaceted professional roles within the education profession, critically evaluate practices, policies and theories by following scientific approach to knowledge development.

PSO-16 Reflect on the basic parameters of college education (i.e., the learner, the teacher, the teaching-learning process, pedagogy, the college context, the larger societal context, the support systems and various connections and interconnections between these parameters).

Course- Program Outcome Matrix

Total Number of Courses: - 68

Programme specific objectives	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12	PSO 13	PSO 14	PSO 15
Total no. of Frequency of course objectives	153	149	148	152	138	84	119	123	137	129	102	126	122	86	145
Percentage attributes	98.7	96.12	95.48	98.06	89.03	54.19	76.77	79.35	88.38	83.22	65.80	81.29	78.70	55.48	93.54
Level	H	H	H	H	H	L	M	M	H	H	M	H	M	L	H
Interpretation	Disciplinary Knowledge, Critical Thinking, Problem Solving, Analytical Reasoning, Research related skills, Reflective thinking, Information/Digital Literacy, Multicultural competency and Lifelong Learning are found to be get higher weight age in curriculum while Cooperation/Teamwork, Scientific Reasoning, Self–directed learning and Moral and Ethical awareness/ Reasoning are found to get medium weightage. Communication Skills and Leadership readiness/qualities contain lower weight age in curriculum.														

TRANSACTIONAL STRATEGIES

   For transaction of M.Ed. course programme the following teaching strategies are adopted for proper holistic development of students beyond classroom through co-curricular, extra-curricular and field based research activities. Emphasis is laid on the pursuit of a vision of competent teacher grounded in values and capable to adopt teaching as a profession. Teaching learning activity is conducted using -

- ➢ Group discussions
- ➢ Case study/Analysis
- ➢ Workshop
- ➢ Group Dynamics
- ➢ Presentations
- ➢ Seminar
- ➢ Home Assignments
- ➢ Projects
- ➢ Symposium
- ➢ Internship
- ➢ Field Visits
- ➢ Team teaching
- ➢ Flipped classroom
- ➢ Research project / Dissertation
- ➢ Participative and collaborative learning
- ➢ Problem solving
- ➢ Experiential learning
- ➢ Guest lectures
- ➢ Community services and Engagement

Evaluation Methods

The Evaluation of the program will be based on Continuous Internal Assessment (CIA) which will be comprised of 40 marks internal assessment and 60 marks on Semester End Examination (SEE). Separate and independent passing in CIA and SEE will be mandatory.

Continuous Internal Assessment (CIA):
There will be 40 marks for Continuous Internal Assessment. The Internal Assessment will be based on Unit Tests, Assignments, Projects, Practical, Open book examination, Internal Examination and regular attendance etc. The teacher who is teaching the particular course (paper) will be responsible for setting of question papers and evaluation for CIA as well semester end examination. At the end of the semester, averages of various activities are considered for calculation of internal marks as given in the table 1.

Semester End Examination conducted by Department (SEE):
The semester end theory examination for each theory course will be of 60 marks. The total marks shall be 100 for 4 credit theory course (60 marks semester end exam + 40 marks CIA)

Table 1: Evaluation criteria

Semester End Exam(60 Marks)		Internal assessment (40 Marks)	
Q1. MCQ (12 questions)	12 marks (1 mark each)	Practical/Project /Activity	16 marks
Section-A Qu.2 LAQ (2 questions)	16 marks (8 marks each)	Assignments	06 marks
Qu.3 SAQ (2 questions)	08 marks (4 marks each)		
Section-B Qu.4 LAQ (2 questions)	16 marks (8 marks each)	Unit Tests (2 Unit tests-2 marks each) and one Open book exam (4 marks)	08 marks
Qu.5 SAQ (2 questions)	08 marks (4 marks each)		
		Attendance	04 marks
		Viva Voce	06 marks

Practical, Assignment and Project:

Semester 1		Semester 2		Semester 3		Semester 4	
Presentation of Research Proposal	1 Credits 25 marks	Seminar	1 Credit 25 marks	Community engagement project	2 Credit 50 marks	Organization of Workshop/ Seminar	1Credits 25 marks
Library Work	1 Credit 25 marks	Workshop	1 Credit 25 marks	Case Study	1 Credit 25 marks	Visit to Inflibnet, Central Lib., Resource Centres	1 Credit 25 marks
Seminar / Community engagement activity	1 Credits 25 marks	Visit to Special School	1 Credit 25 marks	Educational Visit	1 Credit 25 marks	Visit to Educational Institute	1 Credit 25 marks
Symposium	1 Credits 25 marks	Preparation of Tool/ Review of Previous Researches	1 Credit 25 marks	Library Work	1 Credit 25 marks	Presentation of seminar/Dissertation	1 Credit 25 marks
Communication Skill Expository Writing	1 Credit 25 marks			Academic Writing/ Field Visit and Data Collection	1 Credit 25 marks		
Self-Development	1 Credit 25 marks	Internship (4 Week)	4 Credits 100 marks				
				Research paper writing based on Dissertation	2 Credit 50 marks		
Total Credit	06	-	08	-	08	-	04

Format of Question Paper for M. Ed. Semester End Exam

Qu. 1 (MCQ) **From Unit 1, 2, 3 & 4**	12 Multiple choice Questions	**12 Marks**
Section – A		
Qu. 2 (LAQ) **From Unit 1 & 2**	Answer any two out of three from the following questions. Each answer should be in 500 words (Each question carries 8 Marks)	**16 Marks**
Qu. 3 (SAQ) **From Unit 1 & 2**	Answer any two out of three from the following questions. Each answer should be in 250 words (Each question carries 4 Marks)	**08 Marks**
Section – B		
Qu. 4 (LAQ) **From Unit 3 & 4**	Answer any two out of three from the following questions. Each answer should be in 500 words (Each question carries 8 Marks)	**16 Marks**
Qu. 5 (SAQ) **From Unit 3 & 4**	Answer any two out of three from the following questions. Each answer should be in 250 words (Each question carries 4 Marks)	**08 Marks**
Total Marks		**60 Marks**

CBCS

M.Ed. SYLLABUS

SEMESTER - I

Note:

1. In this semester all the course carries four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60 hours.
3. Weightage for each unit is 25%.

Semester – 1
M.Ed. Core Course – I
FUNDAMENTAL CONCEPTS OF EDUCATIONAL RESEARCH
Credit-4   **Marks-100**

Course objectives

The students will be able to-
- ➢ Illustrate the Meaning, Characteristic and Importance of Educational Research.
- ➢ Distinguish Type of Research and their Importance for teachers.
- ➢ Evaluate Ethical Consideration in Research work.
- ➢ Construct Problem, Objective, Hypothesis and Related Literature.
- ➢ Generalize Variables, Sampling Method, and Tools used in Educational Research.
- ➢ Point out Statistical analysis which support in Report writing.
- ➢ Associate the Source, Criteria and Delimitation of the selected research problem.
- ➢ Summaries research problem in systematic way.
- ➢ Differentiate types and forms of Hypothesis, their construction and evaluation methods.
- ➢ Recognize Sample and Sampling techniques related to their research work.
- ➢ Conclude the Advantages and Limitations of different type of sample and sampling techniques.
- ➢ Formulate Research Proposal for their selected research problem

Unit – 1: Research in Education

1. Meaning of Research & Educational Research
2. Characteristic of Educational Research
3. Need & importance of Educational Research
4. Positivist and Post positivistic approach to research
5. Types of Research
   ✓ Basic, Applied and Action research. (Meaning, characteristic, Steps and Limitation for each types)
6. Importance of Educational Research for Teachers
7. Ethical Considerations in Education Research.

Unit – 2: Steps in the research process

1. Identifying the problem
2. Objectives and Hypothesis or Research Question
3. Reviewing related Literature
4. Variables:
   a) Identification
   b) Types: Dependent, Independent, Control, Moderate, Inter- Veining
   c) Operational Definitions
   d) Manipulating

e) Controlling
5. Methods of research
6. Steps of Scientific method, Characteristics of Scientific method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific method (Exploratory, Explanatory and Descriptive), Aims of Research as a scientific activity: Problem-Solving, theory building and Prediction.
7. Sampling procedure
8. Tools to be used and preparation thereof
9. Data collection
10. Statistical analysis and interpretations
11. Writing a research report

Unit – 3: Selection of Research Problem and Drafting the Proposal
1. Sources of research problem
2. Characteristics of a good research problem
3. Criteria used in a selecting problem
4. Narrowing the range of the problem
5. Drafting a research proposal

Unit – 4 : The Research Hypothesis and Sampling Techniques
4A : The Research Hypothesis
1. Meaning, Types and Forms of Hypothesis
2. Criteria for construction and Evaluation of Hypothesis
3. Involving variables in hypothesis
4. Testing Hypothesis
    a) Parametric methods
    b) Non parametric methods
5. Criteria for accepting or rejecting hypothesis

4B: Sampling Techniques
1. Meaning of Population and Sample
2. Importance of sampling
3. Characteristic of a good sample
4. Size and appropriateness of sample
5. Sampling techniques:
    a) Probability samples: Simple random sampling, stratified random sampling, systematic sampling, cluster sampling
    b) Judgment samples: Incidental sampling, Purposive sampling, Quota sampling
    c) Other sampling techniques: Sampling by pairs, double sampling, sequential sampling
6. Advantages and limitations of different types of sample
7. Mistakes often made in sampling

Suggested Practical Work:
1. Identify Suitable research problem for your dissertation work.
2. Prepare the five reviews of previous dissertation work and present in your group.
3. Prepare the research proposal for your research problem and present in Seminar.

Course outcome

On the completion of course the students will be able to-
- ➢ Distinguish Type of Research, Hypothesis, their construction and evaluation methods.
- ➢ Construct Problem, Objective, Hypothesis and Formulate Research Proposal.
- ➢ Generalize Variables, Sampling Method, and Tools used in Educational Research.
- ➢ Evaluate Ethical Consideration in Research work.
- ➢ Conclude the Advantages and Limitations of different type of sample.
- ➢ Point out Statistical analysis which support in Report writing.

Transactional strategies –

The course will be transacted in a projected mode. Each student teacher will be required to develop short action research project individually under the guidance of faculty members of the concerned teacher education department. The projects may be based on school/classroom/community related problems in the areas of teaching/learning/evaluation and environmental management.

Reference Books:
1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York; Longman Inc.
3. Burroughts G.E.R. (1975) : Design and Analysis in Educational Research (2ndEd.) Oxford: Alden & Mow bray Ltc.
4. Bruce W. (1952) : Conduction Educational; Research (2ndEd.)New York : McGraw Hill Book Co.
5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
7. Gilbert, S. (1979) : Foundations of Educational Research, Englewood, Cliffs, New Jersey : Prentice Hall In
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9. Kerlinger F.N. (1964) : Foundations of Behavioural Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D.& Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.
13. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)
14. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Book Depot.
15. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.
16. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.
17. Truckman B.W. (1978): Conduction Educational Research (2ndEd.)New York: Harcourt Braco Jovenovich Inc.
18. Vaishnav,R.,& Bhoyar, M. : 2013 Urban Deprived Children under Sarva Shiksha abhiyan, A Research Monograph on Platform Gyan Mandir, Sandesh Prakashan, New Delhi
19. Vaishnav R. - 2014: Continuous And Comprehensive Evaluation System in the Schools of Nagpur City (Research Monograph), Sandesh Prakashan New Delhi,
20. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An

Introduction, New York: McGraw Hill Book Co.

21. Patel R.S. (2015) Research Methodology (1st Edition, English Version), Ahmedabad, Jay Publication.

22. Patel, R.S.: February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.

23. Patel, R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.

Course No A002
Semester – 1
M.Ed. Core Course– II
PSYCHOLOGY OF LEARNING & DEVELOPMENT

Credit-4   **Marks-100**

Course Objectives:

The students will be able to-

- Use assessment and observation procedures and interpret findings to gain accurate information on the cognitive, social, emotional and personality development of children and adolescents.
- Contribute in multidisciplinary professional teams & co-ordinate program for meeting development needs.
- Understand & apply ethical principal & procedures.
- Evaluate critically & interpret research & theory in this field & carry out research &program evacuation of their own.

Unit-1 Introduction to Educational Psychology and Developmental Psychology
1. Educational Psychology and Schools of Psychology
   (i) Concept (ii) Aims of Educational Psychology (iii) Growth and Development
2. Methods of Educational Psychology
   (a) Observation (b) Experimental (c) Case Study Methods (d) Clinical Method (e) Psychoanalysis method
3. Concept and Educational Implication of theories:
   (a) Cognitive (Piaget) (b) Moral (Kohlberg) (c) Social (Bandura)

Unit-2 Multiple Intelligences and Transactional Analysis
1. Concept and meaning of Intelligence, Theory of Intelligence by Sternberg
2. Multiple Intelligence
   (a) Meaning (b) Types (c) Teaching Strategies Suitable to teach Students with Different Intelligence
3. Strategies to Enhance Multiple Intelligences of Students
4. Transactional Analysis
   (a) Meaning (b) Types (c) Advantages of Transactional Analysis (d) Mechanism of TA Psychology
5. Meta-cognition: Concept, Models and Types

Unit-3 Creativity, Emotional Intelligence and Adversity Quotient
1. Creativity
   (a) Concept (b) Levels of Creativity (c) Education for Concurring Creativity in Classroom
2. Emotional Intelligence
   (a) Meaning (b) Relation between Creativity and Intelligence (c) Characteristics of an Emotionally Matured Person (d) Ways to Foster Emotional Intelligence
3. Adversity Quotient
   (a) Concept (b) Components (c) Levels (d) Ways to Enhance Adversity Quotient

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Unit-4 Theory of Learning, Personality, Adjustment and Mental Health
1. Stimulus - Response Theory of Learning
   a. Watsons Experiments and Contribution
   b. Guthrie's Experiments and Contribution
   c. Cognitive Theory of Learning: Tolman's Theory

2. Conditional Theory of Learning: Gagne's Hierarchy of Learning
3. Comparison of Classical and Operant Conditioning, Comparison of S-R Theories and Field Theory
4. Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka)
5. Techniques and Tests of Personality Assessment
6. Mental health and Mental hygiene

Suggested Practical Work:
1. To organize seminar on Current topic of educational psychology.
2. To Visit of Psychological lab and get the skills use of all equipment.
3. To organize workshop on Multiple Intelligences and Transactional Analysis.
4. To Visits Institutions which is doing work about to increase Adjustment and Mental health.
5. To prepare any one tool on Creativity or Emotional Intelligence or Adversity Quotient and its administration on five Students.
6. Conducting case study on one student who has difficulties in learning in primary years.
7. Preparation of learner's profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
8. Analysis of a case of maladjusted adolescent learner.

Course outcome:
On completion of the course the students will be able to-

➢ Discuss methods of educational psychology and cognitive, moral and social developmental and educational implication.
➢ Explain Multiple Intelligences and Transactional Analysis.
➢ Illustrate Creativity, Emotional Intelligence and Adversity Quotient.
➢ Critically evaluate Theory of Learning, Personality, Adjustment and Mental Health.

Transactional strategies
Discussions based on case studies, observations of classroom and school related participation of specific cases, modular presentations, administration and use of psychological tests of intelligence, creativity, personality, adjustment and wellness life style scales, Interactive seminars and buzz sessions.

Reference Books:

1. Agarwal, J. C. (2007), Basic Ideas in Educational Psychology, Shipra Publication, New Delhi
2. Bhatia, H. R., (2005), A Textbook of Educational Psychology, Macmillan India Ltd., New Delhi
3. Chauhan, S. S. (2007), Advanced Educational Psychology, Vikas Publishing House
4. Dandpani, S. (2007), Advanced Educational Psychology, Anmol Publications, New Delhi
5. Kaur Rajpal, (2006), Adolescent Psychology, Deep and Deep Publication, New Delhi
6. Lester. D. Crow, (2007), Educational Psychology, Surjeet Publications, Delhi
7. Mangal, S. K., (2007), Essentials of Educational Psychology, Prentice Hall of India, Delhi
8. Mangal, S. K., (2002), Advanced Educational Psychology, Prentice Hall of India, Delhi
9. Rajamanikam, M., (2005), Experimental Psychology, Concept Publishing Company, New Delhi
10. Sharma, Promila (2005), Educational Psychology, APH Publishing Corporation, New Delhi
11. Sharma, Yogendra, (2004), A Textbook of Educational Psychology, Kanishka Publishers, New Delhi
12. Sing Yogesh Kumar & Nath R., (2005), Psychology in Education, APH Publishing Corporation, New Delhi
13. T. Shankar, (2007), Methods of Teaching Educational Psychology, Crescent Publishing Corporation, New Delhi
14. Vaishnav, R. & Bhujade, K. 2014: Teaching Strategies for Attention Deficit Hyper Activity Disorder, Scholars Press, Germany
15. Vaishnav, R. & Gawalpanchi, R. 2015: Teaching Strategies for Mathematical Learning Disability, Scholars Press, Germany
16. Weisinger Hendrie, (2006), Emotional Intelligence at Work, Willey India, New Delhi

Semester – 1
M.Ed. Core Course – III
EDUCATIONAL STUDIES

Credit-4   **Marks-100**

Course Objectives:

The students will be able to-

> ➢ Develop the critical knowledge, skills and capabilities required by modern education professionals
> ➢ Address the key challenges facing education globally
> ➢ Develop evidence-based programs and curriculum to improve education practices and student Course objectives
> ➢ Globalisation on learning and development

Unit 1: Philosophical Understanding of Education
1. Exploring, and inquiring into the nature and need of education in human societies
2. Relationship between schooling and education.
3. Approaches to Sociology of Education (Symbolic Interaction, Structural Functionalism and Conflict Theory).
4. Social Movements- Concept, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)

Unit 2: Education, Politics and Society
1. Prominent characteristics of education in India during 18th century
2. India's Contemporary Education: continuities with and shifts from colonial legacy
3. Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion
4. Political nature of education
5. National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Unit 3: Knowledge and Curriculum
1. Child's construction of knowledge: attaining knowledge through activity and experience. "Body of knowledge" and children's construction of knowledge
2. Concepts of Belief, Information, Knowledge and Understanding
3. Bodies of knowledge: different kinds of knowledge and their validation processes
4. Processes and criteria for curriculum selection and construction, Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks
5. Experiential learning, capacity building and skill development as per National Education Policy(NEP)-2020

Unit 4: Happiness and Harmony

1. **Happiness in self**
   - Meaning, concept and purpose of Happiness
   - Definition of Happiness, Happiness Index
   - Happiness aspects of good life
   - Process of achieving Happiness, Happiness and health
   - Gandhiji's Philosophy of sustainable living for happiness

2. **Harmony within and with the Body**
   - Difference between the nature (svarup), activities, needs of Body and *Jeevan* (I/Self).
   - Meaning, Aim and Definition of a healthy body.
   - Meaning of Health and Sanyam (Self-regulation) and its process.
   - Importance of regular *Aasan, Pranayam*, Exercise in one's daily routine.

3. **Harmony in Society**
   - Society: meaning, importance, purpose, nature (svarup).
   - Importance of mutual fulfilment in human society.
   - Humane work in society – meaning and purpose.
   - Humane Order for Education-Right Living, Health-Self Regulation, Justice-Security, Production-Work and Exchange-Storage.
   - Basis, importance and objectives of Political, Economic and Social Order.

Suggested Practical Work:

1. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy, Rashtrsant Tukadoji Maharaj,Dr.B.R. Ambedkar (any one). and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
2. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of Maharashtra State, vision of school education in India.

Course Outcome:

On completion of the course the students will be able to-

- ➤ Explore the meaning, aims, purposes of education, philosophical, sociological and historical dimensions of education.
- ➤ Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them
- ➤ divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations
- ➤ use the capacity to establish peace within oneself and harmony within a group and methods of conflict resolution.

Recognize meaning of leadership and develop attitudes and skills of a catalyst.

- ➤ Point out the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

Transactional strategies

The course will be transacted through discussions based on cases, interactive lectures, group discussions, quizzes and at least four assignments on each of the four units.

Reference Books:

1. Nagraj, Manav Vyavahar Darshan (Hindi), Divya Path Sansthan, Amarkantak.

2. Nagraj, Vyavaharvadi Samajshastra (Hindi), Divya Path Sansthan, Amarkantak.

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9. Krishnamurti, J. (1953). *Education and the Significance of Life,* Ojai, California, USA: Krishnamurti Foundation Trust.

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11. Gaur, R Sangal,R. Bagaria, G P 2009, A *Foundation Course in Value Education*.

12. *Walk with Me: A Guide for Inspiring Citizenship Action.* (2006). New Delhi: Pravah Pub.

13. Makade, S. & Parasher, G. S. 2010: Rashtrasant Tukadoji Maharajanche Shaikshanik mulya, Sandesh Prakashan New Delhi

Semester – 1

Optional Course: D: 101

HISTORY AND ECONOMICS OF EDUCATION

Credit-4   **Marks-100**

Course Objectives:

➢ The students will be able to-Develop understanding of the historical perspective of education in pre & post independent India.

➢ Criticality analyse the status of women education, reports of various commissions and the relevance.

➢ Develop understanding of the Perspective on Political economics of Education.

➢ Importance and relation between Education and Economic Development and cost benefit analysis.

Unit: 1 EDUCATION IN BRAHMANIC, BUDDHIST PERIOD AND MEDIVAL PERIOD

1.1 Concept, ideas, aims and objectives.

1.2 Organization of education and Educational ordination-(Prabbajja, Upsampda).

1.3 Teacher student relationship and their duties.

1.4 Curriculum, methods of teaching- Maktab and Madrasa

1.5 Women education

1.6 Relevance to the present day education.

Unit: 2 EDUCATION IN HISTORICAL PERSPETIVES
2A: EDUCATION IN BRITISH PERIOD

2.1 Growth and development of Education under East India Company.

2.2 Charter act – 1813, Macaulay's Minute.

2.3 Woods Despatch 1853-54

2.4 Sadler Commission 1917-19, Sargent Report 1943-44

2B: EDUCATION IN FREE INDIA

2.5 Secondary Education Commission (1953)

2.6 Kothari Education Commission (1964-66)

2.7 Indian Education commission (1982-83)

2.8 National Policy of Education (1986,1992)

2.9 National Commission on Teachers (1999)

2.10 National Curriculum Framework 2005

2.11 National Knowledge Commission (2007)

2.12Yashpal Committee Report (2009)

2.13National Curriculum Framework for Teacher Education (2009)

2.14 Justice Verma Committee Report (2012)

2.15 National Education Policy(NEP)-2020

Unit: 3 ECONOMICS OF EDUCATION: INTRODUCTORY CONCEPT

3.1 Economic Thoughts on Education: Classical, Neo-Classical and Modern

3.2 Concept, Need, and Scope of Economics of Education

3.3 Relationship between Education and Economics, Education as Industry: A critical analysis

3.4 Education as an Economic Good, Education as Consumption and Investment

Unit: 4 EDUCATION, ECONOMIC DEVELOPMENT AND COST-BENEFIT ANALYSIS

4.1 Concept and Importance of Human Capital, Education and Human Capital Formation

4.2 Contribution of Education to Economic growth: Critical and Empirical Direct (Social & Private) and Indirect benefits of Education (spill-over and externalities)

4.3 Cost Benefit Analysis Vs Cost Effective Analysis in Education

4.4 Economic returns to Higher Education, Signaling Theory Vs Human Capital Theory

4.5 Concept of Educational Finance: Educational finance at Micro and Macro Levels

4.6 Concept of Budgeting

4.7 Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical

4.8 Approaches to understanding Politics (Behaviourism, Theory of Systems Analysis and Theory of Rational Choice)

4.9 Education for Political Development and Political Socialization

Suggested Practical Work:
1. Prepare an exhibition on history of education.
2. Conduct an action research / comparative research to find out unit cost in Education.
3. Prepare a comprehensive timeline of development of Indian Education in free India as per recommendations of various commissions and Policies.
4. Prepare model annual budget for primary and secondary school.

Course outcome
On completion of the course the students will be able to-
➢ Distinguish Growth and development of Education in various period of time.
➢ Explain and evaluate Concept, ideas, aims, objectives methods, status of women education, reports of various commissions and the relevance.
➢ Illustrate Concept of economics of Education, Importance and relation between Education and Economic Development and cost benefit analysis.

Transactional strategies
Planned lectures infused with multimedia /power-point presentations.
Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

Reference Books:
1. Agrawal, J.C: *Land Marks in the History of Modern Indian Education*, New Delhi
2. Brubecher, John.S: *A History of the Problems of Education, Education and National Development: Report of the Kothari Commission on Education*, New Delhi, 1966.
3. Dharmpal: Collected Writings Vol. III, The Beautiful Tree (Indigenous Indian Education in the Eighteenth Century), Other India Press, Mapusa Goa. (Hindi Translation is available with the title: RALIYAMNU VRUKSHA Punarutthan Trust,9/B, Anannd Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad- 28)
4. Keay,F.E: *Indian Education in Ancient and later Times*
5. Mookerji, R.S: *Ancient Indian Education*,
6. Mukerji, S.N: *History of Education in India*- Modern period Aacharya Book Depot; Baroda

7. Nurulla & Naik: *A students History of Education in India*
8. Pandey, R.S: *Development of Indian system of Education*
9. Rawat, P.L: *History of Indian Education*, Agra

(For Economics of Education)

1. Ansari, M.M. *Education and Economic Development*, New Delhi, AIU Publication, 1987.
2. Blaug Mark *Economics of Education & the Education of an Economist,* New York, University Press, 1987.
3. Blaug Mark *An Introduction to Economics of Education*, England, Penguin Books Ltd. 1980.
4. Garg, V.P. *The Cost Analysis in Higher Education,* New Delhi, Metropolitan Book Co., 1985.
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10. Prakash Sri. & Choudhury, S. *Expenditure on Education: Theory, Models and Growth,*
    a. New Delhi, NIEPA, 1994.
11. Pscharo Pulos, G. & Woodhall, M *Education for Development-An Analysis of Investmentchoices,*London*,* World Bank Publisher, 1985.
12. Schultz, T. W *The Economic Value of Education*, Columbia, Columbia University Press, 1963.
13. Sethi, Vinita *Educational Development and Resource Mobilization*, New Delhi, Kanishka Publication, 1997.
14. Sodhi, T. S *Education and Economics Development*, Ludhiana, Mukand Publications, 1978.
15. Tilak, J.B.G. *Economics of Inequality in Education*, New Delhi, Sage Publications, 1987.
16. Vaizey John *Economics of Education*, London, Faber & Faber, 1962.

17. Schultz, T. W, *The Economic Value of Education*, Columbia, Columbia University Press,1963.
18. Sethi, Vinita, *Educational DevelopmentandResourceMobilization*,New Delhi, Kanishka Publication, 1997.
19. Sodhi, T.S. *EducationandEconomicsDevelopment*,Ludhiana,Mukand Publications, 1978.
20. Tilak, J.B.G.*Economics of Inequality in Education,*New Delhi, Sage Publications, 1987.
21. Vaizey John *Economics of Education*, London, Faber & Faber, 1962.

(Semester – 1)
Optional Course: D: 102
APPLICATION OF DESCRIPTIVE STASTICS IN RESEARCH
Credit-4

Marks-100

Course objectives

. The students will be able to-

➢ Demonstrate an understanding of descriptive statistics by Designing and formulating sources of data
➢ Interpret and assess data displayed using visual graphic presentation methods.
➢ Evaluate and analyze methods for examining central tendencies
➢ formulate various techniques to analyze data dispersion

Unit – 1 Introduction and Descriptive Measures of Statistics
    a. Scope, Importance and Application of Educational Statistics
    b. Measures, Scales, Nominal, Ordinal, Interval, Ratio
    c. Graphical representation, Histogram, Frequency polygon, Smoothed frequency, Cumulative frequency graph
    d. Measures of central tendency Mean, Median, Mode, Combined Mean, Merits and demerits with calculation
    e. Measures of variability
        1) Range, Quartile deviation, Mean deviation, Standard deviation, Combined standard deviation
        2) Shepherd's correction
        3) Co- efficient of variation
        4) Merits and demerits and uses

Unit – 2: Norms and
     Probability
     a) Norms
     Percentile, Percentile rank, Cumulative percentage curve or ogive, Use of percentile and percentile rank in establishing norms, Limitations of percentile and percentile rank, Standard scores meaning, Types, Calculation and its uses
     b) Normal probability curve
     Probability, Equation of normal probability curve, Uses of N.P.C. some *sigma* values, Skewness and kurtosis of N.P.S., Uses of N.P.C. (with computation)

Unit – 3: Correlation& Regression
     Meaning, Methods to calculate correlation, Interpretation of co-efficient of co-relation regression line, Regression equation, Prediction, Standards error, Co-efficient of alienation

Unit – 4: Statistical inference
    1) Significance of mean, Standard error, Confidence interval, Degrees of freedom, Sampling distribution, Significance of median, Standard Deviation, Percentage and correlation of sampling testing of hypothesis
    2) α error and β error, Significance of mean difference, C.R., One tailed and two

tailed tests, Significance difference of median, Significance difference of Co-efficient of co-relation and percentage

Suggested Practical Work
1. Prepare a critical assessment of statistical techniques used in a research report Preparation of graphic designs of data obtained in a research study.
2. Collect the result of two classes and apply mean and SD of this data and prepared a comparative report.
3. Prepare the percentile rank and t -Score of above collected data and compare them.

Course outcome
On the completion of the course students will be able to-

➢ Recognize the scope and application of educational statistics.
➢ Acquire with statistical theories and its application in Educational Research.
➢ Distinguish the role of parametric and non-parametric statistics in various types of educational research.
➢ Describe the importance of educational statistics and its relationship with of educational research.

Transactional strategies
The course content transaction will include the following:
• Planned lectures infused with multimedia /power-point presentations.
• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

Reference Books:
1. Blommers, Paul and Lindquist (1965): Elements Statistical Methods, University of London press ltd.
2. Dowine N.M., R.W. Heath (1965): Basic Statistical Methods, New York: Harper & Row.
3. Edwards, A.L. (1963): Statistical Methods of Behavioural Science, New York: Hall, Rinhert and Winston.
4. Forguson, G.A.: Statistical Analysis in Psychology and Education, New York: McGraw Hill & Co. Inc.
5. Fruther B.: Introduction to Factor Analysis, New Delhi: Affiliated east-west-press Pvt. Ltd.
6. Garrett, H.E. (1961): Statistics in Psychology and Education, Bombay: Allied Pacific Pvt. Ltd.
7. Guilford J.P. (1965): Fundamental Statistics in Psychology and Education, New York: McGraw Hill Co. Inch.
8. Lindquest, E.F. (1968): Statistical Analysis in Educational Research, Oxford and IBH Publication Co.
9. Patel, R. S. (2009): Statistical Mehods for Educational Research, Ahmedabad: Jay Publication
10. Siegel Sidney and N.J. Castdlan (1988): Non Parametric Statistic, New York: McGraw Hill Book Company.

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Paper No. D103
Semester – 1
Optional Paper: D: 103
PSYCHOLOGICAL TESTING

</div>

Credit-4   **Marks-100**

Course objectives

.   The students will be able to-

➢ Students will be able to Evaluate psychometric strengths & weaknesses.
➢ Student will effectively evaluate the psychometric strengths & weaknesses of individual psychological tests & measurement, using both conceptual & applied metrics.
➢ Students will create their own psychological measurements suited to specific theories & hypotheses.
➢ Students will be able to critically evaluate assessment instruments.
➢ Students will have the basic tools to critically construct & execute assessment instruments

UNIT – 1 INTRODUCTION TO PSYCHOLOGICAL TEST

1.1 The meaning and nature of psychological Test &Definition of a Psychological Test
1.2 Type of Psychological Test: Individual vs. Group; Norm reference vs. Criterion reference, etc.
1.3 Criteria for selection of a Test &Characteristics of a good Test
1.4 Uses of Tests, Misuse of Psychological Tests and Safeguards for avoiding misuses

UNIT – 2 TEST CONSTRUCTION

2.1 General Procedure from the selection of traits to establishing reliability and validity
2.2 Item Construction
    (i)   Classification of what is to be measured
    (ii)   Preparing a list of behavior-trait selection (content of universe)
    (iii)   Item analysis qualitative as well as quantitative
    (iv)   Item selection
2.3 Different try-outs of the tests and its objectives (To decide time factor, item analysis, finalization of instruction, internal consistency of items, etc.)
2.4 Other features of Test Construction
    (i)   Special factors to be considered in test construction, format, time, administration, mode of answer, scoring, etc.
    (ii)   Sampling procedures- need and purpose, major types, sample for pilot studies, item analysis and final run
    (iii)   Administration procedure for final run

UNIT – 3 TEST STANDARDIZATION

3.1 Norms:
    (i)   Need of norms, its definition
    (ii)   Different types of norms and their derivation

(iii)   Criteria for type of norms with its justifications
(iv)   Verbal interpretation of different norms
3.2   Reliability:
(i)   Definition, different types of reliability, its estimation procedures
(ii)   Pros and cons of each types of reliability
3.3   Validity:
(i)   Definition, different types of validity
(ii)   Pros and cons of each type of validity
(iii)   Cross validates, expectancy tables, cut of score
3.4   Relationship between reliability & validity interpretation of test result

UNIT – 4 STATISTICAL CONCEPTS OF DIFFERENT TEST MEASUREMENT

4.1   Statistics for Item analysis
4.2   Statistics for Norm
4.3   Statistics for reliability
4.4   Statistics for Validity

Suggested Practical Work:
1.   To collect different psychological test.
2.   To construct some question of one psychological test.
3.   To find out the reliability and validity of the constructed test.
4.   To apply that test into classroom.
5.   To interpret that psychological test.

Course outcome
On the completion of the course students will be able to-

➢ Discuss meaning and nature of Psychological testing underlying principals
➢ Recognize the process of test construction and test standardization
➢ Use and evaluate Score tests and interpret results.
➢ Appreciate the need to have a wide range of test material in the school.
➢ Apply the elementary test statistics.

Transactional strategies
Discussions based on case studies, observations of classroom and school related participation of specific cases, modular presentations, administration and use of psychological tests of intelligence, creativity, personality, adjustment and wellness life style scales, Interactive seminars and buzz sessions.

Reference Books:
1.   Anastasia A: Psychological Testing, New York, Macmillan Publishing Co. (7th edition)
2.   Buros, D.K.(ed): 'The Seventh Mental Measurement Year Book', Highland Park, N.J. Gryphon Press, 1972
3.   Cronbach, L.J.: 'Essential of Psychological Testing'; New York, Harper, (3rd edition), 1982.
4.   Freeman, F.S.: 'Theory and Practice of Psychological Testing'. New Delhi: Oxford and IBH Co. 1980.

5. Garrett, H.E.: 'Statistics in Psychological and Education, Bombay: Vakils, Feffer and Simons Pvt. Ltd., 1985

6. Helmstaller, G.C.: 'Principals of Psychological Measurement', London: Methuen Co., Ltd. 1966

7. Long, L. and Mehta, P.H.: 'The First Measurement Handbook for India', New Delhi, NCERT, 1966.

8. Nunnally, L.C.: Psychometric Theory,' New York, Mc-Graw Hill Book op. Inc.,1967

9. Nunnally,J.C.: 'Educational Measurement and Evaluation, New York, Mc-Graw Hill 1972

10. Pareek, U and Sound, S.: Directory of Indian Behavioural Science Research, Delhi, Acharan Sahakar, 1971

11. Super, D.E. and Crites, J.C.: 'Appraising Vocational Fitness by Means of Psychological

(Semester – 1)
Optional Course: D: 104
EDUCATIONAL MEASUREMENT & EVALUATION
Credit-4   **Marks-100**

Course objectives

.   The students will be able to-

    ➢ Discuss various aspects of educational measurement, evaluate, interpreted and results are recorded to help learners.
    ➢ Describe relationship between measurement and evaluation in Education and the existing models of evaluation.
    ➢ Implement the tools and techniques of measurement and evaluation.
    ➢ Apply skills and competencies in constructing and standardizing a test.

Unit – 1 The Measurement and Evaluation Process
1. Concept of Measurement and Evaluation
2. Inter-relationship between Measurement and Evaluation in Education
3. Scope and Need of Evaluation
4. Functions of Evaluation
5. Basic principles of Evaluation
6. Evaluation and Curriculum
7. Examination: Open-book exam, Online exam (Concept, Need, Characteristics)

Unit – 2 Taxonomies of Educational Objective
1. Classification of Objective of Cognitive Domain: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation (Meaning, Specific objectives and expected behavioral changes).
2. Classification of objective of Affective Domain: Attending Responding, Valuing, Organization, Characterization (Meaning specific objectives and expected behavioral changes).
3. Classification of objectives of Psychomotor Domain: Visualization, Concentration, Responses under guidance, learning of working, Mastery (Meaning specific objectives and expected behavioral changes).

Unit – 3 Norm Reference and Criterion Reference testing
1. Concept of norm reference and criterion reference test
2. Difference between criterion reference and norm reference test
3. Steps for construction of norm and Criterion Reference Test
    ✓ Instructional intent specifying the domain
    ✓ Item development
    ✓ Item review
    ✓ Test development
4. Use of criterion referenced test and NRT
5. Item analysis procedure for norm reference and criterion referenced mastery tests

Unit – 4 Qualities desired in measurement procedure
1. Validity: Concept, Nature, types, its estimation Procedure and problems of validity measures

2. Reliability: Concept, Nature, types and problems of reliability measures, Cross validities
3. Relationship between validity and reliability
4. Usability: Concept, Factors affecting the usability of measurement procedure

Suggested Practical Work
1. Choose any one of Psychological Test and find out the reliability and validity of the constructed test.
2. Apply Standardize test into classroom and interpret the result.
3. Prepare a note on measurement and Evaluation.

Course outcome: -
On the completion of the course students will be able to-

➢ Discuss the basic concepts and practices adopted in Educational Measurement and Evaluation.
➢ Identify the relationship between measurement and evaluation in Education and the existing models of evaluation.
➢ Point out the tools and techniques of measurement and evaluation.
➢ Associate the skills and competencies in constructing and standardizing a test.
➢ Choose various aspects of education are measured, evaluate, interpreted and results are recorded to help learners.

Transactional strategies –
- Workshop on designing assessment tools for diverse groups of learners.
- Writing of test items & their validation through individual and group based projects.
- Individual and group projects on preparation of question papers for use as formative and summative assessment tools.
- Critical evaluation of selected psychological tests on the basis on reliability and validity.

Reference Books:
1. Blooms, et. Al., (1966): Taxonomy of Educational Objectives: Hand Book, (1) Cognitive Domain, New York: David Mickay Co.
2. Bloom Hatings and Madaus (1971): Handbook on Formative & Summative Evaluation of Student Learning, New York: McGraw Hill Book Co.
3. Eble Robert, L (1966): Measuring Educational Achievement, New Delhi: Prentice Hall.
4. Furst, E.J. (1958): Constructing Evaluation Instrument, New York: David Mckay Co.
5. Grondland, N.E. (1958): Constructing Evaluation Instruments, New York: David Mckay Co.
6. Groundland, N.E. (1976): Measurement and Evaluation in Teaching (3rd Ed.), New York: Macmillan Co.
7. Hills, J.R. (1976): Measurement and Evaluation in the classroom, Columbus, Ohio: A Bell Howell Co.
8. Krathwoh, et.al. (1966): Taxonomy of Educational Objectives: Handbook: 2, Affective domain, New York: David McKay Co.
9. Lindquist Evert F. (1955) (Ed.): Educational Measurement, Washington, America council on Education.
10. Meherens W.A. & Lehman J.J. (1973): Measurement and Evaluation in Education in Education and psychology, New York: Holt, Rinehart & Winston, Inc.
11. Mager Robert F. (1962): Preparing Instructive Objectives, Palo, Alto, California: Fearin Publishers.
12. Nunnaly, J.C. (1964): Educational Measurement and Evaluation, New York: McGraw Hill Book Co.

13. Popham W.J. (Ed.) (1971): Criterion Referenced Measurement, Englewood Cliffs, N.J.: Education Technology pub.

14. Thondike Robert, L & Elizabeth P. Hagen (1961): Measurement and Evaluation in psychology and Education, (2nd Ed.) New York: Wiley.

15. Thuckman, B.W. (1975): Measuring Educational Outcomes, New York: Harccurt Brace, Javanovich, Inc.

16. Vaishnav,R.& Parasher G.S. 2010:Computer Aided Instructional Design in Education,Kitabi Dunia, New Delhi

17. Wringghstone, J. Wayae (1956): Joseph Justman & Iewing Robbins: Evaluation in Modern Education, New York: America Book Co.

18. Jha, A. S. (2009): Measurement and Evaluation, Ahmedabad: Jay Publication

CBCS

M.Ed. SYLLABUS

SEMESTER - II

Note:

1. In this semester all the course carries four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60 hours.
3. Weightages for each unit is 25%.

Semester – 2
M.Ed. Core Course – IV
METHODS OF EDUCATIONAL RESEARCH

Credit-4   **Marks-100**

Course objectives:
The students will be able to-

➢ Explain Concept, Objectives, Steps and Importance of Historical Research.
➢ Derive Error, Subjects and Evaluation process of Historical Research.
➢ Relate Concept, Objective, Characteristic and Use of Descriptive Research Method.
➢ Administer Survey and Developmental method by using its concept, steps and characteristic.
➢ Compare different type of Qualitative Research method.
➢ Differentiate Content analysis, Co-relation and Ethnographic method throw the study of their concept, characteristic and steps.
➢ Describe the Meaning and Characteristic of Experimental Research.
➢ Discover Type of Experimental Designs and method of Controlling.
➢ Conduct Research experiment on small group for research purpose

Unit – 1: Historical Research Method
1. Concept of Historical Research Method
2. Importance of Historical Research in Education
3. Objectives of Historical Research
4. Steps of Historical Research Method
5. Errors Made by New Researchers
6. Criteria to Evaluate Historical Research
7. Subjects of Historical Research

Unit – 2: Descriptive Research Method
1. Concept, Use, Objective and Characteristic of Descriptive Research Methods
2. Types of Descriptive Research Methods
    a. Survey Method
    b. Developmental Methods (Concept, Characteristic, Steps, Types and Illustration for each Method)

Unit – 3: Qualitative and Quantitative Research Method
1. Content Analysis Method
2. Co-relation Method
3. Ethnographic Method (Concept, Characteristic, Steps, Types for Qualitative Research Method)
4. Qualitative Research Designs:
    a) Grounded Theory(GT) Designs (Meaning, Types, Characteristics, steps in conducting GT research, strengths and weaknesses of GT research)
    b) Narrative Research Designs (Meaning and key characteristics, steps in conducting NR design),
    c) Case study (Meaning, characteristics, components of a case study design, types of CS design, steps of conducting a CS research, strength and weaknesses).
5. Mixed Method Designs: Characteristics, types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

Unit – 4: Experimental Research Method
1. Meaning and characteristic in experimental research
2. Method of control, criteria for the experimental design, appropriateness, adequacy of control, internal & external validity
3. Various types of experimental designs including quasi experimental design

Suggested Practical Work:
1. Term paper or seminar based on a research method: nature, steps for doing research, popularity of the method and vice-versa
2. Prepare term paper for Ethnographical Study Method.
3. Conduct an Experiment for small group of any one class for their diagnosis work.

Course outcome
On the completion of the course students will be able to-
➢ Illustrate the meaning of scientific inquiry, Paradigm, Theory and its implications for educational research.
➢ Discuss the characteristics of Philosophical, Psychological and Sociological researches in education.
➢ Recognize different strategies, approaches, methods of educational research.
➢ Explain meaning and techniques of Sampling, various type of tools and data collection.
➢ Point out the broad canvas of Educational Research.

Transactional strategies –
The course will be transacted in a projected mode. Each student teacher will be required to develop a short research project individually and in groups under the guidance of faculty members of the concerned teacher education department. The projects may be based on school/classroom/community related problems in the areas of teaching/learning/evaluation and environmental management.

Reference Books:
1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rd Ed.) New York ; Longman Inc.
3. Burroughts G.E.R. (1975) : Design and Analysis in Educational Research (2nd Ed.) Oxford : Alden & Mow bray Ltc.
4. Bruce W. (1952) : Conduction Educational; Research (2nd Ed.) New York : McGraw Hill Book Co.
5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
7. Gilbert, S. (1979) : Foundations of Educational Research, Englewood, Cliffs, New Jersey : Prentice Hall Inc.
8. Hyman H.H.(1955) : Survey : Design and Analysis, Principles, Cases, Procedures, New York : The Free Press
9. Kerlinger F.N. (1964) : Foundations of Behavioral Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D.& Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and

Psychology, Allyn and Bacon Inc.

13. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication

14. Patel R.S. (2015) Research Methodology (1st Edition, English Version), Ahmedabad, Jay Publication.

15. Patel, R.S. : February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.

16. Patel , R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.

17. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)

18. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Bool Depot.

19. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.

20. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.

21. Truckman B.W. (1978): Conduction Educational Research (2nd Ed.)New York: Harcourt Braco Jovenovich Inc.

22. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.

Course No A005
Semester – 2
M.Ed. Core Course– V
PHILOSOPHY OF EDUCATION

Credit-4   **Marks-100**

Course objectives:

The students will be able to-

- Read and comprehend philosophical and sociological texts,
- Discuss core ethical problems, such as whether religion is a source of values
- Read and comprehend philosophical and sociological texts,
- Identify and distinguish the main historical traditions in western philosophy
- Read and comprehend key texts in the history of philosophy.
- Write clearly and cogently on a variety of topics like Bhagwatgita, upnishad, autobiography of philosopher.
- Read and comprehend major philosophical texts, historical and contemporary, examine personal morality, character, and our obligations to one another and to others.
- Distinguish objectivity from subjectivity, and explain the role of perspective in aesthetic value.
- Analyse and evaluate art as a creative process, a cognitive process, and emotive process, and a social process.
- Recognize, analyse, and evaluate art and beauty in relation to other sources of value, including ethical, epistemic, social/political, and personal value.
- Apply philosophical methods to examine objects and artefacts for aesthetic value.

Unit – 1 EDUCATIONAL PHILOSOPHY

1. Nature, Definition, Concept, Function and understanding of Philosophy and Educational Philosophy.
2. Scope of Philosophy
3. Relationship between Philosophy and Education
4. Fundamental philosophical Issues
   a. Meta physical Issues: The issues with special reference to ontology, cosmology and theology
   b. Epistemological Issues: The issues special reference to Reality & objectivity, worth of knowledge and Truth.
   c. Axiological Issues: Ethics and aesthetic branch. Its origin and scope.

Unit – 2 A COMPARATIVE STUDIES OF THE SCHOOLS OF PHILOSOPHY

1. Idealism
2. Naturalism
3. Realism
4. Pragmatism
5. Existentialism
6. Marxism
   Keeping in view the following aspects
   a) Meaning

b) Fundamentals

    1. Metaphysics 2. Epistemology 3. Axiology 4. Logic

c) Principles and general maxims

d) Aims of Education

e) Curriculum

f) Teaching Methods

g) Discipline

h) Teacher-pupil relationship and their place in education.

i) Beliefs about nature of knowledge, Morality, Values.

Unit – 3 INDIAN SCHOOL OF PHILOSOPHY

1. Buddhism
2. Jainism
3. Bhagvad Gita
4. Upnishad
5. Islam
6. Sankhya
7. Dayanand Darshan

    Keep in view the following points

    (a) Thematic Content   (b) Concept and Aims of Education

    (c) Curriculum   (d) Teaching Methods   (e) Discipline

Unit – 4 IMPACT OF EDUCATIONAL PHILOSOPHY OF SOME INDIAN AND WESTERN PHILOSOPHERS

1. Ravindranath Tagore
2. Maharshi Arvind
3. Mahatma Gandhiji
4. Dr. J. Krishnamurthi
5. Rashtrasant Tukadoji Maharaj
6. Vinoba Bhave
7. Vir Savarkar
8. Gulab Maharaj
9. Dasbodh
10. Savitribai Phule
11. Paulo Freire
12. Wollstonecraft
13. Nel Noddings

    Keep in mind the following points.

✓ Life Narrative

✓ Concept and Aims of Education

✓ Effect of their contribution.

✓ Specific contribution and its relevance with contemporary educational practice.

Suggested Practical Work

1. Term paper or seminar based on a school of philosophy such as epistemological aspects and its practice in education.
2. Preparing handbook for teacher selecting teacher related maxims from Upanishad, Bhagavad-Gita
3. Autobiography of Rousseau, John Dewey, Plato, Socretes, J. Krishnamurthy, Sri Aurobindo

Course outcome

On the completion of the course students will be able to-

➢ Illustrate the scope and application of educational philosophy and sociology.
➢ Acquaint him with the philosophical and sociological theories underlying educational principles.
➢ Appreciate the role of education in development on and individual and society in their cultural perspective.
➢ Summarize the relationship existing between education of one hand and social politic and economic system on the other.
➢ Point out the role of education in the emerging Indian society.

Transactional strategies

The course will be transacted through discussions based on case study, interactive lectures, group discussions, quizzes and at least four assignments on each of the four units.

Reference Books:

1. Brolldy Harry (1967) : Building a philosophy of Education, Engleword : Cliffs, Prentice Hall Inc.
2. Brown Francis J. (1961): Educational Sociology, New York: Prentice Hall Inc.
3. Brubacher G. S. (1962) : Modern Philosophy of Education (International Student Edition) Tokyo : Mc Grow Hills.
4. Chaube S. P. (1981) : A Philosophical and Sociological Foundations of Education, Agra : Vinod Pustak Mandir
5. Chouhan, S. & Parasher G.S.: Religious and Moral Education in Shakspears Drama, Sandesh Prakashan, New Delhi.
6. Kazi, N.& Parasher G.S.:Naitik Shiksha Islam ke Sandarbh mein, Sandesh Prakashan, new Delhi
7. Kazi, S. & Parasher G.S.:Muslim Samaj mein Stri shiksha, Sandesh Prakashan, new Delhi
8. Otaway A. K. G. (1953) : Education and Society, London : Routledge and Kagan Paul.
9. Moharil ,S.& Parasher, G. S. Sawarkar Sahitya Shaikshanik Tatwagyan,New bismah Kitabghar, New Delhi
10. Makade, S.& Parasher, G. S. Rashtrasant Tukadoji Maharajanche Shaikshanik mulya, Sandesh prakashan New Delhi

11. Bharote,A.& Parasher, G. S. Acharya Vinoba Bhave Shaikshanik Chintan New bismah Kitabghar, New Delhi
12. Kadu,S. .& Parasher, G. S. Gulab Maharaj Yanche shaikshanik Tatwagyan New bismah Kitabghar, New Delhi
13. Barde, S. & Parasher, G. S. Bharat Ratna Dr. Baba Saheb Ambedkar shaikshanik chintan ,New bismah Kitabghar, New Delhi
14. Lohkare , S. & Parasher, G. S. Dasbodhache shaikshanik tatvagyan va Jeevan mulya ,New bismah Kitabghar, New Delhi
15. Rurk Robert R. (1956) : The Philosophical Bases of Education, Boston : Houghton Mifflin.
16. Shastri Manoj C. (2014):Philosophical Foundation of Education, Ahmedabad: SSTCT Publication.

17. Shastri Manoj C .(2010):Fundamental concept of Educational Philosophy ,Ahmedabad: Akshar Publication.

18. Shastri Manoj C. (2012): Right to Education & Basic Needs Reference to VEDAS, Germany: LAP LAMBERT Academic Publishing GmbH & Co. KG.

19. Shastri Manoj C. (2013): The Philosophy of Rabindranath Tagore, Ahmedabad: SSTCT Publication.

20. Shastri Manoj C. (2013): Shree Aurobindo, Ahmedabad: SSTCT Publication.

21. Stanely C. William (1957) : Social Foundations of Education, New York : The Dryden Press Ic.

22. Thomson Godfrey (1957) : A Modern Philosophy of Education, London : Gesrge G. Garper & Colts.

23. Wynee John P. (1947) : Philosophy of Education, New York : Prentice Hall Inc.

Course No A006
Semester – 2
M.Ed. Core Course – VI
PERSPECTIVES IN TEACHER EDUCATION

Credit-4   **Marks-100**

Course objectives
The students will be able to-
- Critically analyse the policies & commission & it's implication on the educational system.
- Enable the students understand the Role and function of National and state level agencies of Teacher Education.
- Acquaint students with the Professional Organization and status of Teacher Educator and understand need for professional development of teachers in India.
- Become aware of policies, Major Issues, Problems and research in Teacher Education.

Unit -1: Concept of Teacher Education, Role and function of Agencies of Teacher Education
- Meaning, Nature and Scope of Teacher Education
- Types of Teacher Education Programs
- Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
- Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning
- National Education Policy (NEP)-2020 and Teacher Education.

(a) Role and function of National Level Agencies:
- University Grants Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National Council for Teacher Education (NCTE)
- Indian Council of Social Science and Research
- Tata Institute of Social Science and Research
- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamic Shiksha Abhiyan (RMSA)

(b) Role and function of State Level Agencies:
- Maharashtra State Council of Educational Research and Training (SCERT)
- Centers of Continuing Education for Teachers
- State Boards of Teacher Education
- University Department of Education

Unit- 2: Professional Organization and status of Teacher Education
(a) Professional Organizations:
- Concept of Profession and Professionalism, Teaching as a Profession
- University, State, National and International level of professional organization for teacher educators and teachers.
- Comparative struggle among Teacher Educator's Organizations, need for collective and united action by Teacher Educators

(b) Status of Teacher Educator's &Teacher's:
- Status and dignity of Teacher Educator's & Teacher's Profession.
- Roles and Responsibilities of Teacher Educator's & Teacher's.
- Opportunities for Professional growth.
- Academic freedom

- Code of ethics and its enforcement
- Working conditions
- Provision for necessary facilities and equipment
- ICT Integration, Innovation in Teacher Education

Unit -3: Major Issues and Problems of Teacher Education
1. Major problems of Teacher Education in Current time. In Related two years.
2. Issues and problems of Admission procedures and Remedies for it in Current time.
3. Provision to prepare teachers for special education, physical education, and teachers for arts & craft education.
4. Professional Competences of teacher Educators. Teacher's contribution in social, Economic and Cultural field.
5. Staffing pattern, qualification and mode of recruitment of academic staff.
6. Issues related to administration of teacher education institutions.
7. Lack of co-ordination in man-power planning.

Unit- 4: In-service Teacher Education for Teachers and Teacher Educators:

( ) In-service Teacher Education programme.
- Meaning and objectives of In-service teacher education programme.
- Planning of in-service teacher education programme.
- Needs of in-service teacher education programme.
- Main functions and objectives of Extension Service.
- Special objectives of in-service teacher education at primary Level.

(b) Continuing in-service Education:
- Concept and Scope of continuing education.
- Differential needs of continuing education for teachers and teacher educators.
- Extension Services Department: Their nature, role and functions.
- Methods and techniques of continuing education for teacher's/teacher educators.

Suggested Practical Work
1. To organize seminar on Current topic of Teacher Education.
2. To Visits of Teacher Education Agencies at state level and National Levels.
3. To know five activities of Teachers Association
4. To Visits of Pre-service and In-service Teacher Education Institutions.
5. To Visits Continuing Education Center and to know five Methods and techniques of continuing education.
6. Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected Course objectives in any subject.
7. Design an instructional plan of a unit in a subject at elementary level Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
8. Critical study of existing teacher education curriculum of a state
9. Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions.

Course outcome
On the completion of the course students will be able to-

➢ Evaluate the Role and function of National and state level agencies of Teacher Education.

- Acquaint students with the Professional Organization and status of Teacher Educator and teachers in India.
- Point out the Major Issues and Problems of Teacher Education.
- Discuss the In-service Education of Teachers and Teacher Educators.

Transactional strategies

The course will be transacted on the basis of important excerpts drawn from various education agencies in original and the discussions conducted on:

- Selected Readings of these from Professional Organization and status of Teacher Education.
- Various current issues in education.
- Reflective seminars/symposia.
- Critical/Creative presentations on selected themes relating to various levels of Teacher education.

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Course No C101
(Semester – 2)
M.Ed. Elective Course – C 101
CURRICULUM STUDIES AND EDUCATION

Credit-2   **Marks-100**

Course objectives

The students will be able to-
  ➢ Describe various guiding principles for selection and organization of learning experiences.
  ➢ State major issues to be addressed through curriculum.
  ➢ Describe and analyse various approaches to curriculum development Explain various determinants of curriculum
  ➢ Describe various guiding principles for selection and organization of learning experiences.
  ➢ Discuss various issues in curriculum development.

Unit 1- Nature, Principles and Determinants of Curriculum
1. Meaning and concept of curriculum
2. Curriculum as a body of organized knowledge, inert and live curriculum.
3. Components of Curriculum: Objectives, content, transaction mode and evaluation
4. Philosophical and ideological basis of curriculum
5. Principles of integration
6. Theories of curriculum development.
7. Preservation of Culture
8. Relevance, flexibility, quality, continuality and plurality
9. Determinants of Curriculum
10. Bench marking and Role of National Level Statutory Bodies - UGC, NCTE and University in Curriculum Development

Unit 2- Approaches and types to Curriculum Development
1. Subject centered
2. Core curriculum
3. Learner centered
4. Community centered.
5. Curriculum Frameworks of School Education and Teacher Education
6. Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
7. Social reconstructionist curriculum: characteristics, purpose, role of the teacher in reconstructionist curriculum

Unit 3.- Models of Curriculum Development
1. Tylers-1949 model
2. Hilda Taba 1962 model
3. Nicholls and Nicholls-1972 model
4. Willes and Bondi-1989 model
5. Need assessment model
6. Futuristic model
7. Vocational/Training model
8. CIPP Model
9. Stakes' Model

10. Scriven's Model
11. Kirkpatrick's Model
   (With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation).

Unit 4- Selection and Organization of learning experiences and Issues
1. Principles and criteria for developing learning experiences
2. Points to be considered while selecting learning experiences
3. Designing integrated and interdisciplinary learning experiences.
4. Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts
5. Infusion of environment related knowledge and concerns in all subjects and levels.
6. Learning to draw upon resources other than text books including local history and geography
7. Centralized vs. decentralized curriculum
8. Diversity among teachers in their competence.
9. Problem of curriculum load
10. Participation of functionary and beneficiaries in curriculum development

Suggested Practical Work:
1. Reading of original documents i.e. National Curriculum Frameworks developed by NCERT, 2005, NPE-1986 (modified version 1992) POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE and examine the documents with respect to various aspects of foundation and presentation in groups.
2. Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum.
3. Maintaining of reflective diary on institutions i.e. SCERTs, School Boards observed visited and analysis of the own experiences.
4. Evaluation of syllabus related to teacher education of any state either at elementary or at secondary level.

Course outcome
On the completion of course the students will be able to-

➤ Define curriculum and components of curriculum.
➤ Describe the various principles of curriculum development and various determinants of curriculum.
➤ Analyze various approaches to curriculum development and various issues in curriculum development.
➤ Explain and compare various types of curriculum.
➤ Discuss major issues, various modes and considerations of curriculum development.
➤ Generalize the various guiding principles for selection and organization of learning experiences.
   Transactional strategies
   The course will be transacted with the help of multiple pedagogic procedures such as:
   - Interactive discussions including group discussions.
   - Brainstorming sessions

- School visit based reflective discussions
- Projects – individual & group based.

Reference Books:

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Course No C102
Semester – 2
M.Ed. Elective Course – C 102
ICT IN EDUCATION

Credit-2   **Marks-100**
Course Objectives:
The students will be able to-

- Recognize the concept, need and Important of ICT in education.
- Justify safe use of ICT and its legal and Ethical issues.
- Point out challenges and barrier of ICT integration in classrooms.
- Distinguish ICT supported teaching learning strategies like Computer aided learning, E-learning and Web based learning.
- Differentiate Co-operative and Collaborative learning.
- Perform Project based learning.
- Choose different communication tools like – Mobile, e-mail, online conferencing, social networking etc. as an effective communication tool.
- Compare Virtual, Edusat, Smart class concept, elements, advantages and limitations.

UNIT 1: ICT IN EDUCATION
1.1 Concept and meaning of Educational Technology, Information and Communication Technology(ICT)
1.2 Need and Importance of ICT in Education.
1.3 National Education Policy(NEP)-2020's recommendations on ICT in education
1.4 Instructional Technology, Overview of Behaviorist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky)
1.5 Relationship between Learning Theories and Instructional Strategies
1.6 Paradigm Shift due to I C T from 'Teaching' to 'Learning'.

   (A) Curriculum   (B) Methods of Teaching   (C) Role of Teacher

   (D) Classroom Environment   (E) Evaluation procedure
   (F) Education Management
1.7 Challenges and Barrier to integration of I C T in Indian Schools Classrooms
1.8 ICT Skilled Teacher – ICT Skills and Qualities of ICT teacher
1.9 Safe use of ICT – Virus management, Net safety, Legal and Ethical Issues

UNIT2: - ICT SUPPORTED TEACHING LEARNING STRATEGIES
2.1. Concept and meaning of Systems Approach to Instructional Design
2.2. Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
2.3. Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design
2.4. Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM
2.5. E-Learning- Concept, meaning and Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
2.6. Quality of E Learning – Measuring quality of system (D&M IS Success Model, 2003)
2.7. Web base learning–concept, features and educational application
2.8. Co-operative and Collaborative Learning –concept, features and educational application
2.9. Project based Learning -–concept, features and educational application
2.10. Communication Tools - Mobile, e-mail, chats, Online Conferencing, Blog, Wiki,

Internet forum, News Groups. Different mobile app group
    2.11. Social Networking as an effective Communication Tool.

UNIT 3:- NEW TRENDS IN ICT
    3.1. Virtual Classroom - concept, elements, advantages and limitations
    3.2. Smart class room – concept, elements, advantages and limitations
    3.3. Edusat - concept, elements, advantages and limitations
    3.4 Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.
    3.5 Open Education Resources: Creative Common, Massive Open Online Courses (Concept, meaning and application)

UNIT 4 : MEDIA CHARACTERISTICS
    4.1 Concept of educational media
    4.2 Role of media in instruction
    4.3 Instructional media, message and methods
    4.4 Educational use of radio and television
    4.5 Concept and uses of computerized multimedia
    4.6 Designing of instructional media
    4.7 Use of ICT in Evaluation, Administration and Research- Concept of E portfolios
    4.8 ICT for Research - Online Repositories and Online Libraries
    4.9 Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Suggested Practical Work:
1. Critical analysis of Teaching aids and their applications in instruction and learning
2. Critical analysis of a computer based media packages with reference to its use in learning process.
3. Critical analysis of the different instructional packages developed by different agencies/institutions.
4. Interventions of educational technology in the current practices of teacher training programmes in India.
5. Preparation of Learning Object Repository (LOR).
6. Preparation and presentation of slides for teaching any topic at the school level.
7. Critical analysis of database software including open source.
8. Critical analysis of the different research reports based on data analysis and interpretation.
9. Preparation and presentation of research report based on empirical data.

Course outcome
On completion of the course the students will be able to-

    ➢ Illustrate the Concept, need and importance of ICT.
    ➢ Construct ICT skilled teachers who select appropriate ICT facilities.
    ➢ Acquainted with ICT supported teaching learning strategies andnew trends in ICT.
    ➢ Analyses the information about computerized multimedia

Transactional strategies
The course will be transacted with the help of diverse strategies/methods such as: modular presentations, power-point presentations involving intelligent use of ICT, programmed instructional material and projects prescribed individually and in groups.

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Course No C103
Semester – 2
M.Ed. Elective Course– C 103
GUIDANCE AND COUNSELING

Credit-2   **Marks-100**

Course objectives

The students will be able to-
  ➢ Explain the importance of school guidance service in terms of contemporary educational process.
  ➢ Explain the legal regulations & the application related to the existing guidance series in school.
  ➢ Implement the plans and applications needed for effective school guidance services.
  ➢ Present suggestion for the effectiveness of school guidance services.

Unit – 1 Counselling process & Group guidance:
  1. Counselling process
  2. Concept, nature, principles of counselling
  3. Counselling approaches – directive, non-directive
  4. Group counselling vs. Individual counselling, Counselling for adjustment
  5. Characteristics of counselling
  6. Activities of Group guidance
  7. Concept, concern and principles of group guidance
  8. Procedure and techniques of group guidance

Unit – 2 Organization of a Guidance Programme:
  1. Principles of organization
  2. Characteristic of well Organized Guidance.
  3. Eclectic Counselling service and Individual inventory service- Testing Service.
  4. Information orientation service, placement service and follow up programme
  5. Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic,
  6. Person centred Counselling (Carl Rogers)
  7. Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit – 3 Testing in Guidance Service
  1. Use of tests in guidance and counselling
  2. Tests of intelligence, aptitude, creativity, interest and personality
  3. Administering, scoring and interpretation of test scores
  4. Communication of test results as relevant in the context of guidance programme

Unit – 4 Human Adjustments and Mental Health:
  1. Definition and meaning of Adjustment.
  2. Role of motivation in adjustment Process: Meaning and definition of motivation, Five Steps of Adjustment process.
  3. Role of Positive Motivation and Negative Motivation in adjustment process.
  4. Role of perception in adjustment: Perception and adjustment, Factors of actual Perception, Teacher and Perception.
  5. Definition and Meaning of Mental Hygiene. Objectives of Mental Hygiene.
  6. Principles of mental hygiene and their implication for effective adjustment.
  7. Mental health and development of integrated personality.

Suggested Practical Work:

1. To organize seminar, career conference & career day.
2. To provide Guidance and counseling of Students.
3. To visit work places and related institutes.
4. To visit institutes of who providing Guidance and Counseling.
5. To collect information or paper cutting about career development of students.
6. To administrate any five psychological tools and its analysis for guidance and counseling.
7. To organize seminar, career conference & career day.
8. To provide Guidance and counseling of Students.
9. To visit work places and related institutes.

Course outcome

On completion of the course the students will be able to-

➢ Discuss the Counseling process & Group guidance programme.
➢ Organize Guidance Programme and Guidance Service.
➢ Differentiate types of Human adjustments and mental health & hygiene.

Transactional strategies –
• Case based study of exemplary practices in school management.
• Visits to schools with records of best practices.
• Developing case profiles of effective classrooms / schools.

Reference Books:

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27. Freeman, F.S. (1972): Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Co.
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Semester – 2
M.Ed. Elective Course– C 104
SPECIAL EDUCATION

Credit-2   **Marks-100**
Course Objectives:

The students will be able to-
  ➢ Demonstrate an understanding of contemporary issues in human development theory, particularly differential development, learning process and social process in development.
  ➢ Understand exceptional development & approaches to providing for children & adolescents with exceptional need.
  ➢ Describe the roles and responsibilities for special education personnel.
  ➢ Debate the laws and regulations about special education.

UNIT – 1 INTRODUCTIONTO SPECIAL EDUCATION
  1.1 The meaning and definition of a Special Education
  1.2 The objectives and principles of a Special Education
  1.3 The characteristics and need of a Special Education
  1.4 National and International views about Special Education
  1.5 Inclusive and equitable education system in context to NEP-2020

UNIT - 2 INSTITUTIONS FOR SPECIAL EDUCATION
  2.1 Special Schools
  2.2 General Schools
  2.3 Institutions of Integration and inclusion education
  2.4 Roll of government and non-government organizations
     (Definition, Criteria, Classification, Characteristics, Different approaches: Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials of each)

UNIT – 3 SPECIAL EDUCATION OF PHYSICALLY CHALLENGED
  3.1 Visually Challenged
  3.2 Hearing Challenged
  3.3 Orthopedically Challenged
  3.4 Mentally Challenged
     (Definition, Criteria, Classification, Characteristics, Diagnosis and remedial Education, Different approaches: Medical/ Clinical, Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials for each challenged)

UNIT – 4 SPECIAL EDUCATION OFEXCEPTIONAL STUDENTS
  4.1 Learning disabled students: Meaning and Definition, Criteria and characteristic, causes of disabilities, type and classification, educational programme for the learning disabled, research on learning disabilities.
  4.2 The Gifted students: Meaning, criteria and characteristics, Educational problems and programmes for the gifted; Enhanced programmes for the gifted in normal school setting.
  4.3 The Gifted students: Creativity, Intelligence and giftedness, recent research on psychology and Education of the gifted, enhancement and Acceleration programmes in normal school settings.
  4.4 Guidance for the Exceptional students in normal school setting.

Suggested Practical Work:
1. To review of literature related to education of children with diverse needs, presentation of reports in a seminar.
2. To make a list of existing institutions of special education in the local area and discuss their use and limitations based on survey.
3. To list the special needs of different physically challenged.
4. To interviewed the different gifted students and make notes
5. To make the list of activities for learning disabled
6. To visit the guidance and counseling Centre

Course outcome
On completion of the course the students will be able to-
➢ Describe the meaning, nature and concept of special education and physically challenged
➢ Analyze the functions of institutions for special education
➢ Justify the role of special education for exceptional students
➢ Point out the function of special education at every stage of school.

Transactional strategies –
• Using Case methods to highlight the events of exclusion.
• Discussions on causes of exclusion and measures of the roles and responsibilities for special education.
• Brainstorming sessions on promoting a culture of Special Education practices at school level.

Reference Books:
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Official Websites of

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- ✓ NIOH   -http :/ WWW.nioh.in/
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- ✓ SVNIRTAR   -http :/ WWW.nirtar.nic.in/
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                -http :/www.medindia.net/Indian_health_act/national-policy-

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CBCS
M.Ed. SYLLABUS
SEMESTER - III

Note:
1. In this semester all the course carries four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60 hours.

Weightages for each unit is 25%

Course No. A007 (Semester – 3)
M.Ed. Core Course – VII
LIBRARY RESOURCES AND TOOLS & TECHNIQUES IN EDUCATIONAL RESEARCH

Credit-4   **Marks-100**

Course objectives:

The students will be able to-

- ➢ Assess the Different Resources for their Research Work.
- ➢ Interpret the concept, types, forms, preparations of Tools and Techniques of Research.
- ➢ Generate Self-Appraisal tools for Research Work.
- ➢ Discuss the meaning, classification, steps and use of Psychological Test.
- ➢ Construct Tool with the help of Different sources for their Research Work.

Unit – 1: Resources and Library skills for Research
1. References: Encyclopedias, Dictionaries, Almanacs and year books, Directories, Biographical sources, Bibliographical sources, formats and styles of referencing.
2. Books and monographs: Card-catalogue, book-list and reviews
3. Periodicals and pamphlets: News-paper, periodicals, Micro-films
4. Dissertations, Thesis, Research journals
5. Web-site, CDs
6. Library Skills:
   (a) What to read and how to read   (b) Certain reading skills
   (c) Note-taking

Unit – 2: Tools and Techniques of research
   Concept(Meaning), types, forms, preparations, advantage and limitations of following tools) : Observational Tools
1. Observation
2. Rating Scale
3. Check List
4. Evaluation Sheet

Unit -3 Self-Appraisal Tools
   (Concept (Meaning), types, forms, preparations, advantage and limitations of following tools)
1. Questionnaire
2. Interview
3. Opinionaire
4. Attitude Scale
5. Sociometric
6. Q-Short Technique

Unit-4: Standardized tests
1. Meaning of Psychological Test
2. Classification of Test
3. Characteristics of Test

4. Steps of Test Construction
5. Use of Psychological Test
6. Limitation of Psychological Test
7. Psychological Test Available in Maharashtra
8. Addresses of Test Publishers, Distributors and Test related Organizations

Suggested Practical Work:
1. Preparing library record cards including different sources on a research study
2. Review of research tools related to past studies
3. Tool construction procedure: method, rationale behind the selection and problems faced by the researcher
4. Prepared research tool, try out and finalization of a tool for your research work.

Course Outcomes:

On completion of the course the students will be able to-

➢ Discuss the meaning and different techniques of research method for application of tool.
➢ Analyze Various type of tools and their preparation.
➢ Evaluate the broad canvas of data collection in educational research.

Transactional strategies –
- Workshop on designing assessment tools for diverse groups of learners.
- Writing of test items & their validation through individual and group based projects.
- Individual and group projects on preparation of question papers for use as formative and summative assessment tools.
- Critical evaluation of selected psychological tests on the basis on reliability and validity.

Reference Books:
1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York ; Longman Inc.
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4. Bruce W. (1952) : Conduction Educational; Research (2ndEd.) New York : McGraw Hill Book Co.
5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
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9. Kerlinger F.N. (1964) : Foundations of Behavioural Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D.& Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.

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19. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.

21. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.

22. Truckman B.W. (1978): Conduction Educational Research (2ndEd.)New York: Harcourt Braco Jovenovich Inc.

23. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.

Course No A008
Semester – 3
M.Ed. Core Course – VIII
SOCIOLOGY OF EDUCATION

Credit-4   **Marks-100**
Course Objectives:

The students will be able to-

> Identify the relationship between education and social change with special reference to modernization and globalization.
> Analyse the relationship between education & culture.
> Discuss concept of Equality of Opportunity & Distributive Justice.
> Summarise the view of Indian Social Thinkers.

Unit - 1 EDUCATIONAL SOCIOLOGY

1. The base of Educational Sociology
2. Meaning, Aims, Functions, Curriculum and Teaching Methods of Educational Sociology
3. Local context and teaching in local language a sociological issue.

Unit – 2 CULTURE, RELIGIONS AND EDUCATION

1. Concept & Definitions of Culture and Religions
2. Indian Culture, Indian community and Education
3. Impact of Education on Culture & Religions
4. Relationship of Education with Culture and Religions
5. Role of Education in transmission of the cultural tradition and religious belief

Unit – 3 SOCIAL CHANGES AND EDUCATION

1. Social Group and Education
2. Social Stratification and Education
3. Social Partnership and Education
4. Social Mobility and Education
5. Social, Economic and Political Structure and Education

Unit – 4 EDUCATIONS IN THE MODERN WORLD

1. Social Change and Education
2. Democracy and Education
3. Internationalizations and Education
4. Privatization, Globalization and Modernization in Education
5. Education for demolition of poverty
6. Vocational Education as a social issue as per NEP-2020

Suggested Practical Work:

1. Execution of innovative sociological activities of the school
2. Study/Visit of the school for the survey of its sociological bases and its implications
3. Term paper or seminar based on innovative sociological activities of the school
4. Review of a Sociological research

Course Outcomes:

On completion of the course the students will be able to-

> Discuss the relationship between education and social change with special reference to modernization and globalization.
> Critically evaluate the relationship between education & culture.
> Explain the meaning, function and teaching methods of Educational Sociology.

- ➢ Analyse concept of Equality of Opportunity & Distributive Justice.
- ➢ Point out the view of Indian Social Thinkers.

Transactional strategies

The course will be transacted through discussions based on cases, interactive lectures, group discussions, quizzes and at least four assignments on each of the four units.

Reference Books:
1. Brolldy Harry (1967) : Building a philosophy of Education, Engleword : Cliffs, Prentice Hall Inc.
2. Brown Francis J. (1961): Educational Sociology, New York: Prentice Hall Inc.
3. Brubacher G. S. (1962) : Modern Philosophy of Education (International Student Edition) Tokyo : Mc Grow Hills.
4. Chaube S. P. (1981) : A Philosophical and Sociological Foundations of Education, Agra : Vinod Pustak Mandir
5. Shastri Manoj C. (2013): Sociological Foundation of Education, Ahmedabad: SSTCT Publication.
6. Shastri Manoj C.(2010):Fundamental concept of Educational Philosophy , Ahmedabad: Akshar Publicati

Semester – 3

CHILDHOOD EDUCATION

Credit-4   **Marks-100**

Course Objectives:

The students will be able to-
- ➢ Discuss the historical development of Early Childhood Education
- ➢ Read and comprehend the different aspects of child development
- ➢ Write the different models of Early Childhood Education
- ➢ Explain awareness about special needs of children at ECE & Child Rights in India.
- ➢ Explore the researches available in ECE both in east & west

Unit 1: Introduction to Early Childhood Education
1. Historical perspectives of early childhood education – East & West point of view
2. Nature, Scope and importance of ECE
3. Bharatiya Samskar (Before and after Birth) and Child Development
4. Concepts and Characteristics in Child Development
     (i) Physical Development, (ii) Social Development, (iii) Intellectual Development and (iv)Emotional Development
5. Recommendations of National Education Policy(NEP)-2020 in context to Early Childhood Education and School Education

Unit 2: Perspectives and Methods of Child Study
1. Perspectives of ECE: (i)Kindergarten approach, (ii) The Montessori approach, (iii) Behaviourist approach, (iv) Cognitive approach
2. Methods of Child Study: Observation, Case Study, Cross sectional and longitudinal methods. (Study of researches available in ECE both in east & west.)
3. Recommendations of NPE 1986, National Curriculum Framework- NCF and National Knowledge Commission-NKC
4. Agencies conducting Preschool Management: Indian Council for Child's Welfare, Social Welfare Boards

Unit 3: Thinker's reflections on Childhood, Programmes and agencies
1. William Fredrick Froebel, Maria Montessori, Pestalozzi,
2. Tarabai Modak; M. K.Gandhi, Tagore, Aurobindo Gosh, Giju Bhai Badheka.
3. Early Childhood Care Education Programmes and Polices in India and Maharashtra State.
4. Technology and ECE for future

Unit 4: Child Rights in India
1. Constitutional Guarantees that are meant specifically for children: Article 21 A, Article 24, Article 39(e) Article 39 (f), Article 45
2. Children rights as equal citizens of India**:** Article 14, Article 15, Article 21, Article 23, Article 29, Article 46, Article 47
3. The Commissions for Protection of Child Rights Act:2005
4. The National Policy for Children, 2013, Right To Education

Course Outcomes:

On completion of the course the students will be able to-

  ➢ Recognize the historical development of Early Childhood Education
  ➢ Describe the different aspects and models of child development
  ➢ Identify the different interventions in India in Early Child Education
  ➢ Discuss the awareness about special needs of children at ECE and Child Rights in India
  ➢ Explore the researches available in ECE both in east & west.

Transactional strategies

The course will be transacted through discussions based on cases, interactive lectures, group discussions, quizzes.

Suggested Practical Work:

1. Student may choose a subject for dissertation on ECE, Comparative study etc.
2. Visit of the institution/university working for protecting child rights or education.
3. Prepared an assignment on discuss legal aspects, national and international Child Right laws.

Reference Books:

1. Austin, Gilbert R.(1976). Early Childhood Education. An International Perspective, New York: Academic Press.
2. Banta, T. (1966). Are these Really a Montessori Method? Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
3. Bloom, Benjamin, S. (1964). Stability and Change in Human Characteristics. New York: John Wiley & Sons Inc.
4. Brown, G. (1977). Child Development. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
5. R. Freeman. (1955). A Cultural History of Western Education. New York: Mc Graw-Hill Book, Co., Inc.
6. Child Development-Issues, Policies and Programmes Vol. I, II & III-Dolly Singh
7. Cole, Luella. (1950). A History of Education-Socrates to Montessori. New York: Holt Rinehart and Co.
8. Educational Policies Commission.(1966) Universal Opportunities for Early Childhood Education, Washington, D.C., Govt. Printing Office.
9. Evans, Ellis D. (1975). Contemporary Influence in Early Childhood Education, New York: Holt Rinehart and Winston, Inc.
10. J. S. Grewal (1989) Introduction to Early Childhood Education
11. Ganai M.Y. & Sayid, Mohd. Early Child Care and Education AlKhaleel DTP Centre Kashmir University Gate Hazratbal Srinagar.
12. George S Morrison. (1995) Early Childhood Education Today, Prentice Hall
13. Grossnickle, Donald (1987). In-service Follow-up. What to Do After the Expert Leaves. NASSP Bulletin, March, 11-15.
14. Issacs, S. (1933). Social Development in Young Children, London: Routledge and Kegan Paul.
15. Joann Brewer. (1995). Introduction to Early Childhood Education, Allyn & Baren, Sydney.
16. Katz, L. Early Childhood Education as a Discipline, Young Children, 1971, 26, 82.
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18. Muralidharan, R. (Ed.) Relating Pre-School to Primary School, New Delhi: Indian Association of

Pre-School Education.
19. Muralidharan, R., & Banerji, (1969). U. A Guide for Nursery School Teachers, New Delhi: NCERT.
20. Rawat, D.S. (1970) Pre-Primary Teacher Education Curriculum. New Delhi: NCERT.
21. Tomar, Lajjaram. (VIkran Samvat 2056). Bhartiya Shiksha Manivugyan Ke Aadhar (Hindi). Vidyabharati Prakashan, Kutukshetra.
22. The Years before School – Guiding Pre-school Children – Vivian Edmiston Todd, Helen Hefferman.
23. UNESCO, Encyclopaedia of Educational Thinkers.
24. UNESCO. (1979) New Approaches to Education of Children of Pre-School Age Report of a Regional Meeting of Experts, Bangkok, UNESCO Regional Office for Education in Asia and Oceania.
25. UNESCO. (1976). World Survey of Pre-School Education, Paris: UNESCO.

Web References
1. http://www.haqcrc.org
2. http://ncpcr.gov.in
3. http://wcd.nic.in

Course No. B102 (Semester – 3)
HIGHER EDUCATION

Credit-4   **Marks-100**

Course Objectives:

The students will be able to-

> Explain the need of different policies & programmes of Higher Education.
> Understand problems & challenges of Higher education in India.
> Higher Education in Historical Perspective with reference to various period of time.
> Designing Curriculum, its process and the roll of the universities.
> Management of Higher Education and its institutions

Unit: 1 INTRODUCTION TO HIGHER EDUCATION
1. Meaning and Goals of Higher Education.
2. Structure of Higher Education.
3. Policy Perspectives and Emerging Trends in Higher Education.
4. Financing of Higher Education- Sources and Management of Finance.

Unit: 2 HIGHER EDUCATIONS IN HISORICAL PERSPECTIVE
1. Modern Higher Education in India, The Dispatch of 1854 and subsequent during the British Period.
2. Development of Higher Education in Free India- Various Commission Report and Recommendations. The major recommendations of –
a. The University Education Commission (1948-49)
b. The Secondary Education Commission (1952-53)
c. The Education Commission or Kothari Commission (1964-66)
d. The National knowledge commission.
3. National Policy on Education (Higher Education)- 1986, 1992 (Revised) 1995, National Education Policy (NEP)-2020(Higher Education)
4. Higher Education and Socio-Economic Development.

Unit: 3 CURRICUM IN HIGHER EDUCATION AND ROLL OF THE UNIVERSITIES.
1. Curriculum Planning
2. Curriculum Development
3. Curriculum Transaction
4. Curriculum Evaluation

Unit: 4 MANAGEMENT OF HIGHER EDUCATION
1. Ministry of Human Resource Development
2. University Grants Commission, Rashtriya Uchchatar Shiksha Abhiyan, NCTE, IGNOU-Distance Education Bureau, Rehabilitation Council of India, Association of Indian Universities, Department of Higher Education (Directorate- Commissioner HE, Maharashtra State), Central University.
3. Quality and Quantity in Higher Education- Considerations
4. Roll of Teachers in Higher Educational institutions

Suggested Practical work:
1. Should arrange academic visit to the institutions of higher education during the internship or semester study.
2. Prepared an assignment on UGC, NCTE.

Course Outcomes:
On completion of the course the students will be able to-
> ➢ Describe Meaning, goals, structure, policy and financing concept of Higher Education
> ➢ Analyze the Higher Education in Historical Perspective with reference to various period of time.
> ➢ Discuss the Designing Curriculum, its process and the role of the universities.
> ➢ Elaborate the Management of Higher Education and its institutions.

Transactional strategies
The course will be transacted on the basis of important excerpts drawn from various education commissions in original and the discussions conducted on:
- Selected Readings of these from Education Commissions' Reports.
- Various current issues in education.
- Reflective seminars/symposia.
- Critical/Creative presentations on selected themes relating to various levels of school education.

Reference Books:
1. Akther, N. *Higher Education for the future,* Rawat Publications, Jaipur, 2000.
2. Amrik Singh & Philip G. A. *The Higher Learning in India,* Delhi, Vikash PublishingHome, 1974.
3. Dahiya, B.S *Higher Education in India: Some Reflection,* New Delhi Kanishka, 1997.
4. Dhir, R.N *Higher Education,* Chandigarh, Abhishek Publishers, 2002.
5. Dongerkery, S. R. *University Autonomy in India,* Bombay,1967.
6. Dongerkery, S. R. *University Education in India*, Bombay, Manaktabs, 1967.
7. Garge, V. P. *Financing Higher Education, Scope & its Limits*, New Delhi, Radha Publication, 1976.
8. *Machavan, K Role of Distance Education in Developing Countries, Guwahati, DVS Publishers,2001.*
9. Mathur, M. V. & Others *Indian University System-Revitalization and Reforms*, New Delhi, Wiley Eastern D Limited, 1994.
10. Meshram ,R& Vaishnav, R. UGC Funding for higher education, Sandesh Prakashan , New Delhi ,2017
11. Moonis Raza (ed) *Higher education in India, Retrospect and Prospect*, New Delhi, Association of Indian Universities, 1991.
12. Naik, J. P. *Educational Planning in India*, Bombay, Allied Publishers, 1965.
13. Naruallah Syeed & Naik, J.P. *A Student History of Education in India,* Bombay, MacMillan, 1972.
14. Patnaiks *Higher Education in Information Age,* Guwahati, DVS Publishers, 2001.
15. Philip Altback *Comparative Perspective on the Academic Profession,* New York, Praeger, 1985
16. R. S. Sharma *Higher Education, Scope & Development,* New Delhi, Commonwealth Publishers, 1995.
17. Ram, A *Higher Education in India, Issues & Perspectives,* New Delhi, Mittal Publications, 1990.
18. Ravi Mathai *The Rural University*, New Delhi, Popular, 1985.
19. Reddy, G.R *Higher Education in India*, New Delhi, Sterling Publishers, 1995.

20. Reddy, M.G. *Higher Education in India,* APH Publications, New Delhi, 2000.
21. Swamy *Higher Education Administration and Management,* DVS Publishers & Distributors, Guwanati, 2006.
22. Sharma, R.S. *Higher Education Administration and Management,* DVS Publishers & Distributors, Guwanati, 2004.
23. Sharma, S. *History and Development of Higher Education in india (set 5 Vols),* DVS Publishers &Distributors,(set 5 Vols) Guwanati, 2002.
24. UGC   *Development of Indian Higher Education in India,* New Delhi. 1982.
25. Venkataiah, S. *Higher Education,* New Delhi, Anmol Publications, 2001. *Management and Quality Educationa,* New Delhi, Anmol Publications, 2000.
26. Venkataiah,S *Management of Higher Education in India,* (set of 2 vols) New Delhi, Anmol Publications, 1991.
27. Vohra, et al *Rural Higher Education (set of 2 Vols),* New Delhi, Anmol Publications, 1998.

Websites:
www.ugc.ac.in,
www.ignou.ac.in ,
mhrd.gov.in,
www.aiuweb.org ,
www.ncte-india.org
www.rehabcouncil.nic.in

Semester – 3
INCLUSIVE EDUCATION

Credit-4   **Marks-100**

Course Objectives:

The students will be able to-

➢ Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
➢ Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
➢ Analyse special education, integrated education, mainstream and inclusive education practices,
➢ Identify and utilize existing resources for promoting inclusive practice.
➢ Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
➢ Develop the ability to conduct and supervise action research activities,
➢ Identifying and utilizing existing support services for promoting inclusive practice,
➢ Seeking parental and community support for utilizing available resources for education in inclusive settings.

Unit 1- Introduction and Preparation for Inclusive Education

1. Difference between special education, integrated education and inclusive education. Advantages of inclusive education for the individual and society.
2. Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
3. National and International initiatives for inclusive education
4. Current Laws and Policy Perspectives supporting IE for children with diverse needs
5. Concept and meaning of diverse needs.
6. Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
7. Brief account of existing special, integrated and inclusive education services in India.
8. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
9. Creating and sustaining inclusive practices.
10. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit 2- Children with Diverse Needs and Utilization of Recourses

1. Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning

disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.

2. Importance of early detection, Functional assessment for development of compensatory skills.
3. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
4. Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC, ST and linguistic and other minority groups.
5. Role of technology for meeting diverse needs of learners
6. Concept and importance of human and material resources.
7. Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
8. Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
9. Managerial skills for mobilizing appropriate resources.
10. Identifying the required resources for children with varied special needs

Unit 3-Curriculum adaptations and evaluation for children with diverse needs
1. Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
2. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
3. Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
4. Techniques and methods used for adaptation of content, laboratory skills and play material

Unit 4-Teacher Preparation for Inclusive Education
1. Review existing educational programmes offered in secondary school (general, special education).
2. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
3. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
4. Equitable and Inclusive Education in the National Education Policy(NEP)-2020
5. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

6. Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
7. Role of different national and international agencies {institutions, universities} in promoting inclusive education.
8. Planning and conducting research activities: Selecting appropriate areas of research, types of research needed for enhancement of learning in children with diverse needs, steps involved in planning and supervising research activities, recent trends in research - national and international level with respect to children with diverse needs.
9. Supportive Services for inclusion and research

Suggested Practical Work:
1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multilevel teaching in the DMS (two classes).
3. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
4. Identify suitable research areas in inclusive education.
5. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

Course Outcomes:
On completion of the course the students will be able to-

➢ Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
➢ Critically analysis the recommendations of various commissions and committees towards teacher preparation for inclusive education,
➢ Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
➢ Analyze special education, integrated education, mainstream and inclusive education practices,
➢ Identify and utilize existing resources and support services for promoting inclusive practice.
➢ Illustrate the needs and magnitude of the challenges faced by children and persons with diverse needs,
➢ Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
➢ Preparing a conducive teaching learning environment in varied school settings,
➢ Seeking parental and community support for utilizing available resources for education in inclusive settings.

Transactional strategies –
• Using Case methods to highlight the events of exclusion.
• Discussions on causes of exclusion and measures to mitigate their effect.
• Brainstorming sessions on promoting a culture of inclusive practices at school level.
• Reflective readings on excerpts from documents such as that of UNESCO.

Reference Books:

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative LearningBased Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with specialneeds* N. C. E R T Publication.
6. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
7. Rana, B. & Parasher G.S. 2009: Effect of Inclusive education on children with special needs-A   study, Jolly Reprographics, New Delhi
8. Vaishnav ,R. & Patil, P.2015 : Apang Samaveshit Shikshan ani Sarva Shiksha Abhiyan, Sandesh Prakashan ,New Delhi
9. Vaishnav, R. &Bhagat ,V.2013 :Learning of Written Language and Hearing Impairment, LAP Lambert Academic Publishing Deutschland ,Germany
10. Vaishnav, R. & Bhujade, K.2014 Teaching Strategies for Attention Deficit Hyper Activity Disorder ,Scholas Press, Germany
11. Vaishnav, R. & Gawalpanchi, R. 2015 Teaching Strategies for Mathametical Learning Disability, Scholas Press, Germany

Course No.B104
(Semester – 3)
VALUES IN BHARTIYA CHINTAN

Credit-4   **Marks-100**

Course Objectives:

On the completion of course the students will be able to-
- ➢ Read and comprehend the nature and sources of values
- ➢ Distinguish the values under different type
- ➢ Describe the process of value education
- ➢ Explain the indication of values and their role in life

Unit-1 THEORETICAL BASIS OF VALUE EDUCATION
1. Nature and Sources of values, Meaning of values
2. Values and Education: Philosophical Perspective
3. Values and Education: Psychological Perspective
4. Values and Education: Sociological Perspectives

Unit: 2 VALUES IN INDIA'S INTELLECTUAL TRADITTONS
1. Values in Indian culture - Tolerance, Peace
2. Universal brotherhood
3. Values in Indian Constitution and Fundamental Duties of citizens
4. Characteristics of Instructional material for values.

Unit: 3 CLASSIFICATION OF VALUES
1. Personal and social values, Intrinsic and extrinsic values on the basis of personal interest & social good.
2. Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration
3. Identification of Analysis of emerging issues involving value conflicts
4. Design and development of instructional material for nurturing values

Unit: 4 VALUES IN RELIGIOUS SCRIPTURES
1. Bhagwadgita -Nishkam Karma, Swadharma, Laksagrah & Stithpragya. Bible - Concept of truth, compassion, forgiveness
2. Dhamnipada - Astangmarg, Aryastya & Madhyamarg. Gurugranth Sahib - Concept of Kirath, Sunsat, Paugat & Jivanmukti. Quran -Concept of spiritual & moral values (adah, raham & theory of justice) & social responsibilities.
3. Methods and Evaluation of Value Education: Traditional Methods: Story Telling, Ramleela, Tamasha, Bhawai street play & folk songs. Practical Methods: Survey, role play, value clarification, Intellectual discussions
4. Causes of value crisis: material, social, economic, religion evils and their peaceful solution.
5. Role of School Every teacher as teacher of values, School curriculum as value laden Suggested Activities/ Practical work: Field work, Group work, Surveys, Panel discussion, Debate.

Suggested Practical Work:
1. Analysis of morning assembly programme of a college from the point of view of value education.
2. Analysis of a text book of a school subject from the point of view of values hidden.
3. Practice of role-play in two situations and preparation of report.
4. Administration of value scales available in the psychology lab. in the school and report writing
5. Report on value conflict resolution in a situation

Course Outcomes: :

On completion of the course the students will be able to-
➢ Explain the nature, sources of values and the process of value education.
➢ Classify the values under different types.
➢ Differentiate the indication of values.
➢ Appreciate role of values in life.

Transactional strategies –
• Presentation of Cases and organizing discussions based on them.
• Visits to selected institutions in the community which play distinct role in value inculcation.
• Interactive sessions based on readings and reflections.

Reference Books:
1. Dhokalia, RP. 200 I. External Human Values and World Religions. New Delhi: NCEIU.
2. Gandhi, M.K. 1976. My Experiments with Truth. Ahmedabad: Navjivan Publishing House
3. Government of India 1999. Fundamental Duties of Citizens: Report of the Committee set up by the Government of India to operationalize the suggestions to Teach Fundamental Duties to the Citizens of the Country (Vol. I & II) New Delhi: MHRD.
4. Government of India. 2000. The Constitution of India New Delhi
5. Gupta, K.M. 1989. Moral Development of School Children Gurgaon: Academic Press.
6. Krishnamurthy, J. 2000. Education and the Significance of Life. Pune : KF .
7. Mahaprayna, Acharya 1999. Thoughts at Sunrise. Ladnoo: Jain Vishva Bharti
8. MHRD 1992, National Policy on Education 1986 (With modification Undertaken in 1992) New Delhi
9. NCERT.2000. National Curriculum Framework for School Education New Delhi
10. Radhakrishnan S., Indian Philosophy Vol. I
11. Rajput, J.S. 2001. Symphony of Human \Values in Education. New Delhi
12. Saiyuddain, K. G 1965 The Faith of an Educationist: A Plea for Human Values. New Delhi : Asia Publishing House.
13. Sanghi, Seema 2002. Towards Personal Excellence New Delhi: Response Books

14. Seshadri, C.; Khadcr, M.A. Adhya GL. (Ed.) 1992 Education in value. New Delhi: NCERT London, Allen and Unwin
15. UNESCO 1996. Learning: The Treasure Within. Paris.
16. Singh, R.N.(Ed.) 2003, Analytical Study of Sikh Philosophy, Commonwealth Publishers New Delhi -02
17. Khan Masood Alia (Ed.) (2006), Islamic Thoughts and its philosophy, Commonwealth publishers New Delhi - 02
18. Khan, Intakhab Alam (2007), Peace, Philosophy and Islam, Academic Excellence, Delhi - 31

Course No. C105
Semester – 3
INFERENTIAL STATISTICS

Credit-2   **Marks-100**

Course Objectives:

The students will be able to-
- ➢ Assess the use of the normal distribution to approximate the binomial distribution
- ➢ Consider the use of mathematical techniques for determining the appropriate sample size for experiments under varying circumstances
- ➢ Design and formulate hypothesis testing problems that will be solved using Excel.
- ➢ Describe the role of parametric and non-parametric statistics in various types of educational research.
- ➢ Select the proper method for using Excel to conduct experiments applying ANOVA. Competency

Unit – 1: ANOVA and ANCOVA
1. Analysis of variance (One-way, Two-way, Three-way)
2. Analysis of Co-variance and Factorial Design (No Computation)
3. Its Uses (ANOVA and ANCOVA)

Unit – 2 Special Methods of Correlation
1. Bi-serial correlation, Point Bi-serial Correlation and their standards
2. Point bi-serial correlation
3. Tetrachoric, Phi-Correlation and their significance
4. Contingency coefficient C, standard ERROR and their significance
5. Partial and Multiple Correlation

Unit – 3 Non parametric methods
1. Meaning and scope of non-parametric Methods
2. Median test, Kendall rank correlation, Mann-whitney U-test, Wilcoxan Testing (Computation and Interpretation for each Method)
3. Use of parametric and non-parametric methods

Unit – 4: Reliability, Validity, Scaling and Factor Analysis
1. Reliability: Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent standard errors of Measurement of reliability, effectiveness of reliability on small and large group
2. Validity: Meaning, Methods, Calculations, length of test of validity, effects of validity on reliability
3. Scaling of test
    i.   T scaling
    ii. Stanine scores
4. Scaling of Judgments and their types
    i.   Item analysis: Difficulty index, Discrimination index
    ii. Item objective congruence (IOC) in CRT

5. Factor Analysis
    i.   Meaning, Scope, Use of Factor Analysis
    ii. Basic equations
    iii. Types and Identification of factors
    iv. Different methods of F.A.

Suggested Practical Work:
    1. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis Analysis of data using Statistical Packages
    2. Conduct a test any one class in different time period and find out test reliability on that score.
    3. Prepared a cognitive note on the topic Factor Analysis.

Course Outcomes:

On completion of the course the students will be able to-
    ➢ Discuss the scope and application of educational statistics.
    ➢ Acquire with statistical theories and its application in Educational Research.
    ➢ Justify the appropriate the role of parametric and non-parametric statistics in various types of educational research.
    ➢ Evaluate the importance of educational statistics and its relationship with of educational research.

Transactional strategies –
The course content transaction will include the following:
• Planned lectures infused with multimedia /power-point presentations.
• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

Reference Books:
    1. Blommers, Paul and Lindquist (1965): Elements Statistical Methods, University of London press ltd.
    2. Dowine N.M., R.W. Heath (1965): Basic Statistical Methods, New York: Harper & Row.
    3. Edwards, A.L. (1963): Statistical Methods of Behavioural Science, New York: Hall, Rinhert and Winston.
    4. Forguson, G.A.: Statistical Analysis in Psychology and Education, New York: McGraw Hill & Co. Inc.
    5. Fruther B.: Introduction to Factor Analysis, New Delhi: Affiliated east-west-press Pvt. Ltd.
    6. Garrett, H.E. (1961): Statistics in Psychology and Education, Bombay: Allied Pacific Pvt. Ltd.
    7. Guilford J.P. (1965): Fundamental Statistics in Psychology and Education, New York: McGraw Hill Co. Inch.

8. Lindquest, E.F. (1968): Statistical Analysis in Educational Research, Oxford and IBH Publication Co.
9. Patel, R. S. (2010): Statistical Methods for Educational Research, Ahmedabad: Jay Publication
10. Siegel Sidney and N.J. Castdlan (1988): Non Parametric Statistic, New York: McGraw Hill Book Company.
11. Patel, R. S. (2010): Fundamental Concepts of Educational Research (Handbook), Ahmedabad: Jay Publication

(Semester – 3)
EDUCATIONAL ADMINISTRATION AND LEADERSHIP

Credit-2   **Marks-100**

Course Objectives:
The students will be able to-
- Explain concept pertaining to Educational administration
- Explain the importance of balancing managerial and leadership behaviours.
- Elaborate the process of administration.
- Utilizing organizational framework to explain the process of management.
- Explain the limitations of bureaucracies and scientific assumption in managing an educational institution.

Unit 1 Introduction to Educational Administration and Management
1.1 Meaning, Definition, Objectives and Nature of Educational Administration and Management
1.2 Administration & Management style
1.3 Total Quality Management (TQM)
1.4 Concept of POSDCORB (Planning, Organizing, Staffing, Directing, Coordination, Reporting &Budgeting)
1.5 Concept of CPM (Critical Path Method) & PERT (Project, Evaluation and Review Technique), difference between CPM & PERT.
1.6 Administration as a Bureaucracy, human relation approach to administration.

Unit 2 Educational Planning and Indian and International Quality Assurance Agencies
2.1 Importance, characteristics, Different elements of planning and Planning Process
2.2 Institutional Planning and role of Principal and various officers of education
2.3 Indian and International Quality Assurance Agency: Objectives, Functions, role and Initiatives of NAAC & QCI

Unit 3 Supervision, and Inspection
3.1 Supervision, Inspections: Concept and Objectives
3.2 Supervision, Inspections: Principles
3.3 Supervision, Inspections: Techniques
3.4 Duties and responsibilities of Inspector and Supervisor

Unit 4 Leadership
4.1 Leadership: Meaning and Concept
4.2 Theory of Leadership
4.3 Leadership Styles: Motivational style, Supervisory Leadership, Autocratic leadership, Lasses faire leadership
4.4 SWOT Analysis (Strength, Weakness, Opportunity & Threats)
4.5 Modern concept of Leadership: Taylorism, Grid concept, Blake and Mouton's Managerial Grid Model, Fiedler's Contingency Model, Tri-dimensional view of Educational Management

Suggested Practical Work:
1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.
3. Prepare a plan for the mobilization of different types of resources for a school form the community.
4. Analysis of School Education Act of a state.
5. Case studies of School Education Act of states with better results at the secondary/senior secondary levels.

Course Outcomes:
On the completion of course the students will be able to-
➢ Elaborate the meaning, nature, scope, functions, principles and approaches of Educational administration.
➢ Identify the essentials of Educational administration, planning and communication.
➢ Differentiate the theory of Supervision and Inspection
➢ Evaluate the Leadership.

Transactional strategies –
The course content transaction will include the following:
• Planned lectures infused with multimedia /power-point presentations.
• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

Reference Books:
1. S.N. Mukerji (1970): Administration of Planning and Finance, Acharya Book Dept., Baroda.
2. Shastri M, C, (2010): Educational Management, SSTCT Publication, Ahmedabad. (Guj.)
3. Shastri M,C,(2011): Educational Management, SSTCT Publication, Ahmedabad
4. Shastri M, C, (2011): Educational Management, LAP Lambert Publication, Germany.
5. Shastri M, C,(2011): Educational Planning & financing ,LAP Lambert Publication, Germany
6. Sears, J.B.: The Nature of Administrative Process, Mc Graw Hill, 1950,
7. Sultan M, M: School Organization and Management Jammu Tavi: Joykay Book House,1989.
8. Tyler, William: School Organization A Sociological Perspective London: Croom Helm 1988.
9. Owens R,G : Organizational Behaviour in Schools, Practice Hall, Inc. Englewood Cliffs N.J., 1970.

Semester – 3
CURRICULUM PEDAGOGY AND ASSESSMENT

Credit-2   **Marks-100**

Course Objectives:

On completion of the course the students will be able to-
- ➢ Understand the effective pedagogy for curriculum.
- ➢ Get acquainted with the models & process of curriculum design.
- ➢ Discuss approaches of curriculum transaction.
- ➢ Explain role of ICT in curriculum Transaction.

Unit I- (A) Meaning and Concept of Curriculum
1. Principles of curriculum development
2. Meaning and concept of curriculum, Curriculum as a Field of Study
3. Types of Curriculum
4. Evaluation of Curriculum
5. Restructuring school curriculum and pedagogy as per National Education Policy(NEP)-2020
6. Recommendations of National Education Policy(NEP)-2020 for primary and secondary education framework

(B) Foundations of Curriculum
1. Psychological and Sociological Foundations of Curriculum
2. Basic Human Needs and Curriculum
3. Curriculum and the Role of Teachers, Curriculum Change

(C) Critical Pedagogy
1. Meaning, Need and its implications in Teacher Education
2. Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)

Unit II- Curriculum Development

(A) Curriculum Planning
1. Levels of Curriculum Planning.
2. Principles of Curriculum Planning
3. Defining Curriculum Planning
4. Curriculum Planning Framework
5. Development of Specific Curriculum Plans,
6. Learner Involvement in Curriculum Planning
7. Improvement of Curriculum Planning
8. Trends and Issues in Curriculum

(B) Curriculum Designing
1. Components of Curriculum Design
2. Sources of Curriculum Design
3. Dimensions of Curriculum Design,
4. Curricular Approaches
5. Models of Curriculum Development,
6. Basic Tasks of Curriculum Development
7. Hidden Curriculum

Unit III- The Meaning of Curriculum Transaction & Structure of Curriculum Material

1. Meaning of Curriculum transaction.
2. Minimum requirement for transaction of curriculum: (Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities institutional facilities, (classroom climate Curricular materials: Textbooks - presentation of content, language, illustrations, episode, stories and practice exercise etc. Teacher's guide: its role in transaction.

Unit-IV- (A) Integration of ICT in Curriculum Transaction

1. Relationship between Curriculum Transaction and Instruction.
2. Instructional Design and Instructional System.
3. ICT in transaction of curriculum, its importance and role various modes of ICT (PLM, CAL, CAI) for transaction with their strengths and limitation.
4. ICT use of in teaching-learning of social science, Role of Communication in Transaction.

   (B) Assessment of Learning

5. Meaning, nature, perspectives (Assessment for Learning and Assessment of Learning)
6. Types of Assessment (Placement, formative, diagnostic, summative)
7. Relations between objectives and outcomes
8. Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and Psychomotor domains (R.H. Dave) of learning.

Suggested Practical Work:

1. Identify various criteria to evaluate textbook / programme /course.
2. Based on above criteria, evaluate any course/programme/curriculum
3. Identify Various issues involved in evaluation of course/programme/ curriculum.

Course Outcomes:

On the completion of course the students will be able to-

➢ Define meaning of curriculum Transaction.
➢ Describe various methods/media for transaction.
➢ Discuss approaches of curriculum transaction.
➢ Explain role of ICT in curriculum Transaction.

Transactional strategies

The course will be transacted with the help of multiple pedagogic procedures such as :
- Interactive discussions including group discussions.
- Brainstorming sessions
- School visit based reflective discussions
- Projects – individual & group based.

Reference Books:

1. NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
2. NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
3. Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.
4. UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris.
5. Verduin J.R. (1967) Cooperative Curriculum Improvement, Prentice Hall.
6. Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
7. Whecker D.K. (1967) Curriculum Process, University of London Press.
8. Anderson, & Vernon, Principles and Procedure of Curriculum Improvement, Ronald Press Company, New York, 1956.
9. Chagla, M.C. The Role of Education in the World of Today, Asia Publishing House, Bombay, 1962.
10. Chary, Ryland, W., Humanizing the School Curriculum Development and Theory, Random House, New York, 1969.
11. Denis Lawton and et. Al., Theory and Practice of Curriculum Studies, Routledge and Kegan Paul, London, 1978.
12. Dewey, John, The Child and the Curriculum, The University of Chicago Press, 1959.
13. Goodlad, John I., Curriculum a Janus Look, The Record: 1968.
14. Gupta, Bishambar Das, Values in Education, dyoatian 1966.
15. Gwynn, Minor, J. and Chase, John B., Curriculum Principles and Social Trends, Macmillan Coy., New York. 1969.

CBCS
M.Ed. SYLLABUS
SEMESTER - IV

Note:
1. In this semester all the course carries four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60 hours.
3. Weightages for each unit is 25%.

Course No. A009
Semester – 4
M. Ed. Core Course – IX
TREATMENT OF DATA & RESEARCH REPORT WRITING

Credit-4   **Marks-100**

Course Objectives:

On completion of the course the students will be able to-

- ➢ Verify Types, Classification and Tabulation of Data.
- ➢ Evaluate different Techniques for the analysis of data of Research Work.
- ➢ Perform different Computer Packages for Research Work.
- ➢ Organize Research Report Writing with the help of Technical Points of Report Writing.
- ➢ Combine Chapters in Research Report Writing of their Problem.
- ➢ Criticise errors of Past Researchers in Report Writing

Unit – 1: Treatment of data
1. Classification of data
2. Types of quantified data
3. Tabulation of data
4. Quantification and description of data
5. Selection of techniques for analysis of data
   a) Descriptive statistics (No Computation)
      - Measures of central tendency
      - Measures of variability
      - Percentage PR, P(n)
      - Co-relation (product moment and rank difference methods)
      - Significance of Measures
   b) Inferential statistics (No Computation)
      - Non-parametric methods: chi-square test, sign-test, median-test, Mann-Whitney U-Test, Kendal – T Test
      - Parametric methods: t-test (C.R.), F-test
   c) Elementary idea of Normal Probability Curve, its properties, uses, Sk & Ku, level of significance, One tailed- two tailed test, α error, β error
   d) Qualitative data Analysis-Data reduction and classification, Analytical Induction and constant Comparison, Concept of Triangulation

Unit-2 Use of Computer Packages and Conclusions and implications
1. Different computer packages, its use in data analysis
2. Generalization and conclusions
3. Deriving implications

Unit – 3: Writing research report: (Mechanics of writing research report)
4. Specific Considerations of Reports Writing
5. Some Technical Points of Report Writing – Quotations, Tables, Graphs

and Appendices

6. Structure of Report Writing – Introductory part, Content part, Reference Related part
7. Errors Committed in Report Writing
8. Evaluation Criteria of Research Report

Unit-4 Chapters in Report Writing

1. Statement of Problem & Definition of Key Words
2. Review of Related Literature
3. Research Design
4. Treatment of Data
5. Summary, Finding and Recommendations

Suggested Practical Work:

1. Analytical review of past researches of a research
2. Errors committed in a past research report and/or evaluation of past research
3. Treatment of the data adopted in a particular research by the researcher
4. Preparation of synopsis of your Dissertation topic and present in your group seminar

Course Outcomes:

On completion of the course the students will be able to-

➢ Illustrate meaning of scientific inquiry, Paradigm, Theory and its implications for educational research.
➢ Discuss characteristics of Philosophical, Psychological and Sociological researches in education.
➢ Analyses the treatment of data, their stages and its application.
➢ Differentiate the strategies and techniques for data analysis.
➢ Recognize the different style of report writing and their application.

Transactional strategies –

• Workshop on designing assessment tools for diverse groups of learners.
• Writing of test items & their validation through individual and group based projects.
• Individual and group projects on preparation of report writing.
• Critical evaluation of selected psychological tests on the basis on reliability and validity.

Reference Books:

1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York ; Longman Inc.

3. Burroughts G.E.R. (1975) : Design and Analysis in Educational Research (2ndEd.) Oxford : Alden & Mow bray Ltc.

4. Bruce W. (1952) : Conduction Educational; Research (2ndEd.) New York : McGraw Hill Book Co.

5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.

6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)

7. Gilbert, S. (1979) : Foundations of Educational Research, Englewood, Cliffs, New Jersey : Prentice Hall Inc.

8. Hyman H.H.(1955) : Survey : Design and Analysis, Principles, Cases, Procedures, New York : The Free Press

9. Kerlinger F.N. (1964) : Foundations of Behavioural Research : Educational & Winston Inc.

10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.

11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)

12. Lynch,M.D.& Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.

13. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication

14. Patel R.S. (2015) Research Methodology (3rd Edition, Gujarati Version), Ahmedabad, Jay Publication.

15. Patel R.S. (2015) Research Methodology (1st Edition, English Version), Ahmedabad, Jay Publication.

16. Patel, R.S. : February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.

17. Patel , R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.

18. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)

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(Semester – 4)

ISSUES AND PROBLEMS IN PRIMARY EDUCATION

Credit-4   **Marks-100**

Course Objectives:

The students will be able to-

- ➢ Read and comprehend the development of primary education on India
- ➢ Describe and distinguish the primary education in India and Maharashtra
- ➢ Discuss the recommendation in various commissions in terms of primary education
- ➢ Apply good reasoning to issues and problems in terms of primary education and discuss about their problems
- ➢ Describe, Various programmes for quality improvement of primary education and also its implications
- ➢ Evaluate new dimensions in terms of expanding horizon s of primary education.

Unit-1 Development of Primary Education in India and Maharashtra

1. Concept and need of primary education
2. Development and current studies of primary education in India
3. Development and current studies of primary education in Maharashtra
4. Comparison of primary education of America, Australia, U.K. and Japan in world context.

Unit-2 Recommendation of various commissions in terms of Primary Education.

1. Recommendation of various commissions in terms of Primary Education before independence.
2. Recommendation of Kothari Commissions 1964-66, National Education Policy, 1986, Implementation programme of 1992 in terms of development of primary education after independence.
3. Recommendations of Ishwarbhai Patel review committee, 1976-77 about productive work useful for society in primary education without burden "Recommendations of D'lors commission in terms of four pillars of education and recommendations of Knowledge Committee in terms of Primary Education.
4. National Education Policy(NEP)-2020 in context to Primary Education

Unit-3 Questions and solutions of primary education

1. Constitution's Article 45 and Right to Education in terms of Universalization of primary education
2. Registration, enrolment, programme and stability at primary level.
3. Primary education of SC, ST and Gifted Children and attempts of adjustment.

Unit-4 Innovations in Primary Education

1. Language Education and medium of instruction – mother tongue at primary level.
2. Art, Music, Yoga Education in terms in Physical Education at primary level and the role of teacher.

3. Concept, Nature and need of adolescent education at primary level and the role of teacher.
4. Scholastic Comprehensive Evaluation at Primary level.

Suggested Practical Work:
1. Prepare a review report in terms implementation of recommendations of various commissions on development and quality of primary education.
2. Prepare a report in terms of universalization and RTE implementation in 5 schools of any Taluka
3. Prepare a report in terms of Government schemes of the education of SC, ST and gifted children.
4. Visit a school and prepare a report in terms of scholastic comprehensive evaluation in Std. 3 to 6.
5. Prepare a report by visiting school and teachers in terms of cost discrimination at primary level.
6. Prepare a report on SWOT analysis by visiting various types of Primary school, CBSC, Navodaya Vidyalaya, Kasturba Gandhi Bal Vidyalaya (KGBV)
7. Prepare a report by studding activities and problems of CRC and BRC
8. Organize a discussion meeting and prepare a report in terms of situated as questions received in the question box for adolescents in primary school
9. Study and prepare a report about the responses of parents and teachers on mother tongue as a medium of instruction.

Course Outcomes: :
On the completion of course the students will be able to-

➢ Explain the development of Primary Education in India and Maharashtra.
➢ Analyze the recommendation and resisting questions in terms of Primary Education and understand about their solutions.
➢ Discuss the various programs for quality improvement of Primary Education and understand in terms of its implementation.
➢ Explore the new dimensions in terms of expanding horizons of Primary Education.

Transactional strategies
Discussions based on observations of issues and development of Primary Education in India and Maharashtra, modular presentations, administration, Interactive seminars and buzz sessions.

Reference Books:

1. J. P. Naik, (1965) Elementary Education in India : The Unfinished Business Bombay, Asia, Publishing House

2. Mohanty J. (1992) Current issues in Education, New Delhi, Cosmo Publication.

3. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

4. References Celin Richard (1984). The Study of Elementary Education and Resource Book. Vol. I.

5. Government of India (1986) National Policy on Education, New Delhi, MHRD

6. Government of India (1987) Programme of Action, New Delhi, MHRD

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8. Hayes, Denis (2008) : Elementary Teaching Today : An Introduction. Roultedge Publication.

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12. Rao, V.K.(2007): Universalization of Elementary Education. Indian Publishers, New Delhi.

13. NCTE, (2004) : Teacher Education Curriculum, New Delhi.

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Course No. B106

Semester – 4

Curriculum Pedagogy in Primary Education

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Credit-4   **Marks 100**

Course objectives

The students will be able to-

- ➢ Construction of curriculum in the field of primary education.
- ➢ Understand the related curriculum transition strategy.
- ➢ Appreciate the need for curriculum evaluation and its various approaches
- ➢ Understand various problems of curriculum development
- ➢ Appreciate the need for curriculum evaluation& research in primary education curriculum.

Unit-1 Principles and Structure of Curriculum

1. Meaning, Nature and Need of Curriculum
2. Principles and features of Curriculum
3. Structure of National Curriculum (2005) and Structure of National Curriculum of Teacher Training (2009)
4. Difference between Curriculum and Syllabus

Unit-2 Principles of Curriculum Development and Analysis of Syllabus

1. Principles of Curriculum Development: Philosophy Based, Psychology Based and Social Based.
2. Factors of Syllabus analysis and content material of syllabus
3. Text book writing structure and characteristics
4. Methodology of development: Workbook, Teacher handbook

Unit-3 Teacher and Curriculum transition strategy

1. Thought and constructivism based on curriculum
2. Joyful Education -role of teachers and methodology
3. Teaching of Life skills and creativity
4. Analysis of curriculum of Primary Education and role of ICT.

Unit-4 Curriculum Evaluation and research

1. Meaning and Nature of Curriculum Evaluation
2. Approaches of Curriculum evaluation (CCF) and Scholastic Comprehensive Evaluation
3. Constructivist approach, meaning, importance, characteristics, content validity Summative evaluation: concept, importance, evaluation of formal students, opinions of teachers, responses of parents, situation based analysis and interview
4. Research in Curriculum: Curriculum weightages, Curriculum reforms, Curriculum planning and Future Direction.

Suggested Practical work:

1. Demonstrating a training technique with peers
2. Constructing a tool for evaluation of specified skills/understanding/attitudes Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions

3. Preparation of a plan for INSET of the teachers of school.
4. Construction of Tools for identification of Training needs in different subject areas.
5. Identification of Training needs of a group of teachers of a school.
6. Preparation of self-learning material/e-content for primary school teachers.
7. Appraisal of a training programme organized by DIET/IASE/CTE.

Course Outcomes:

On the completion of course the students will be able to-
➢ Define the concept, need of curriculum
➢ Discuss principles, objective and features of construction of curriculum in the field of primary education
➢ Differentiate curriculum transition strategy, curriculum evaluation and its various approaches.
➢ Analyze the various problems of curriculum development

Transactional strategies
The course will be transacted with the help of multiple pedagogic procedures such as :
- Interactive discussions including group discussions.
- Brainstorming sessions
- School visit based reflective discussions
- Projects – individual & group based.

Reference Books:

1. Mathur S.S. (1970) Educational Administration and management, The Indian Publication Hill Ambala, Contt-133301 : Part-II.
2. H. Philip Gombs (1970) Organizational behavior Concept, Controversies- Applications. (8[th]ed). New Delhi : Hall of India.
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5. Less Bell &Howard Stevenson (2006): Education Policy: Process, Themes and Importance. Routledge.
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8. Bush, Tony &Less, Bell (2002): The principals &Practice of educational management. London: Paul Chapman Publishing.
9. Mukhopadyay, M. (2005): Total quality management in education. New Delhi : Sage Publications.
10. Govt. of India – (1986/1992) National Policy of Education, 1992 Modification and their POA's MHRD,. Dept. of Education.
11. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi

Course No. B107
Semester – 4
EDUCATION MANAGEMENT & ORGANIZATION
IN PRIMARY EDUCATION

Credit-4   **Marks-100**

Course Objectives:

The students will be able to-
- ➢ Explain the various polices of Government planning and their introduction at primary level
- ➢ Analyse the planning, policy and execution strategy of primary level
- ➢ Evaluate the school organization and Education Management
- ➢ Recognize the innovative contribution of school education management and planning
- ➢ Identify the policy, research and innovation at school level
- ➢ Discuss the structure of the Universal Elementary Education (UEE)

Unit-1 Management of Primary Education and Current Policies

1. Management of Primary Education: Meaning, Concept, need, nature of management and educational management
2. Current Policies and Execution Strategy: Primary education committee in central government, state government, district, rural area, district panchayat, urban area, and idea of management of school management committee.
3. Nature of management of various types of primary school: Government school, private school, Grant-in-aid school, Navodaya Vidyalaya, CBSE, District Panchayat managed school, school at local level
4. Strategy for fully priority fields, implementation system, training and research and orientation management of DISE for education for management at local level

Unit-2 Planning and School Management

1. Planning: Planning design and dimension required forms and structure of selection of place for primary school
2. Teacher student ratio, programme for professional development for teachers, functions and role of construction of school management committee
3. District education office, role, duties and functions, construction and importance of Parent-Teacher Association
4. School based criteria, facility criteria and teacher based criteria.

Unit-3 Universalization of Elementary Education (UEE)

1. Concept, importance and resisting factors of Universalization of Elementary Education
2. Current situation of Universalization of Elementary Education in India, Right to Education Act, 2009 and remedies for strategy of Universalization
3. Overall thinking about nature of structure up to Std. 7 regulatory primary education in India, and Regulation of Primary Education Comparison of primary education with other countries of the world (America, Japan, England, Australia, Finland)

Unit-4 Programs and Policies of Primary Education
1. Operation Black Board scheme and its implementation
2. Mid-day Meal Scheme and its implementation
3. Sarva Siksha Abhiyan (SSA) – Concept, objectives and implementation
4. Concept, nature and implementation of school of comprehensive evaluation (SCE)

Suggested Practical Work:
1. Prepare a report by collecting articles by using newspapers, periodical and intent in terms of policy and operation strategy about primary education by central and state government.
2. How does the management of primary schools manage by District Panchayat in Rural areas and Municipal School Board in Urban areas work? – Prepare a report.
3. Prepare a report on teacher-student ratio, strength of standard wise students, subject teaches of any one school of your district according to provision of RTE Act 2009
4. Prepare a report for evaluating the activities of a district in terms of SSA
5. Evaluate quantitatively and qualitatively the Mid-day Meal Scheme in Rural and Urban schools
6. Organize and administered an orientation program in terms of RTE
7. Prepare a report on functions and problems of primary education officer, education Inspector, BRC, CRC and coordinator
8. Prepare a comparative note on primary school and residential school
9. Prepare a report suggesting steps to solve problems of primary schools at primary level
10. Prepare a report on reviewing regulatory quality importance of primary school of urban area
11. Prepare a report on reviewing annual planning and implementation of a primary school
12. Review in terms of qualitative management of a primary school in terms of responsible leadership and participating management
13. Prepare a report by constructive and trying out of a school evaluation criterion for evaluation of primary school
14. Prepare a report by SWOT analysis of a primary school
15. Find out a program run by central government and test its effectiveness

Course Outcomes:
On the completion of course the students will be able to-

➢ Describe the meaning and nature of Educational management.
➢ Evaluates the planning, design and dimensions policy and execution strategy of primary level.
➢ Recognize the innovative contribution of school education management and planning.

➢ Discuss organization, policy, research and innovation at school level.

➢ Explore the structure of the Universal Elementary Education. (UEE)

Transactional strategies –

• Case based study of exemplary practices in school management.

• Visits to schools with records of best practices.

• Developing case profiles of effective classrooms / schools.

Reference Books:

1. Deway, John (1966). The Child and the Curriculum. The University of Chicago Press.
2. NCTE (2009) National Curriculum Framework for Teacher Education.
3. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
4. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
5. Wiles, J.W. &Joseph Bondi (2006) Curriculum Development: A Guide to practice
6. Veer U. (2004) Modern Teaching and Curriculum Management, Anmol Publication Private Limited, New Delhi.
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8. NCERT (2006): Systematic reforms for curriculum change, New Delhi.
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14. J.J. Wallin (2011). What is? Curriculum Theorizing: for a People Yet to Come. Study Philosophy of education, 30, 285-301.
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17. W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 72, p. 75, p. 78
18. W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 97.
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20. Deway, J. (1902). The Child and the Curriculum (pp. 1-31). Chicago: The University of Chicago Press.
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Course No. B108
(Semester – 4)
ISSUES AND PROBLEMS IN SECONDARY EDUCATION
Credit-4   **Marks-100**

Course Objectives:

The students will be able to-

➢   Read and comprehend the Different forms and issues of inequality and inequity in education, and also the ways to address them in a school and classroom situation.
➢   Describe the importance of right to education, Human rights, Peace education
➢   Discuss the indicators and standards of quality in education and implement the strategies for enhancing the quality of school education.
➢   Read and discuss the domain of human right and role of education to safeguard the rights. Describe the need for integration of environmental concerns in school education.
➢   Apply the strategies for development of life skills and the role of teachers in developing the life skills.

Unit-1 Equality and Equity in Education
1.   Equality and equity: Meaning, need and importance; Equality of educational Opportunities-Related Constitutional provisions.
2.   Nature and forms of inequality with reference to Gender, Socio-Economic Status, socio-cultural status, Minority (Linguistic & Religious), Locality(Rural-Urban-Tribal), Children with special needs (CWSN). Inclusive Education for addressing inequity
3.RTE, SSA, and RMSA; Provisions for addressing inequality
4.National Education Policy(NEP)-2020 in context to Secondary Education

Unit-2 Quality in Education
1.Concept   of quality in Education; Indicators of Quality Education-Academic and Organizational and Role of teachers for enhancing quality in education.
2.Quality   improvement in education – setting up standards for performance, supporting inputs, adoption of flexible strategies for learning, and monitoring
3.   Organizational strategies for enhancement of quality in school education.
4.   Resource support institutions for quality enhancement: NCERT, NUEPA, NCTE, NIOS, SCERT, IASE, CTE, DIET/DRC – Structure, functions, and ongoing programmes
5.   Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralha

Unit-3 Human Rights and Peace Education
1.   Human rights: Concept, Constitutional and Institutional safeguards
2.   Domain of Human Rights: RTI, Poverty, Child Labor, Child Rights, Rights of Woman; Role of Education in safeguarding Human Rights
3.   Peace Education: Concept and relevance in National and International contexts; Peace and Quality of life

4.Threats to peace in regional, national and global contexts and their impact on quality of life and Role of education in promoting peace.

Unit-4: Education for conservation of environment

1. Protection and conservation of environment – need, issues and importance in global and local contexts.
2. Policies for protecting and conserving environment and Measures for environmental conservation: Management of Natural Resources, Bio- diversity
3. Environmental Education: Integration of environmental concerns in school curriculum
4. Strategies for sensitizing learners towards protection of environment and itsconservationandRelationbetweenpopulationgrowthandEnvironmental Pollution

Suggested Practical Work:

Each student-teacher is required to submit one assignment selecting from area given below:

1. Observation and reporting on fulfillment of RTE provisions in any school.
2. Identification of Iniquitous treatment observed in classroom and school situations and preparation of report.
3. Assessment of quality of education in any school as per the organizational /academic indicators
4. Analysis of any one textbook with regard to incorporation of environmental concerns.
5. Preparation of a report on community action and practices in promoting life-skill among the young mass.
6. Observation and reporting on violation of child rights in any locality.

Course Outcomes:

On completion of the course the students will be able to-

➤ Explain different forms and issues of inequality and inequity in education, and the ways to address them in the school and classroom situations.
➤ Realize the importance of the right to education and the provisions in the RTE Act2009.
➤ Identify the indicators and standards of quality in education and implement the strategies for enhancing the quality of school education.
➤ Elaborate the domains of human rights and role of education to safeguard the rights.
➤ Discover the need for integration of environmental concerns in school education.
➤ Implement the strategies for development of life skills and the role of teachers in developing the life skills.
➤ State relation between population growth and environmental population

Transactional strategies

Discussions based on observations of issues and development of Education in India, modular presentations, administration, Interactive seminars and buzz sessions.

Reference Books:

1. Glasser, W.(1990). *The quality school: Managing students without coercion.*
   a. New York: Perennial Library.
2. Government of India (1992). *Report of core group on value orientation to education.* New Delhi: Planning Commission, Government of India.
3. Kaur, B. (2006). *Teaching peace, conflict and pride*. New Delhi: Penguin Books.
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7. Puri, M.& Abraham. (Eds.) (2004). *Handbook of inclusive education for educators, administrators and planners*. New Delhi: Sage Publications.
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10. UNESCO (1994). Source Book on environmental education for elementary teacher educators.
11. Bangkok: UNESCO Principal Regional Office for Asia Pacific
12. UNESCO (1997). *Trends in environmental education. Paris* : UNESCO
13. UNESCO (1998). *Educating for a sustainable future : A trans disciplinary vision for concerted action.* Paris : UNESCO
14. UNESCO (2001). *Learning the way to peace : A teacher's guide to peace education.* Paris : UNSECO.
15. UNESCO (2004). *Education for all : the quality imperative.* EFA Global Monitoring Report. Paris : UNSECO.
16. UNESCO (2012). *Shaping the education of tomorrow : 2012 report on the Un*
    a. *decade of education for sustainable development.* Paris : UNSECO
17. UNICEF (2000). *Defining quality in education*. New York : Programme Division (Education), UNICEF.
18. WHO (1991) *Comprehensive school health programme.* New Delhi: World Health Organization Regional Office.
19. WHO (1997). *Life skills education for children and adolescents in schools:* Introduction and guidelines to facilitate the development *and* implementation of life skills programmes. Geneva: Division of Mental Health and Prevention of substance abuse, World Health Organization.
20. WHO (1999). *Partners in lie skills training : conclusions form a united nations inter-agency meeting*. Geneva : WHO.
21. WHO (2004). *Skills for health*: *An important entry-point for health*

promoting/child friendly schools. Geneva : WHO

22. William, J,F, (1997) *The principles of physical education.* Philadelphia: Sunders Co.
23. UNESCO (1997). *Trends in environmental education. Paris* : UNESCO
24. UNESCO (1998). *Educating for a sustainable future: A trans disciplinary vision for concerted action.* Paris : UNESCO
25. UNESCO (2001). *Learning the way to peace : A teacher's guide to peace education.* Paris: UNSECO.
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29. WHO (1991) *Comprehensive school health programmes.* New Delhi: World Health Organization Regional Office.
30. WHO (1997). *Life skills education for children and adolescents in schools: Introduction and guidelines to facilitate the development and implementation of life skills programmes.* Geneva: Division of Mental Health and Prevention of substance abuse, World Health Organization.
31. WHO (1999). *Partners in lie skills training: conclusions form a united nations inter-agency meeting*. Geneva: WHO.
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Course No. B109
Semester – 4
CURRICULUM PEDAGOGY IN SECONDARY EDUCATION

Credit-4   **Marks-100**

Course Objectives:

The students will be able to-

- ➢ Get acquainted with the models & process of curriculum development.
- ➢ Describe the Pedagogy and Curriculum of secondary and senior secondary education.
- ➢ Discuss the theoretical schools of thought and their pedagogies.
- ➢ Compare teaching strategies and multiple intelligence.
- ➢ Develop competencies to design & evaluate curriculum.

Unit: 1 Pedagogy and Curriculum
1. Concept and Meaning of pedagogy- curriculum, effective pedagogy
2. Models of Pedagogy: Performance Model, Competence Model
3. Models of Curriculum: Content-driven curricula, Process-driven curricula, Objectives-driven curricula, Competence- or outcomes-based curricula
4. A quality teacher.

Unit: 2 Theoretical schools of thought and associated pedagogies
1. Behaviourism, Teacher- centred learning, 'Performance', visible pedagogy
2. Constructivism, Child-centred learning, 'Competence' or invisible pedagogy
3. Social constructivism, Teacher- guided, Learner -student centred learning
4. Group Dynamics
5. Liberationist, democracy, Critical pedagogies

Unit: 3 Teaching Strategies
1. Thinking Skills strategies such as De Bono's Six Thinking Hats and Mind Mapping
2. Gardners' Multiple Intelligences; Co-operative learning, Brain based learning
3. Bloom's Taxonomy – the cognitive and affective domains; Habits of Mind (16 Intelligences) - Art Costa
4. Teaching Practice Strategies: visual representation, teacher spoken discourse, the act of setting or providing tasks, a variety of social interactions, teachers' monitoring.

Unit: 4 Curriculum and Evaluation in Secondary Education
1. Principles of School Curriculum Development at Secondary and Senior Secondary Level, CCE in Teacher Education.
2. Formative and summative evaluation; norm referenced and criterion reference evaluation.
3. Evaluation of school experience/internship programmes. Assessment of teaching proficiency: criterion, tools and techniques.
4. Organization and regulation of internal assessment in PSTE: Preparation of

guidelines and scheme of internal assessment. Portfolio assessment

Suggested Practical work:

8. Demonstrating a training technique with peers
9. Constructing a tool for evaluation of specified skills/understanding/attitudes Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions
10. Preparation of a plan for INSET of the teachers of school.
11. Construction of Tools for identification of Training needs in different subject areas.
12. Identification of Training needs of a group of teachers of a school.
13. Preparation of self-learning material/e-content for secondary school teachers.
14. Appraisal of a training programme organized by DIET/IASE/CTE.

Course Outcomes:

On completion of the course the students will be able to-

- ➢ Discuss the Pedagogy and Curriculum of secondary and senior secondary education.
- ➢ Recognize the theoretical schools of thought and their pedagogies.
- ➢ Compare the teaching strategies and multiple intelligence.
- ➢ Critically evaluate the curriculum.

Transactional strategies
The course will be transacted with the help of multiple pedagogic procedures such as :
- Interactive discussions including group discussions.
- Brainstorming sessions
- School visit based reflective discussions
- Projects – individual & group based.

Reference Books:

1. Abbey, N., Pedagogy: The Key Issue in Education, Discussion Paper Parts 1 & 2, 2003 Agrawal M (2004)
2. Curricular reform in schools: The importance of evaluation, *Journal of Curriculum Studies*, 36 (3): 361-379.
3. Anstey, M. (2002) *Literate Futures: Reading*, Education Queensland.
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6. Kalantzis, M., cope, B., Fehring, H., "Multiliteracies: Teaching and learning in the new communications environment", Primary English Teaching Association, March 2002
7. Kalantzis, M., Cope, B., "Designs for Learning" (draft 2003) , RMIT.
8. Lovat., T.J   "The Role of the 'Teacher' coming of Age?" Australian Council Deans of Education, Discussion Paper, 2003
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15. Sarva Siksha Abhiyan, Ministry of Human Resource Development. Sharma N (2013) *An exploration of teachers' beliefs and understanding of their pedagogy*, MPhil thesis, Mumbai: TATA Institute of Social Sciences.

16. Silver, HF., Strong, R.W., Perini, M.J., "So Each May Learn – Integrating Learning Styles and Multiple Intelligences", ASCD, 2000

17. Smith F, Hardman F, Tooley J (2005) Classroom interaction in private schools serving low- income families in Hyderabad, India, *International Education Journal*, 6 (5):

18. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

19. UNICEF (2008) *Third party assessment of GOI-UNICEF quality package for primary education (2003-2007): Final report.* New Delhi: UNICEF, India Country Office.

Course No. B110
Semester – 4
EDUCATIONAL MANAGEMENT IN SECONDARY EDUCATION

Credit-4   **Marks-100**

Course Objectives:

The students will be able to-

- ➢ Understand the importance of educational planning and school management.

- ➢ Prepare a list of resources in school for effective school management.

- ➢ Understand the ways of resolving problems in classroom management.

- ➢ Analyse different learning resources for effective classroom management

Unit 1: Educational Planning and School Management

1. Educational Planning - Concept, Types (National, State and District; Short Term and long term; Macro and Micro)
2. School Management - Meaning, Importance, Types and Process, School Development Plan – Meaning, Nature, Importance and Steps
3. State Policies in School Development Plan and School Management
4. Role of Teacher, SMDC and Community in the preparation of school development plan and in school management.

Unit 2: Resource Management

1. Infrastructural Resources: physical space-building and open space, Furniture, Water and Sanitation facilities (separate toilet, garbage disposal, safe drinking water) Barrier-free Environment
2. Material resources: Equipment and Teaching-Learning Materials
3. Financial Resources: Grants (State Policy), Funds generation, Donations, Other sources
4. Human Resources: Students, Teachers, Parents, Community and Local Resource Persons – their inter-relationship, Role of teacher in resource management in schools

Unit 3 : Monitoring the School

1. Monitoring – Meaning, Importance and scope
2. Objectives of monitoring at the secondary levels
3. Mechanisms of monitoring: Structure, personnel and functions; Ongoing,
4. Monitoring practices and related issues and Conflict Management

Unit 4 : Classroom Management

1. Effective classroom management for quality learning: Teacher as a facilitator/manager of classroom learning
2. Components of Classroom Environment: Learning situation, Space and Time, Motivation and Discipline
3. Management of learning situations: Management of group and Individualized learning,

4. Management of space and time: Seating arrangement and Time allocation Management of Motivation and Discipline. Student involvement in the development, collection/procurement, use and management of learning resources.

Suggested Practical Work:

Each student-teacher is required to submit one assignment from the given below:
1. Case study of a child with behavioral problems
2. Survey of resources available in a school and the manner of their utilization.
3. Appraisal of a School Development Plan.
4. Preparation of a plan for ensuring quality learning in a class/ subject using ICT
5. Assessment of the existing monitoring mechanism at the secondary level in the state and suggestions for improvement.

Course Outcomes:

On completion of the course the students will be able to-

➢ Describe the importance of educational planning and school management.
➢ Derive the list of resources in school for effective school management.
➢ Elaborate the ways of resolving problems in classroom management.
➢ Analyze different learning resources for effective classroom management

Transactional strategies –
• Case based study of exemplary practices in secondary school management.
• Visits to secondary schools with records of best practices.
• Developing case profiles of effective classrooms / schools.

Reference Books:
1. Emmer, E.T. & Everson, C.M.(2008). *Classroom management for middle and high school teachers* (8[th]ed.). New York : Allyn and Bacon.
2. Glasser, William (1993). *The Quality school Teacher*. New York, NY: Harper Collins Publishers, Inc. Glasser, William (1990). *The Quality School.* New York, NY: Harper Collins Publishers, Inc.
3. Govt. of India (1992). *Programme of Action 1992*. New Delhi : Department of Education.
4. Govt. of India (1986/1992). *National Policy of Education*. New Delhi : Department of Education. Marsh, C.(2000). *Handbook for beginning teachers* (2nd ed.) Melbourne: Pearson Education.

5. MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan : A scheme for Universalization of access to and improvement of quality at the secondary stage*. New Delhi : Department of School Education and Literacy.

6. MHRD (2011). Sarva Shiksha Abhiyan :*Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi : Department of School Education and Literacy.

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RTM NAGPUR UNIVERSITY
NAGPUR
M.Ed.
<u>Dissertation Evaluation Report</u>

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Code Number of Dissertation: ……………………………

Title of the Dissertation:
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Special Features of the Dissertation:

   1. …………………………………………………………………………………...
   2. …………………………………………………………………………………...
   3. …………………………………………………………………………………...
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Suggestions regarding Dissertation:

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   2. …………………………………………………………………………………...
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Questions for VIVA VOCE:

   1. …………………………………………………………………………………...
   2. …………………………………………………………………………………...
   3. …………………………………………………………………………………...
   4. …………………………………………………………………………………...
   5. …………………………………………………………………………………...

Date: …………………….

                             Name and Signature of Examiner

RTM NAGPUR UNIVERSITY
NAGPUR

M.Ed. D i s s e r t a t i o n E v a l u a t i o n M a r k s h e e t

N a m e o f t h e External E x a m i n e r: . . . .

Sr. No.	Particular	Marks	Code no. of the students				
1	Introduction, Importance, Statement of the Problem	**02**					
2	Objectives, Hypothesis	**05**					
3	Limitations, Definitions of the terms (Key Words), Variables	**03**					
4	Review of related literatures	**05**					
5	Population and Sample	**02**					
6	Tools for data collection	**03**					
7	Methods of data collection and Data analysis.	**05**					
8	Classification of data, tabulation and data Interpretation	**10**					
9	Summary of research	**02**					
10	Findings / Conclusions	**03**					
11	Educational Implication and suggestions	**03**					
12	Chapter wise references/ Bibliography	**02**					
13	Overall Impression	**05**					
	Total	**50**					

Date : ....   Signature of the Examiner

RTM NAGPUR UNIVERSITY
NAGPUR

M. Ed. Dissertation V **I** VA Evaluation Marksheet

Name of the Internal Examiner:. . . . .

Sr. No.	Particular	Marks	Code number of the Students									
1	Knowledge about special features of the dissertation	10										
2	Clarity regarding suggestions	20										
3	Questions related to the report	20										
	Total Marks	50										

Date: ....

Signature of the Examiner

RTM NAGPUR UNIVERSITY
NAGPUR

M. Ed. Dissertation **VIVA** Evaluation Marksheet

Name of the External Examiner: ....

Sr. No.	Particular	Marks	Code number of the Students									
1	Knowledge about special features of the dissertation	10										
2	Clarity regarding suggestions	20										
3	Questions related to the report	20										
	Total Marks	50										

Date: ....

Signature of the Examiner

Continuous Assessment criteria for Practical/Assignments/Projects

Semester-I

Activity	Credits	Marks Distribution							Total Marks
E501- Presentation of Research Proposal	01	Presentation-1 (3M)	Presentation-2 (3M)	Presentation-3 (3M)	Presentation-4 (5M)	Participation (6M)	Guide Opinion (2M)	Viva (3M)	25
E502-Library Work	01	Access catalogue & card catalogue (5M)	Use of Shodhganga & Shodhsindhu for research work (5M)	Library Visit (5M)	Project- Awareness about Library (5M)		Report writing & viva (5M)		25
E503- Seminar & Community Engagement activity	01	**Seminar (12M)**							12+13= 25
		Oral Presentation (3M)	PPT (2M)	Attendance (3M)	Discussion (2M)	Submission Quality (2M)			
		Community Engagement activity (13M)							
		Selection of Area/Field (3M)		Communication (3M)		Discussion (3M)		Tentative Plan for Study (4M)	
E504- Symposium	01	**Symposium 1**			**Symposium 2**				12+13=25
		Presentation (7M)	Submission (3M)	Attendance (2M)	Presentation (7M)	Submission (3M)	Attendance (3M)		
E505- Communication Skill Expository Writing	01	Topic presentation (8M)	Article on Thinker (5M)	Book Review (5M)	Attendance (3M)			Viva (4M)	25
E506- Self Development & Yoga Education	01	**Yoga Workshop (5M)**		**Practical Presentation (15M)**			**Submission (5M)**		25
		Attendance	Participation	Asanas	Surya Namaskar	Pranayam	Presentation	Content	

Semester-II

Activity	Credits	Marks Distribution						Total Marks
E-507 Seminar	01	Oral Presentation (5M)	PPT (5M)	Oral Presentation (5M)	PPT (5M)	Participation (2M)	Participation (3M)	25
E508-Workshop	01	Group 1 Presentation & Report writing (5+2=7M)	Attendance (3M)	Group 2 Presentation & Report writing (5+2=7M)		Attendance (3M)	Viva (5M)	25
E509- Visit to Special School (Two Visits)	01	Physical & cultural Environment (5M)	Enhancing Classroom learning (5M)		Experiential & Contextual Learning (5M)	Report writing & Presentation (10M)		25
E510- Review of Previous Researches and Preparation of Tool	01	Presentation-1 (2M) / Presentation-2 (2M)	Presentation-3 (2M) / Presentatio-4 (2M)		Participation (2M)	Guide Opinion (2M)	Viva (2M)	14+11= 25M
		General intro. of tool (2M)	Development of tool (3M)		Standardization of tool (4M)	Administration of tool (2M)		
E511- Internship	04	Separate Evaluation Table is given						100

Semester-III

Activity	Credits	Marks Distribution						Total Marks
E512-Community Engagement Project	02	Field visit (10M)	Information collection in village (10M)	Presentation of Project- Explanation, quality, discussion (10+5+5=20M)	Report submission (10M)			50
E513- Case Study (Two Case Studies)	01	Identification of key issues (4M)	Background of the study (4M)	Institutional strategies, policies & practices (4M)	Culture & climate of the institution (4M)	Academic impact of students Assessment (4M)	Recommendations for action (5M)	25
E514-Educational Visit (Two Visits)	01	Physical & cultural Environment (5M)	Enhancing Classroom learning (5M)		Experiential & Contextual Learning (5M)	Report writing & Presentation (10M)		25
E515- Library Work	01	Library Visit (7M)	Book Bank (5M)	Book Exhibition (5M)	Report Writing (5M)	Viva (3M)		25
E516- Field Visit & Data Collection and Academic Writing	01	Selection & preparation of tool (3M)	Sampling & sampling technique (2M)		Data collection & tabulation (3M)	Presentation (4M)		12+13=25
		Article on Thinker & it's presentation (3M)			E-content Development (10M)			
E517-Research Paper writing based on Dissertation	02	Introduction of Title (10M)	Reviews (5M)	Research Methodology & Tools (10M)	Data Analysis (10M)	Finding & Conclusion (5M)	References (10M)	50

Semester IV

Activity	Credits	Marks Distribution										Total Marks
E518- Organization of Workshop and Seminar	01	Presentation			Subject Matter/Content			Interaction, Org. & integration)			Participation (2.5M)	25
		Clarity of speech (2.5M)	Pacing (2.5M)	Use of aids (2.5M)	Appropriateness of material (2.5M)	Use of relevant examples (2.5M)	Appropriateness of the content of aids (2.5M)	Balance between diff part of presentation (2.5M)	Logic & coherence of material (2.5M)	Relevance of all the parts of the whole (2.5M)		
E519- Visit to Inflibnet Central Library Resource Centres	01	Visit- I			Visit- II							25
		Participation (5M)	Discussion (5M)		Participation (5M)	Discussion (5M)		Report Writing (5M)				
E520- Visit to Educational Institutes (Two visits)	01	Physical & cultural Environment (5M)		Enhancing Classroom learning (5M)		Experiential & Contextual Learning (5M)		Report writing & Presentation (10M)				25
E521- Presentation of Seminar/ Dissertation	01	Presentation-1 (3M)	Presentation-2 (3M)	Presentation-3 (3M)	Presentation-4 (5M)	Participation (6M)		Guide Opinion (2.5M)	Viva (2.5M)			25

Assessment Criteria for Internship (Semester –II)

Total Credit - 04   **Marks- 100**

Time Period - 4 Week

More than 90% attendance is required to get internship certificate from the said institution.

Objectives: -

1) To provide an opportunity of evaluating the potentials as a teacher.

2) To develop professional capacities and teacher sensibilities.

3) To train student-teacher as an evaluator of learner performance, planner and organize of other curricular activities mentor and counselor for student.

Sr. No.	Internship Activities	Assessment of Activity	Weightage Marks
1	Assembly	• Giving Orders • National Anthem • College Song • University Song • News Reading • Thought of the day	05
2	Teaching (Two Periods)	• To prepare lesson plan and to take approval of the concern teacher. • To take lesson by giving new terms and concepts. • To explain the content with suitable examples and • To provide proper learning experiences	30
3	Observations (Two Periods)	• To observe the lesson student teacher related with introduction subject knowledge, teaching style, Presentation skill, class discipline, communication skill, assessment and evaluation of learner	20

Sr. No.	Internship Activities	Assessment of Activity	Weightage Marks
4	Psychological Experiment	• To learn about the experimental material, process of experiment, Observations, Conclusions and how to write experiment.	10
5	Office Record	• To know the authentic documents and Academic records. • How to keep and maintain all the Records. What is the use of this records	05
6	Academic Activity	• To organize an co-curricular activity related to the Syllabus in a group	05
7	College History	• To know the vision, mission and objectives of institution and also the road map and History of the institution.	05
8	Library Activity	• To know the facilities available In the library and how to maintain The library and which are the Software available in the library Which are useful to the learners To know the function of the Library.	10
9	Assessment of Syllabus	• To be aware about the Syllabus assessment and evaluation Process of the learner and also about the exam pattern, Internal and external marks And credits	05
10	To attend the Internship Institution activity	• To know the annual plan and related cultural, co-curricular and academic activities and their implementation	05

OUR GUIDELINE SOURCES

- **Curriculum Framework Two Year M.Ed. Programme (December, 2014), NCTE, New Delhi. www.ncte-india.org**
- **National Curriculum Framework (NCF-2009) For Teacher Education, Towards Preparing Professional and Humane Teachers, NCTE, New Delhi.**