

# **Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**



## **Faculty of Education**

### **Revised Syllabus**

As per NCTE Norms 2014

## **Master of Education (M.Ed.)**

**Two Years Course**

**Semester Pattern & Choice Based Credit System**

### **With effect from 2021 onwards**

**(Subject to the modifications made from time to time)**

**Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**

**Revised Syllabus for Degree of Master of Education (M.Ed.)**

**[Two Years Course, Semester Pattern & Choice Based Credit System]**

**(With effect from 2021 onwards)**

## **Preamble**

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professional including curriculum developers, educational policy analysts, planners, administrators, supervisors, school Principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in Elementary education (up to class VIII) or in secondary and higher secondary education (classes VI-XII).

## **Objectives:**

1. To prepare competently trained personnel to staff our training institutions.
2. To prepare leaders of thought in the various branches of education-people who will contribute to the growth of education as a discipline through research of systematic study.
3. To train able and enlightened administrators and supervisors who will be able to occupy positions of Responsibility in educational Institutions. Government offices and in supervisory services.
4. To train persons for various psychological services such as personal, educational and vocational guidance, statisticians, with an educational orientation.
5. To train persons for curriculum development and preparation of instructional material.
6. To train persons for participation in programmes of examination reform.

## **Eligibility:**

Candidates seeking admission to the M.Ed. 2 Years programme should have obtained at least 50% marks or/and equivalent grade in any of the following programmes.

1. Bachelor of Education (B.Ed.) of this University or a degree of another University recognized as equivalent thereto
2. B.A. B.Ed., B.Sc. B.Ed. B.Com. B.Ed. of this University or a degree of another University recognized as equivalent thereto
3. B. El. Ed. of this University or a degree of another University recognized as equivalent thereto.
4. D. El. Ed. With an undergraduate Degree (With 50% marks in both) Relaxation of minimum percentage of marks for candidates from the reserved category will be as per the state government and university rules.

**Rules and ordinance for M.Ed. Two year course as per NCTE Norms 2014**

<b>O.276 Rectified as</b>		The degree of Master of Education shall be conferred on a candidate who has pursued a regular course of study for not less than two academic years
<b>O – 277</b>		The examination for the Degree of Master of Education shall be by papers, dissertation and viva-voce and internal work.
<b>O – 278 Rectified and deleted as</b>		<p>A candidate desirous to appear for the M.Ed. Examination as a regular student must have attended college or an institution recognized by NCTE and affiliated by University for the purpose of two academic years.</p> <p><b>Attendance :</b> The Candidate must have 75% attendance in each course for appearing the examination. However student having 65% attendance with medical certificate may apply to the Principal/ Uni. HOD for concession of attendance (as per Govt. norms)</p>
<b>O – 279</b>	<b>(A)</b>	<b>Deleted.</b>
	<b>(B)</b>	The M.Ed. course shall comprise of a minimum 200 days in each Academic year (as per the state government. UGC and university rules.)
	<b>(C)</b>	<b>Deleted</b>
	<b>(D) Rectified as</b>	<p>A Candidate who has passed the M.Ed. Examination of this University in any division / class may be allowed to appear at the said Examination with the same subjects to improve his performance (percentage of Marks) provided that the individual who wish to improve his class at M.Ed. Examination should appear for the examination as per the university ordinance.</p> <p>Admission process (including CET) will be conducted by the Government as per the rules changed time to time.</p> <p>Medium of examination (Theory and practical) will be Marathi, English )</p> <p><b>As a part of practical work in the form of Dissertation should be submitted by the candidate to University through college by the end of February of second year and Viva Voice for dissertation must be conducted in March OR as per Academic calendar.</b> The topics for the Dissertation will be selected by the student according to his/ her area of interest preferably according to the specialization course .Research Topic will be finalized by the research committee of the college. The Principal/Head of the college/Department will forward a certificate to the University along with a copy of Dissertation to the effect that:-</p> <p>I) The candidate has satisfactorily conducted research within the stipulated period.</p> <p>II) The Dissertation is the candidates own work and sufficiently be of high standard.</p>
<b>R - 171</b>	<b>(A)</b>	Deleted
<b>R -172.</b>		Deleted
<b>R – 173 Rectified and</b>		<p><b>Standard of Passing</b> A Candidate shall have to complete all practical and internal work before he/she appears for first, second and third semester examination.</p>

<p><b>deleted as</b></p>	<p><i>**Deleted in the view of Ordinance O.885 passed by A.C and M.C regarding choice based credit grading system(CBC GS)</i></p>	<p>A Candidate shall have to complete all practical and internal work, dissertation with Viva-voce before he/she appears for fourth semester examination.</p> <p><i>**If any Candidate remained his/her internal work incomplete, in such cases, he/she cannot appear in the semester examination. If by mistake the candidate appeared in Theory examination without completing all internal work, his/her performance of external examination will be zero. In such a case the candidate should appear after completion of internal work in the next examination only.</i></p> <p>For passing the examination the candidate must obtain 40% marks or D grade in each of the theory papers (32marks Each Theory Paper Exam +8 internal each Theory Paper assignment minimum passing) and 50% marks or B grade in internal work.</p> <p>For obtaining second division or B grade candidate must secured 50% or more marks and less than 60% in aggregate. For obtaining first division or A grade the candidate must secure 60% or more marks, in aggregate and minimum 55% marks in theory papers.</p> <p>A Candidate who secures 60% or more marks will be declared in First Division or A+,A++,or O grade with Distinction respectively.</p> <p>A candidate who fails the theory examination and secures more than 50% or 60% marks in the second or subsequent attempt he will be awarded second or first division/grade if he/she appears and passes in Viva-voce of the dissertation in one attempt, he/she need not submit the dissertation and give Viva-voce again. In such a case the marks will be carried forward for the next attempt and an appropriate class/grade will be awarded to the candidate.</p> <p><b>Scaled Down:</b> There should not be difference as 15% or more between the marks obtained in External Exam and internal assessment marks allotted by the College /Department. In case the difference is more than 15%, the internal assessment marks will be scaled down accordingly. Similarly if the difference between the marks given by the internal and the external examiner in the dissertation and the Viva-voce of dissertation is more than 15%, the marks will be scaled down.</p>
<p><b>O.885 added</b></p>		<p><b>Promotion:</b> Once the student is admitted to the concerned college /course, <b>he /she will be promoted to next semester with full carry on, subject to the registration of students in consecutive semester. Dropout student will be allowed to register for respective semester</b> as and when the concerned courses are offered by the college, subject to the condition that his/her tenure should not exceed more than twice the duration of course from the date of first registration at parent college .The admission of concern student will be automatically get cancelled if he/she fails to <b>complete the course in maximum</b></p>

		period{Three years/six semesters}
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### **O887(added):Grading Scheme:**

(i) A ten point rating scale shall be used for the evaluation of the performance of the student to provide letter grade for each course and overall grade for the Masters Programme grade points are based on the total number of marks obtained by him/ her in all the heads of examination of the course. These grade points and their Equivalent range of marks are shown separately in table - I.

**Table - I**

Sr. No	Marks Obtained	Grade Point	Grade	Grade Description
01	90.00-100	9.00-10	O	Outstanding
02	80.00-89.99	8.00-8.99	A++	Excellent
03	70.00-79.99	7.00-7.99	A+	Exceptional
04	60.00-69.99	6.00-6.99	A	Very Good
05	55.00-59.99	5.50-5.99	B+	Good
06	50.00-54.99	5.00-5.99	B	Fair
07	45.00-49.99	4.50-4.99	C+	Average
08	40.01-44.99	4.01-4.99	C	Below average
09	40	4.00	D	Pass
10	< 40	0.00	F	Fail

- (ii) Nonappearance in any examination/ assessment shall be treated as the student has secured zero marks in the subject examination/assessment
- (iii) Minimum D grade (4.00 grade points) shall be the limit to clear/pass the course/subject a student with F grade will be considered as failed in the concerned course and he/she has to clear the course by reappearing in the next successive semester examination. There will be no revaluation or recounting under this system.
- (iv) Every student shall be awarded Grade points out of maximum 10 points in each subject (based on 10 point scale). Based on the Grade points obtained in each subject SGPA and then CGPA shall be computed. Results will be announced at the end of each semester and cumulative grade card with CGPA will be given on completion of the course.

**O.888(added):** computation of SGPA (semester grade point average)& CGPA(cumulative grade point average).

**The computation of SGPA & CGPA will be as below:**

- a. **Semester grade point average(SGPA)** is the weighted average of points obtained by a student in a semester will be computed as follows:

$$\text{SGPA} = \frac{\text{Sum (Course Credit * Number of points in concern course gained by the student)}}{\text{Sum (Course Credit)}}$$

- b. **The Cumulative grade point average** will be used to describe the overall performance of a student in all semesters of the course and will be computed as under:

$$\text{CGPA} = \frac{\text{Sum of Grade points earned of all semesters}}{\text{Total no of credits in all semesters.}}$$

Equivalent percentage of CGPA should be shown on Grade sheet as

$$\text{Equivalent Percentage} = \text{CGPA}(10)$$

The SGPA and CGPA shall be rounded off to the second place of decimal

#### **Exam Pattern of M.Ed. Theory Papers:**

Exam Time - 3 Hours (Each Theory Paper Exam)

**Total Marks-80** (University Exam of each Theory Paper)

**Note-**

- 1) Only one Answer Book of 32 pages will be supplied.
- 2) No supplement will be provided.

Sr. No	Type of Question	Total No of Question	Nature of Answer	Marks per Question	Total Marks
1	Content Based Short Answer type Question	08	Answer in 200-250 words	05	40
2	Application based Question	04 (each question have another question in same unit: its mean every question have one or question)	Detail Answer with application  Ex- Q.1 ---- or Q. 1 ---- (from same Unit)	10	40
				<b>Total</b>	<b>80</b>

## M. Ed. Two-year Course structure

Semester	Total Hours	Credits	Internal Marks	External Marks	Total Marks
First	600	21	180	320	500
Second	600	21	180	320	500
Third	600	21	180	320	500
Fourth	600	21	105	395 +100	600
<b>Total</b>	<b>2400</b>	<b>84</b>	<b>645</b>	<b>1455</b>	<b>2100</b>
<b>Grand total</b>	<b>2400</b>	<b>84</b>	<b>645</b>	<b>1455</b>	<b>2100</b>

**( 100 MARKS MCQ: 50 Question each question 2 marks ( philosophy, psychology, research, teacher education and ICT THIS 5 PAPERS (10 QUESTION FOR EACH PAPER)**

**IMPRTANCE: This is for NET, SET, UPSC, MPSC, All types Competitive Exam etc)**

**Total Working Days (per academic year) – 200 (exclusive of the period of examination and admission)**

**Semester:** Each semester will consist of 16-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June. Inter semester break will be of two weeks after each semester.

**1 Period – 60 Minutes**

**Credits in hours –**

**1 Credit = 15 hours for theory periods.**

**1 Credit = 30 hours for practical.**

**Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ laboratory work/ field-work/ workshop per week for 16 weeks.**

**Thus, a 4-credit course entails 4 hours of regular teaching per week or 8 hours of other activities.**

**(Ref: NCTE Curriculum Framework 2014, pg 2)**

### Abbreviation of Courses

Sr. No.	Course Code	Name of The course
<b>Perspective Course</b>		
1	<b>PC1</b>	Philosophical foundation of Education
2	<b>PC2</b>	Psychological foundation of Education
3	<b>PC3</b>	Sociological & Historical Foundations of Education
4	<b>PC4</b>	Education Studies
5	<b>PC5</b>	Curriculum Studies
<b>Tool course</b>		
1	<b>TC1</b>	Research methodology-I
2	<b>TC2</b>	Research methodology-II
<b>Tool course- Practical</b>		
1	<b>TCP-1</b>	Self-development& Yoga
2	<b>TCP-2</b>	Communication skills
3	<b>TCP-3</b>	Expository writing
	<b>TCP-4</b>	Academic Writing (Semester -II)
<b>Teacher Education Course</b>		
1	<b>TE1</b>	Teacher Education –I
2	<b>TE2</b>	Teacher Education –II
<b>Specialization Course (any one)</b>		
1	<b>SP-EL / SPHE</b>	a) Elementary Education b) Secondary and Higher secondary Education
<b>Elective Cluster -(Any 03 from 08 electives)</b>		
Any Four	<b>EC1</b>	1)ICT in Education
	<b>EC2</b>	2)Educational management and Administration
	<b>EC3</b>	3)Educational Measurement and Evaluation
	<b>EC4</b>	4)Moral Education and Human rights
	<b>EC5</b>	5)Women Education in India
	<b>EC6</b>	6)Environmental Education
	<b>EC7</b>	7)Guidance & Counseling
	<b>EC8</b>	8)Special Education
<b>Dissertation</b>		
1	<b>DIS1-</b>	Research Proposal Workshop (Preparation of research proposal and its presentation)
2	<b>DIS2-</b>	Dissertation Workshops- 1. Review of research & related literature, 2. Preparing tool for research
3	<b>DIS-3</b>	Dissertation Workshops 1. Use of Computer in research. 2. Application of statistics for data analysis,
4	<b>DIS4-</b>	Dissertation Workshop- Report Writing & its Presentation



<b>Internship / Field Work</b>		
1	<b>INT1-</b>	Internship on B. Ed / D. T. Ed college (3 weeks)
2	<b>INT-2</b>	Internship as per specialization (3weeks)
<b>Inter Semester Break</b>		
1	<b>ISB1</b>	Practice of communication skill& Expository writing.
2	<b>ISB2</b>	Data collection and Practice of academic writing
3	<b>ISB3</b>	Dissertation related work

**Two Year M.Ed.**  
**Semester wise Paper and Distribution of marks**

Semester-I	Cr	Ex	In	Semester-II	Cr	Ex	In	Semester-III	Cr	Ex	In	Semester-VI	Cr	Ex	In				
Part-A (Theory)				Part-A (Theory)				Part-A (Theory)				Part-A (Theory)							
PC1-Philosophical foundation of Education	4	20	80	PC3- Sociological foundation of Education	4	20	80	PC5-CurriculumStudies	4	20	80	Any Three Elective							
												EC1- ICT of Education	4	20	80				
PC2- Physiological foundation of Education	4	20	80	TC1- Research Methodology-I	4	20	80	TE 2- Teacher Education- II	4	20	80	EC2- Educational Management & Administration	4	20	80				
PC4-Educational Studies	4	20	80	TE 1- Teacher Education-I	4	20	80	TC2- Research Methodology-II	4	20	80	EC3- Educational Measurement & Evaluation	4	20	80				
TCP1- Self- Development of Yoga	2	10	40	(any one Special Course) SP-EL - 1 Elementary Education SP-EL - 2 Secondary & Higher Secondary Education	4	20	80	(any one Elective) EC6- 1 Environmental Education EC7- 2 Guidance & Counselling	4	20	80	EC4- Value Education & Human Rights	4	20	80				
Constitution of India	2	10	40									EC5- Women Education in India	4	20	80				
												EC8- Special Education	4	20	80				
												PC- Service Course Compulsory	4	20	80				
Total – A Credit/Marks	16	80	320		16	80	320		16	80	320		16	80	320				
Part-B (Practical)				Part-B (Practical)				Part-B (Practical)				Part-B (Practical)							
DIS1- Research proposal Workshop	2	-	25	DIS2- Review of Research & Literature Online- Off Line	1	-	25	DIS3- 1 Use of Computer in research 2 Application of Statistic for data analysis	3	-	50	DIS4- Report Writing & Its presentation	3	-	25				
TCP2- Communication Skill	1	-	25	INT1- Internship-1/ Field Work	3	-	50	INT2- Internship-2/ Field Work	2	-	50	Part – C VIVA For Dissertation (Internal & external Examiner)	2	-	75				
TCP3- Expository Writing	1	-	25	TCP4- Academic Writing	1	-	25												
ICT- Based Practical Use of MS Office	1	-	25													Part –D MCQ -100 Marks 50 Question each question 2 Marks – 5 Papers – 10 Question for each Paper.			
Total – B Credit/Marks	5	80	100		5	80	100		5	80	100		5	80	200				
Total A + B	21	80 + 420			21	80 + 420			21	80 + 420			21	80 + 520					
Total	500				500				500				600						
Total Credit - 84								Total Marks- 2100											

Dr. BabasahebAmbedkarMarathwada University Aurangabad (Faculty of Education) Two years M.Ed. Revised Syllabus w.e.f 2021 onwards

## M. Ed. Semester I

Sr. No.	Code of Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part-A(Theory)</b>							
1	<b>PC1-Perspective</b>	Philosophical foundation of Education	60+45=105	4	20*	80	100
2	<b>PC2-Perspective</b>	Psychological foundation of Education	60+45=105	4	20*	80	100
3	<b>PC4-Perspective</b>	Educational Studies	60+45=105	4	20*	80	100
4	<b>TCP-1 Tool course-Practical</b>	Self-development& Yoga	45+30=75	2	10*	40	50
5		Constitution of India	30	2	10	40	50
<b>Total of Part A</b>			<b>420</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part-B(Practical)</b>							
5	<b>DIS1-Dissertation</b>	Research Proposal Workshop (Preparation of research proposal and its presentation)	60	2	25	-	25
6	<b>TCP-2 Tool course-Practical</b>	Communication Skills	30	1	25	-	25
7	<b>TCP-3 Tool course-Practical</b>	Expository writing	30	1	25	-	25
8	<b>ICT based Practical</b>	Use of MS-office (Preparation of word document, spreadsheet, PowerPoint presentation)	30	1	25	-	25
9		Syllabus Introduction and Interaction session	30	-	-	-	-
<b>Total of Part B</b>			<b>180</b>	<b>5</b>	<b>100</b>	<b>-</b>	<b>100</b>
<b>Total of Part – A &amp; B</b>							
<b>Total (A+B)</b>			<b>600</b>	<b>21</b>	<b>180</b>	<b>320</b>	<b>500</b>

**\*Internal :20Marks: ( for four activity )**

## M.Ed. Semester- II

Sr. No.	Code of Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part- A (Theory)</b>							
1	PC3-Perspective	Sociological Foundations of Education	60+45=105	4	20*	80	100
2	TC-1 Tool course	Advance Research & Statistic in Education-I	60+45=105	4	20*	80	100
3	TE-1 Teacher Education Course	Teacher Education –I	60+45=105	4	20*	80	100
4	SP-EL/SP-HE (any one)	i) Elementary Education ii)Secondary and Higher Seconder	60+45=105	4	20*	80	100
<b>Total of Part –A</b>			<b>420</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part-B (Practical)</b>							
5	DIS2-Dissertation	Dissertation Workshops-Online/offline 1-Review of research & related literature, 2-Preparing tool for research	30	1	25	-	25
6	INT1-Internship –I / Field Work	Internship on B. Ed / D. T. Ed college (3 weeks) <i>Actual teaching experience of core and Methodology subject (3 core papers + 1 each method -5)</i>	120	3	50	-	50
7	TCP4-Tool course-Practical	Academic Writing	30	1	25	-	25
<b>Total of Part –B</b>			<b>180</b>	<b>5</b>	<b>100</b>	<b>-</b>	<b>100</b>
<b>Total of Part A &amp; B</b>			<b>600</b>	<b>21</b>	<b>180</b>	<b>320</b>	<b>500</b>
<b>ISB:Academic writing, as research writing Organize three Chapters</b>							
<b>Total (A+B+ISB)</b>			<b>600</b>	<b>21</b>	<b>180</b>	<b>320</b>	<b>500</b>

**\*Internal :20Marks: ( for four activity )**

### M. Ed. Semester- III

Sr. No	Code of Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part – A (Theory)</b>							
1	PC5-Perspective	Curriculum Studies	60+45=105	4	20*	80	100
2	TE2-Teacher Education Course	Teacher Education –II	60+45=105	4	20*	80	100
3	TC2	Advance Research & Statistic in Education-II	60+45=105	4	20*	80	100
4	Elective Course (any one) EC-6 EC-7	A. Environmental Education B. Guidance and Counseling	60+45=105	4	20*	80	100
<b>Total of Part –A</b>			<b>420</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part – B (Practical)</b>							
5	INT-2 Internship-2	Internship as per specialization (3weeks) <i>Guidance &amp; supervision of B.Ed. internship programme at school.</i> <i>Guidance &amp; Observation of 5 each method</i> <i>+ Participation in school activities.</i>	120	3	50	-	50
6	DIS-3 Dissertation	Dissertation Workshops 1-Use of Computer in research. 2-Application of statistics for data analysis	60	2	50	-	50
<b>Total of Part –B</b>			<b>180</b>	<b>5</b>	<b>100</b>	<b>-</b>	<b>100</b>
<b>Total of Part A &amp; B</b>			<b>600</b>	<b>21</b>	<b>180</b>	<b>320</b>	<b>500</b>
<b>ISB: Academic Writing, as Research Writing Organize Three Chapters</b>			<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total (A+B)</b>			<b>600</b>	<b>21</b>	<b>180</b>	<b>320</b>	<b>500</b>

\*Internal :20Marks: ( for four activity )

### M. Ed. Semester IV

Sr. No.	Code of Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part –A (Theory) – any three EC1 to EC8</b>							
	<b>Course</b>	Theme based Elective cluster	4x105 = 420	4x4= 16	20*x4= 80	80x4= 320	400
<b>1</b>	<b>EC1</b>	ICT in Education	60+45=105	4	20*	80	100
<b>2</b>	<b>EC2</b>	Educational Management and Administration	60+45=105	4	20*	80	100
<b>3</b>	<b>EC3</b>	Educational Measurement and Evaluation	60+45=105	4	20*	80	100
<b>4</b>	<b>EC4</b>	Moral Education and Human Rights	60+45=105	4	20*	80	100
<b>5</b>	<b>EC5</b>	Woman Education in India	60+45=105	4	20*	80	100
<b>6</b>	<b>EC8</b>	Special Education	60+45=105	4	20*	80	100
<b>7</b>	<b>PC</b>	Service Course Compulsory	60+45=105	4	20*	80	100
<b>Total of Part – A</b>			<b>420</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part – B (Practical)</b>							
<b>8</b>	<b>DIS4- Dissertation</b>	Dissertation Workshop- Report Writing & its Presentation	120	3	25	-	25
<b>Total of Part- B</b>			<b>120</b>	<b>3</b>	<b>25</b>	<b>-</b>	<b>25</b>
<b>Part –C</b>							
<b>9</b>		Viva for Dissertation (Internal & External Examiner)	60	2	-	50+25=75 (dissertation + viva) internal & external	75
<b>Part –D100 MARKS MCQ: 50</b> <b>100 MARKS MCQ: 50 Question each question 2 marks ( Philosophy, Psychology, Research, Teacher Education and ICT ) This 5 Papers -10 Question for each paper</b>							

10		100 MARKS MCQ: 50				100	100
Total of Part A+B+C			600	21	105	495	600

\*Internal:20Marks: (for four activity )

# M.Ed. First Semester

### M. Ed. Semester I

Sr. No.	Code of Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part-A(Theory)</b>							
1	<b>PC1-Perspective</b>	Philosophical foundation of Education	60+45=105	4	20*	80	100
2	<b>PC2-Perspective</b>	Psychological foundation of Education	60+45=105	4	20*	80	100
3	<b>PC4-Perspective</b>	Educational Studies	60+45=105	4	20*	80	100
4	<b>TCP-1 Tool course-Practical</b>	Self-development & Yoga	45+30=75	2	10*	40	50
5		Constitution of India	30	2	10	40	50
<b>Total of Part A</b>			<b>420</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part-B(Practical)</b>							
5	<b>DIS1-Dissertation</b>	Research Proposal Workshop (Preparation of research proposal and its presentation)	60	2	25	-	25
6	<b>TCP-2 Tool course-Practical</b>	Communication Skills	30	1	25	-	25
7	<b>TCP-3 Tool course-Practical</b>	Expository writing	30	1	25	-	25



8	<b>ICT based Practical</b>	Use of MS-office (Preparation of word document, spreadsheet, PowerPoint presentation)	30	1	25	-	25
9		Syllabus Introduction and Interaction session	30	-	-	-	-
<b>Total of Part B</b>			<b>180</b>	<b>5</b>	<b>100</b>	<b>-</b>	<b>100</b>
<b>Total of Part – A &amp; B</b>							
<b>Total (A+B)</b>			<b>600</b>	<b>21</b>	<b>180</b>	<b>320</b>	<b>500</b>

**\*Internal :20Marks: ( for four activity )**

## Syllabus Prescribed for M.Ed. . Semester – I

### PC-I Philosophical Foundations of Education

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

#### Objective

- To understand scope and Philosophy of Education
- To understand impact of Eastern & Western Schools of philosophy on Education
- To know the changing nature of Global Society and Role of Education
- To understand the contributions made to education by educational thinkers
- To know the impact of socio-political-economic ideologies on Education

#### Course Outcomes- After completion of this course the student will-

- Describe the scope and application of Philosophy of Education.
- Analyze, interpret and synthesize various concepts and philosophical principle related to educational phenomena.
- Explain the impact to Eastern & Western Schools of philosophy on Education.
- Describe the changing nature of Global Society and Role of Education in it.
- Explain the contributions made to education by educational thinkers.
- Describe the impact of socio-political-economic ideologies on Education.

#### Unit-1) Philosophy and Education

**20Marks**

- Philosophy-meaning, need, scope and functions.**
- Philosophy of Education-meaning & scope.
- Metaphysics (related to Nature, Man & Society) and Education.

- d) Epistemology and Education: Knowledge and methods of acquiring knowledge with special reference to Dialectical Approach, Scientific Inquiry and Yoga.
- e) Axiology and Education: Contribution of Jainism, Buddhism and Islam to value Education.

**Activity -** Discuss the Contribution of Jainism, Buddhism and Islam to value Education.

### **Unit-2) Impact of Eastern and Western Schools of Philosophy on Education 20Marks**

With special reference to Ontology, Epistemology and Axiology, Aims, curriculum, teaching-learning pedagogy, class/school Environment, assessment, role of teachers, discipline and value formation.

- a) Eastern Schools of Philosophy.
  - i) Upanishad.
  - ii) Jain.
  - iii) Buddhist.
  - iv) Islam.
- b) Western schools of Philosophy.
  - i) Re-constructionism.
  - ii) Perennialism & Essentialism.
  - iii) Existentialism.
  - iv) Marxism.

**Activity -** Write similarity and difference of the Upanishad, Jain, and Buddhist. Islam

### **Unit-3) Educational Thoughts**

**20 Marks**

Contribution of Educational thoughts and practices made by great thinkers and critical appreciation with reference to their views on Thinkers –

Ravindranath Tagore, Dr. B. R. Ambedkar, Mahatma Gandhi, Plato, Mahatma Phule and John Dewey.

**Activity -** prepare chart of Thinkers –

**Ravindranath Tagore, Dr. B. R. Ambedkar, Mahatma Gandhi, Plato and Mahatma Phule**

### **Unit-4) Educational & Development Sectors**

**20 Marks**

- a) Socio-Cultural scenario, a global perspective.
- b) Linkage between education and other development sectors: The role of educational transformation in national development, concept of quality and excellence in education and knowledge-based society.

**Activity -** As a teacher educator what is role in socio-culture and educational development? Explain?

### **Transactional Modalities:**

- Initiation of the dialogue by the Most Knowledgeable Other (MKO);
- Library readings;
- Observational studies and activities;
- Presentations by students on selected themes-individually and collectively.
- Documenting the dialogues.
- Lecture cum interactive method

### **Practicum or mini project: – (Any One) – (10 Marks)**

Study and Prepare Report of:-

1. Comparison between one Western School and one Eastern School of Philosophy.
2. Philosophical background of any two festivals in India.
3. Make a Poster of Culture Diversity in India.

### **Essential Readings:**

Dr. Babasaheb Ambedkar Marathwada University Aurangabad (Faculty of Education) Two years M.Ed. Revised Syllabus w.e.f 2021 onwards

1. Ambedkar, B.R., (1956). Buddha and His Dhamma. Delhi: Government Press.
2. Bhatia, B.D., (1970). Theory and Principles of Education (11th Ed). New Delhi
3. Brubacher, J.S., (1969). Modern Philosophies of Education. New York: Mc Graw Hill Co.
4. के.यु.घोरमोडे,(२००६),शैक्षणिक विचारवंत, नागपूर:विद्या प्रकाशन.
5. दुनाखे,अ.,(२००५),प्रगत शैक्षणिक तत्त्वज्ञान,पुणे:नित्यनुतन प्रकाशन.
6. कुंडले,म.बा.(२००३),शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र,पुणे: श्री विद्या प्रकाशन.

### **Suggested Reading/ References:**

- 1) Altekar,(1975).Educationin Ancient India(7thEd.).Varanasi: Monohar Prakashan.
- 2) Bron.,F.J.,(1970).Educational Sociology. NewDelhi: PrenticeHall, Inc.
- 3) Carley Michel and Christie Ian, (2005). Managing Sustainable Development London: Earthscan Publications.
- 4) Chaube, S. P, (1981). Chaube Akhilesh: Philosophical and Sociological Foundations Of Education. (The record line onwards of reference should be after 5 space of the Justified of each reference). Agra: Vinod Pustak Mandir.
- 5) Curtis, S.J., (1968). An Introduction to Philosophy of Education. London: UniversityPress.
- 6) Chisholm,Roderick(2003).TheoryofKnowledge.NewDelhi:PrinticeHallofIndia.
- 7) Dewey, John(1961).Democracy & Education. New York: MacMillan Co.
- 8) Dewey,John(1976).DemocracyandEducation.NewDelhi:LightandlifePublishers.
- 9) Gore, Desai & Chitnis (1967).Papers in the Sociology of Education in India. New Delhi :NCERT.
- 10) Haralambos&Holborn,(2000).5thEditionSociologyTheorems&Perspectives.London:HarperCollinsPublishers.
- 11) Hick, John H.,(2003).Philosophy of Religion. New Delhi : Prentice Hall of India.
- 12) Hoffding, Herald(1955).A History of Modern Philosophy: Dover Publications, Inc.
- 13) Hospers,John.(1956).AnIntroductiontoPhilosophicalAnalysis.London:RoutledgeandKegan Pvt. Ltd.
- 14) IndianSocialInstitute(1998).HumanRightsEducation.NewDelhi:IndianSocialInstitute &people's Union for Liberties, Lodi Road.
- 15) Keneller,G.E.,(Ed)(1971).IntroductiontoPhilosophyofEducation(2ndEdition)NewYork.
- 16) Mathur,S.S.,(1989).ASociologicalApproachtoIndianEducation(8thEd.).Agra:VinodPustak Mandir.
- 17) MohantyJagannath,IndianEducationintheemergingSociety.NewDelhi:SterlingPublisherPrivate Ltd.
- 18) Masgrave,P.W.,(1975). Sociology of Education. London: Methuen &Co.
- 19) Ogburn,W.F.,(1922).Social Change. New York: Vilking Press.
- 20) Ornstein,Allan(1977).An Introduction to the foundations of Education Chicago : Rand McNally Publishing Company.
- 21) Pandey, Sanjay(2004).Peace Education. New Delhi: NCERT.
- 22) Perters,R.S.,(1973).Authority,Responsibility&Education(3rdEd).London:George,Allen&Unwin.
- 23) Prattle,R.(1997). Ideology & Education. New Delhi: David Mackey Co.

- 24) Price, Monroe & Thomson, Mark (2003). Forging Peace, Bloomington 47404-3797: Indian University Press 60/ North Morton street.
- 25) Rusk, R.P., (1929). Philosophical Basis of Education. London: Warnick University Press Ltd.
- 26) Saiyaddin, K.G., (1948). Education for International Understanding. Bombay: Hind Kitab
- 27) अकोळकर, ग.वि. (१९९४) गांधी विचार दर्शन, (तिसरी आवृत्ती). पुणे : पृथ्वी प्रकाशन.
- 28) बोकील, वि.पा. (१९६७) — शिक्षणाचे तत्त्वज्ञान. (दुसरी आवृत्ती) पुणे : चित्रशाळा प्रेस.
- 29) ब्रुबेकर, जॉन.एस. (१९७१). आधुनिक शिक्षणाचे तत्त्वज्ञान. पुणे : विद्या प्रकाशन.
- 30) पारसनीस, न.रा. शिक्षणाची तात्त्विक व समाजशास्त्रीय भूमिका. नागपूर : विद्या प्रकाशन.
- 31) पेंडके, प्रतिभा (२०१०) शिक्षणाची तात्त्विक आणि समाजशास्त्रीय भूमिका. नागपूर : विद्या प्रकाशन.
- 32) पेंडके, प्रतिभा (२०१०) जागतिक शिक्षणतज्ज्ञ. नागपूर : विद्या प्रकाशन.
- 33) दिक्षित श्रीनिवास (१९७५). भारतीय तत्त्वज्ञान. नागपूर : सुविचार प्रकाशन मंडळ.

## Web Reference

1. [https://en.wikipedia.org/wiki/Philosophy\\_of\\_education](https://en.wikipedia.org/wiki/Philosophy_of_education)

## Semester – I PC2: PSYCHOLOGICAL FOUNDATION OF EDUCATION

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

### Objectives-

- To understand the concept, nature, level & types of Learning.
- To understand how children learn framework.
- To understand concept of brain base learning & function of right and left brain.
- To acquire the concept of personality & its theory.

### Course Outcome -

On completion of this course the student will able to-

- Explain the concept of learning.
- State the level & types of learning in his own words.
- Give the example of right & left brain.
- Explain the importance of brain base learning.
- State the concept of personality.
- Able to compare in. personality theory.
- Describe the benefit of personality theory.

**Unit- I Learner and Learning process 20 marks**

- a. Definition of learner and Learning
- b. Nature of Learning
- c. Levels & types of Learning
- d. Co-operative Learning- concept & application
- e. Benefits of cooperative learning for students

**Activity** – Suggest any new idea for co-operative learning using proper example.

**Unit II: Learning Environment 20 Marks**

- a. Physical Environment - Instructional Time, Discipline, Classroom Management.
- b. Diversity in Learning Context: i) Traditional Classroom ii) Digital Classroom.
- c. Social Diversities in Language and Culture.
- d. Inclusive Environment in the classroom for all types' of Learners.

**Activity** – suggest structures of classroom environment in which all student can Learn.

**Unit III: Brain Based Learning 20 Marks**

- a. Concept and Principles of Brain Based Learning.
- b. Functions of Right and Left Brain.
- c. Learning Style.
- d. Educational Application of Brain based Learning.

**Activity** – Prepare a plan of activities for Right & Left Brain.

**Unit – IV Personality development & its educational application 20 marks**

- a. Concept
- b. Freud Theory of Personality
- c. Carl Rogers Theory of Personality
- d. Gordon Allport Theory of Personality
- e. Max werthimer Theory of Personality
- f. Kunt koffka Theory of Personality

**Activity** – Design activities for developing Personality according to our Nation.

**Transaction mode**

- i) Lecture cum discussion
- ii) Individual & group assignment through self-study in the library and presentation in seminar.
- iii) Observation of situation in a schools and out of the schools.
- iv) Preparing reflective diaries.

**Practicum or mini project: – (Any One) – (10 Marks)**

Study and Prepare Report of: -

1. Administer any psychological test.

2. Identify dominant learning style of an individual.
3. Survey of strategies used in schools for personality development.

### Essential Reading

1. Dandapani, S.(2001) Advanced Educational Psychology, (2<sup>nd</sup> edition), New Delhi, Anmol publications pvt Ltd.
2. Gardner, H. (1983) frames of mind: The theory of Multiple Intelligence . New York: Basic Books.
3. NCERT (2005) National Curriculum Framework, New Delhi.

### References

1. Atkinson, Richard C., et. Al. (1983). *Introduction to Psychology*. New York Harcourt Brace Jovanovich Inc.,.
2. Bandura, A. (1977). *Social Learning Theory*. Cliff, N. J. : Prentice Hall.
3. Bickhard, M. H. (1992). *How Does the Environment Affect the Person?* In L. T. Winegar, J. Valsiner (ed.).
4. Cruickshank, W. M. (1980). *Psychology of Exceptional Children and Youth*. N. J. Prentice Hall.
5. Dutt, Suresh (1997). *Society and Education*. Anmol Publications.
6. Herbert J. (1985). *Educational Psychology*. New York. Harper and Row, Pub.
7. Higgins, E. T. and Kruglanski, A. W. (1996). *Social Psychology : Handbook of Basic Principles*. , New York Oxford Press.
8. Spingler D. Michael and Lieber, M. Robert (1989). *Personality strategies and Issues*. California. Books/ Cole publishing company pacific Grow,
९. पारसनीस. न.रा. (२००८) प्रगत शैक्षणिक मानसशास्त्र. पुणे : नुतन प्रकाशन
१०. जगताप ह.नु.(), प्रगत शैक्षणिक मानसशास्त्र. पुणे : नुतन प्रकाशन.
११. कुलकर्णी (२००८) प्रगत शैक्षणिक मानसशास्त्र. नागपूर : विद्या प्रकाशन.
१२. खरात अ.पा. प्रगत शैक्षणिक मानसशास्त्र. पुणे : श्री. विद्या प्रकाशन.
१३. पंडित, र.वि., शैक्षणिक मानसशास्त्र, नागपूर: पिंपळापुरे अँड कंपनी पब्लिशर्स.
१४. शेवतेकर शारदा विकासाचे व अध्ययनाचे मानसशास्त्र, नागपूर: विद्या प्रकाशन.

### Web Reference :-

1. <https://mgkvp.ac.in>
2. <https://mooc.nios.ac.in>
3. <https://iris.peabody.vanderbilt.edu>
4. <https://tutorials.istudy.psu.edu>
5. <https://www.sideshare.net>
6. <https://www.cpp.edu>
7. <https://www.simplypsychology.org>
8. <https://www.verywellmind.com>

9. <https://phylliciapoyteric.wordpress.com>

**Semester – I**  
**TC1: EDUCATION STUDIES**

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

**Objective**

1. To understand the importance of interdisciplinary in education.
2. To understand the use and impact of teaching in education
3. To prepare students to provide social service and leadership in culturally diverse, economically challenged democratic society through education.
4. To encourage students to think critically and creatively the process of teaching and learning about the place of education in society.

**Course Outcome**

**After completing this course Teacher-Trainee enable to-**

1. Explain the concept of Interdisciplinary
2. State the Scope and Limitation of Indian Education System on his own word.
3. Explain the different section of society with example.
4. Explain the Importance of Education in Democracy
5. Explain and understand the new role of Teacher
6. Describe the changing pattern of Education

**Unit I: Foundation and Nature of Interdisciplinary Education 20 marks**

- a. Concept of Interdisciplinary
- b. Importance of interdisciplinary
- c. Scope and limitation of Indian education System
- d. Interdisciplinary nature of education : relationships with disciplines such as philosophy , psychology, sociology, management, economics and anthropology
- e. Interdisciplinary view – Education theory, Research and practice

**Activity: discuss on interdisciplinary education and importance?**

**Unit II -Education of Different section of society 20 marks**

- a. Minority Studies -
- b. Multi-cultural studies
- c. Peace Education
- d. Deprived Education
- e. Distance Education

**Activity: prepare a chart of minority studies, Multi-cultural studies ,Peace Education, Deprived Education, Distance Education**

**Unit III – Education and Democracy 20 marks**

- a. Education for democratic values
- b. Political Education
- c. Terrorism and Education
- d. Education for Secularism
- e. Education for Nationalism

**Activity: discuss about your comments on Education and Democracy**

**Unit IV - Changing pattern of Education for Developing Society 20 marks**

- a. Role of Teacher to provide social service
- b. Role of Teacher in Online Education
- c. Use and Impact of Technology by Teacher and Students
- d. Challenges of changing pattern of Education
- e. Factors influencing aims of Education

**Activity: discuss the role of teacher, students and parents in on line education system**



### **Practicum (Any one)**

1. Visit to Minority Educational Institution and submit report
2. Prepare a report on constitutional provisions for education in India.
3. Find the Challenges of Local School / College and submit report with your suggestion

### **Transaction mode**

1. Lecture cum discussion
2. Individual & group assignment through self-study in the library and presentation in seminar.
3. Observation of situation in a schools and out of the schools.
4. Preparing reflective diaries.
5. Using project method
6. Interaction with classroom teacher, observation and then reflective discussion in a group.
7. Library study and project work.

### **Essential Reading**

1. Aggarwal, J.C. (2004) Development of Education System in India. New Delhi : Shipra. Publication
2. Aggarwal, J.C. (2004) Modern India Education. New Delhi: Shipra. Publication
3. Report of the Education Commission (1964-66) Education and National Development. New Delhi : NCERT.

### **References**

1. Mukherjee, S.N. (1964) Education in India, today and Tomorrow. Baroda : Acharya Book Depot.
2. Naik, J.Pl. (1965) Educational Planning in India. Bombay : Allied Publishers.
3. Panikkar, K.M. (1963) The Foundations of New India. London: Allen and Unwin.
4. Rao, V.K.R.V (1966) Education and Human Resource Development. New Delhi : Allied publishers private limited.
5. Shrimali, K.L (1961) Problems of Education in India New Delhi. Publication Division Govt. of India.
6. Shrimali, K.L.(1965) Education in Changing India. Bombay: Asia Publishing House.
७. पेंडके, प्रतिभा (२०१०) शिक्षणाची तात्त्विक आणि समाजशास्त्रीय भूमिका. नागपूर : विद्या प्रकाशन.
८. जाधव व गायकवाड (२०१५) शिक्षणातील आधुनिक विचारप्रवाह. औरंगाबाद : कैलाश पब्लीकेशन.

९. भोसले रमा आणि डोणे उज्वला, शिक्षणातील बदलते विचार प्रवाह,कोल्हापूर: फडके पब्लिकेशन्स

### Web Reference :-

1. <https://www.open.edu/openlearn/education>
2. <https://www.learnablerta.ca/content/kes/>
3. <https://en.wikipedia.org>
4. <https://www.peaceinsight.org>
5. <https://inee.org>
6. <https://education.stateuniversity.com>
7. <https://documents.worldbank.org>
8. <https://www.tccolumbia.edu>
9. <https://www.ripublication.com>
10. <https://www.preservearticles.com>
11. <https://study-education.com>

### Semester – I TCP1- SELF DEVELOPMENT & YOGA

<b>Credits-2 (30 Hours)</b>	<b>Maximum Marks -50</b>
<b>Contact Hour per week-2</b>	<b>Theory marks-40</b>
<b>Examination Duration: 2 Hours</b>	<b>Internals-10</b>

#### Objectives:

1. To understand the concept & relationship of yoga.
2. To study the difference type of yoga.
3. To study the yoga systems.
4. To understand the knowledge of different asana.
5. To motivate students for Practicing Yoga in daily life

#### Outcomes-

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- Describe the concept of yoga.
- Able to understand the system of yoga.
- State the ashtanga yoga of Patanjali
- Explain the scientific basic of yoga
- Make a plan for self-development using yoga technique.

**UNIT I : THE PHILOSOPHY OF YOGA AND ITS RELATIONSHIP TO INDIVIDUAL AND SOCIAL UPLIFTMENT 10 Marks**

- a) The meaning and definitions of Yoga.
- b) Yoga as a way to healthy and integrated living.
- c) Yoga as a way to spiritual enlightenment

**Activity- Decide your aim using the basis of yoga.**

**UNIT – III: DIFFERENT TYPES OF YOGA SYSTEMS AND CHARACTERISTICS OF YOGA PRACTITIONER 10 Marks**

- a) Jnana yoga, Bhakti yoga and karma yoga of the Bhagavad-Gita
- b) Integral yoga of Aurobindo and modern off shoots of yoga.
- c) Characteristics of a practitioner of yoga

**Activity- Discuss in group how we can reduce stress using yogic practices.**

**UNIT – III: ASHTANGA YOGA OF PATANJALI: THE INSTRUMENTS OF YOGA (SADHANA PAD) 10 Marks**

- a) The Five yamas (observances).
- b) The Five niyamas (abstinences).
- c) Asans - The right postures.
- d) Pranayama - controlling the breath.
- e) Pratyahara - controlling the senses
- f) Dharana (concentration) and its methods.
- g) Dhyana (meditation) and its kinds.
- h) Samadhi - its various types

**Activity- Do pranayama daily 21 days & write its benefits with your photos.**

**UNIT – IV: SCIENTIFIC BASIS OF YOGA - YOGA AND MENTAL HEALTH 10 Marks**

- a) Therapeutic values of yoga
- b) Different Asans and their effects to promote a sound physical and mental Health
- c) Dhyana, and its therapeutic value.

**Activity- Discuss in group about any one asana in detail which is helpful for mental Health.**

**PRACTICAL - (Any one)**

1. Organize a programme / camp of Yoga for Students & submit report.
2. Visit to Ayurvedic Clinic & Interview doctor about therapy.
3. Develop self-development plan on the basis of yoga & submit report.

**References:**

Dr. Babasaheb Ambedkar Marathwada University Aurangabad (Faculty of Education) Two years M.Ed. Revised Syllabus w.e.f 2021 onwards

१. सराफ निवेदता, योगशास्त्राचे शिक्षण, औरंगाबाद: चिन्मय प्रकाशन.
२. लोळगे, आर.एस.(२०१०), शारीरिक शिक्षण आणि आरोग्य, औरंगाबाद: प्रतिभा प्रकाशन.
३. Braj Sinha, Time and Temporality in Sankhya yoga and Abhidharma, Buddhism, Munshi ram manoharlal publications, New Delhi, (१९८३)
४. Flagg William J, Yoga or Transformation, Theosophical publishing, new York, (1970)
५. Gupta Das S N, Yoga Philosophy in relation to other systems of Indian Thought, Calcutta publishers, (1996)
६. Karanjia R K, Kundalini Yoga, Arnold Heinenann publications (1977)
७. Swami Mukerjee A P, Yoga lessons for developing Spiritual Consciousness, Yoga publication society, Chicago, (1911)
८. Swami Shivananda, Lectures on Yoga and Vedanta, Rishikesh Shivananda publications (1942)
९. Thadani NV, Bhagavad-Gita translated into English version, Munshi ram
१०. Manoharlal publications, New Delhi (1990) Tunga Vijaya J, Yoga the way of Self fulfillment, Casement publications, London, (1953)
११. Werner Karel, Yoga and Indian Philosophy, Motilal Banarasi Das Publications, New Delhi, (1977)
१२. Yoga Suthra with ManiPrabhu, Eastern Book linkers, New Delhi, (1987)

**University foundation course**  
**Semester – I**  
**B - THE INDIAN CONSTITUTION**

**Credits-2 (30 Hours)**

**Contact Hour per week-2**

**Examination Duration: 2 Hours**

**Maximum Marks -50**

**Theory marks-40**

**Internals-10**

**Objectives: -To enable the student:**

1. to understand the concept History of Indian Constitution.
2. to understand Constitution Rights & Duties.

**Unit I:History of Making of the Indian Constitution 10 Marks**

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- a. History
- b. Drafting Committee, (Composition & Working)

**Unit II: Philosophy of the Indian Constitution 5Marks**

- a. Preamble
- b. Salient Features

**Unit III: Contours of Constitutional Rights & Duties 15Marks**

- 1. Fundamental Rights
  - a. Right to Equality
  - b. Right to Freedom
  - c. Right against Exploitation
  - d. Right to Freedom of Religion
  - e. Cultural and Educational Rights
  - f. Right to Constitutional Remedies
- 2. Directive Principles of State Policy
- 3. Fundamental Duties

**Unit IV: Organs of Governance 20 Marks**

**1.Parliament**

- a. Composition
- b. Qualifications and Disqualifications
- c. Powers and Functions

**2.Executive**

- a. President
- b. Governor
- c. Council of Ministers

**3.Judiciary**

- a. Appointment and Transfer of Judges
- b. Qualifications
- c. Powers and Functions

**References:**

- 1. The Constitution of India, 1950(Bare Act), Government Publication.
- 2. S. N. Busi, Dr. B. R. Ambedkar framing of Indian Constitution, 1<sup>st</sup> Edition, 2015.
- 3. Jain, M.P. Indian Constitution Law, 7<sup>th</sup> edn, Lexis Nexis, 2014.
- 4. Basu, D.D., Introduction to the Constitution of India, Lexis Nexis, 2015 .
- 5. Jain, M. P., outlines of Indian legal and Constitutional History, Lexis Nexis, 2014.

**Semester – I**

**TCP2- COMMUNICATION SKILLS**

<b>Credits – 1</b>	<b>Marks – 25</b>
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**Objectives:**

- To develop listening and viewing skills
- To improve the speaking skills
- To promote the reading skills

- To gain insight and reflect on the concept and process of communication.
- To familiarize with expository writing

### **Listening/Viewing Skills**

Workshop can be organized to provide exposure to listening and viewing skills. These can be conducted in the language Lab.

Suggested Activities:

Students can listen to-

Sounds of relevant languages.

Patterns of stress and intonation

Self-recording while practicing pronunciation

- Speeches of famous personalities
- Key note addresses in seminars

### **Student scan View-**

- Phonetic symbols
- Videos on sound production and articulation
- Poetry recitation videos
- Video on conversation
- Video on group discussions and can observe body language.
- Making listening notes
- Completing worksheet on listening tasks
- Developing criteria for analysis of listening skills
- Consulting pronunciation dictionaries
- Presentations
- Students can observe Anchors in programmes
- Observing Webinars
- Observing structured conversation

### **Speaking Skills**

These skills can be practiced in seminar rooms/language lab.

Suggested activities:

### **Students can practice-**

- Sounds of English
- Stress and intonation patterns
- Recitation of poems Student can-
- Participate in conversations ( Situations to be provided)
- Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level
- Analyze of speech styles
- Analyze of presentations

- Make presentations
- Involve in mock Interview
- Anchoring programmes in the institute

### **Reading Skills**

Students can be familiarized with reading techniques—skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below.

Suggested activities:

#### **Student scan read**

- Editorials in newspapers on a regular basis
- Articles in news papers and magazines
- Research papers in journals
- Book reviews, film reviews and art reviews in newspapers and magazines
- E-books, online journals
- Subject related reference books

### **Suggested Tasks**

- Write an expository essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in clear and concise manner.
- Write arguments to support claims in an analysis of topics or texts, using valid reasoning and elevated sufficient evidence
- Write informative/ explanatory texts by examining complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events, well-chosen details, and well-structured event sequences

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

**Transaction Mode:** This course will be transacted / facilitated through participatory approach such as -workshop, seminar by students, and group work. Different work shop can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation-cum-discussion mode.

**Semester – I**  
**TCP3- EXPOSITORY WRITING**

<b>Credit 1</b>	<b>Marks 25</b>
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**Objectives:**

1. To develop skill of writing used to explain, describe, give information.
2. To Develop the expository writing skill in students
3. To help students to understand the conceptual information about expository writing skills  
(Concept, types with examples)

**Expository writing:**

This type of writing can include essays, newspaper and magazine articles, instruction manuals, textbooks, encyclopedia articles, and other forms of writing, so long as they seek to explain. Students are supposed to write an expository writing with power point presentation.

**Procedure:**

A short-term workshop is intended to enhance the ability of the M.Ed. Course students to listen, Converse, Speak, present, explain and exposit ideas in groups and before an audience- as this is one of the essential expectations from all professionals in education. The workshop should also involve training in ICT and educational technology.

Students are supposed to write an expository writing with power point Presentation in the workshop out of the following topics -

This includes,

- i) Articles
- ii) Essays
- iii) Instructional Manual
- iv) Encyclopedia
- v) Newspaper / magazines, articles on topics of contemporary interest.
- vi) Writing Official Letters - English and Marathi
- vii) Leave Application to H. O. D., Request for Bona fide to Principal/ HOD
- viii) Interview Skills - Face Interview/ Online
- ix) News Paper Reporting of Program e.g. - Conference, Seminar etc.
- x) Preparing a Program or agenda of an Event e.g. - Teachers Day, Cultural Activities, etc. (Comparing, Introduction, Vote of thanks, etc. )



## **INTER SEMESTER BREAK-1**

<b>1</b>	<b>ISB1</b>	<b>Practice of communication skill &amp; Expository writing.</b>
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# **Second Semester**

**M.Ed. Semester- II**

Sr. No.	Code of Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part- A (Theory)</b>							
1	PC3-Perspective	Sociological Foundations of Education	60+45=105	4	20*	80	100
2	TC-1 Tool course	Advance Research & Statistic in Education-I	60+45=105	4	20*	80	100
3	TE-1 Teacher Education Course	Teacher Education –I	60+45=105	4	20*	80	100
4	SP-EL/SP-HE (any one)	iii)Elementary Education iv)Secondary and Higher Secorder	60+45=105	4	20*	80	100
<b>Total of Part –A</b>			<b>420</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part-B (Practical)</b>							
5	DIS2-Dissertation	Dissertation Workshops-Online/offline 1-Review of research & related literature, 2-Preparing tool for research	30	1	25	-	25
6	INT1-Internship –I / Field Work	Internship on B. Ed / D. T. Ed college (3 weeks) <i>Actual teaching experience of core and Methodology subject (3 core papers + 1 each method -5)</i>	120	3	50	-	50
7	TCP4-Tool course-Practical	Academic Writing	30	1	25	-	25
<b>Total of Part –B</b>			<b>180</b>	<b>5</b>	<b>100</b>	<b>-</b>	<b>100</b>
<b>Total of Part A &amp; B</b>			<b>600</b>	<b>21</b>	<b>180</b>	<b>320</b>	<b>500</b>
<b>ISB:Academic writing, as research writing Organize three Chapters</b>							
<b>Total (A+B+ISB)</b>			<b>600</b>	<b>21</b>	<b>180</b>	<b>320</b>	<b>500</b>

**\*Internal :20Marks: ( for four activity )**

**SEMESTER-II**  
**PC3: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

**Objectives:**

- 1) To analyze and describe the concept of Sociological Foundation of Education.
- 2) To analyze the changing nature of global society and describe the role of education in it.
- 3) To Understands the impact of socio-political-economical ideologies on education.
- 4) To study Attitude towards social work.

**Outcomes –After completion of this course the student will**

- State the meaning of Sociological Foundation of Education
- analyze the changing nature of global society and describe the role of education in it.
- Describe the impact of socio-political-economical ideologies on education
- Express our opinion towards social work
- Visit and participate in social agencies.
- Works on social integrity

**UNIT-I Sociological foundation of Education -**

**20 Marks**

- 1) Concept, scope and nature of sociology of education.
- 2) Difference between educational sociology and sociology of education.
- 3) Social stratification and its factors (political, economical and cultural)
- 4) Social Change: factors and role of education.

**Activity – discuss in class about factors impact on social change.**

**UNIT-II Culture**

**20 Marks**

- 1) Meaning of Culture, role of education in cultural context, Education and cultural changes.
- 2) Socialization: meaning, role of teacher and education in socialization process.

**Activity – Make a list of factors which are involve in cultural changes.**

**UNIT-III Equality of Educational Opportunity and Excellence in Education**

**20 Marks**

- 1) Equality in Education
- 2) Inequality in Indian social system.
- 3) Education Democracy
- 4) Constitutional Provisions for education.

**Activity – Arrange debate on - Equal educational opportunity.**

**UNIT-IV Modern Views in Education****20Marks**

- 1) Continues education- need, importance and objectives.
- 2) Distance education- concept and programmes in India.
- 3) Education for disadvantaged- need and objectives.
- 4) Education for oppressed- the views of Powlow Freire.
- 5) De-schooling society.

**Activity – Make PowerPoint presentation of Modern Views in Education****PRACTICUM** (one of the following)

- 1) Visit rural and tribal school and observe the cultural activities and write a report and submit.
- 2) Organization of program on any social issue by a group of three students and submit report writing.
- 3) Study of the comparison between one western school with one Indian school.

**MODE OF TRANSACTION:**

Lecture, Seminars, Documentary, Visual-audio devices, Reflective discussion in group and presentation, activities.

**REFERENCES:**

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- 2) Ambedkar, B. R., (1956). Goutam Buddha and His Dhamm. Delhi: Government Press.
- 3) Bron., F. J., (1970). Educational Sociology. New Delhi: Prentice Hall, Inc.
- 4) Chaube, S. P., (1981). Chaube Akhilesh: Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- 5) Dewey, John (1961). Democracy and Education. New York: MacMillan Co.
- 6) Dewey, John (1976). Democracy and Education. New Delhi: Light and Life Publishers.
- 7) Gore, Desai & Chitnis (1967). Papers in the Sociology of Education in India. New Delhi: NCERT.
- 8) Indian Social Institute (1998). Human Rights Education. New Delhi: Indian Social Institute & People's Union for Liberties, Lodi Road.
- 9) Mathur S. S., (1989). A Sociological Approach to Indian Education (8<sup>th</sup> ed). Agra: Vinod Pustak Mandir.
- 10) Mohanty Jagannath, Indian Education in the emerging Society. New Delhi: Sterling Publisher Pvt. Ltd.
- 11) Masgrave, P. W., (1975). Sociology of Education. London: Methuen & Co.
- 12) Pandey, Sanjay (2004). Peace Education. New Delhi: NCERT.

- 13) Saiyaddin K. G., (1948). Education for International Understanding. Bombay: Hind Kitab.
- 14) Saxena, Shakuntala. (1975). Sociological Perspectives in Indian Education.A
- 15) पेंडके, प्रतिभा (२०१०) शिक्षणाचीतात्त्विक आणि समाजशास्त्रीय भूमिका. नागपूर : विद्या प्रकाशन.
- 16) कुंडले म.बा. (२०००) शैक्षणिकतत्त्वज्ञान व शैक्षणिक समाजशास्त्र. पुणे : अमोल प्रकाशन.
- 17) पारसनीसन.रा. शिक्षणाचीतात्त्विक आणि समाजशास्त्रीय भूमिका. पुणे :नुतनप्रकाशन.
- 18) भंडारी प.व. (१९६८) शैक्षणिक समाजशास्त्र. सातारा : राबिल पब्लीकेशन.
- 19) जाधव व गायकवाड (२०१५) शिक्षणातील आधुनिक विचारप्रवाह. औरंगाबाद :कैलाश पब्लीकेशन.

## SEMESTER II

## TC 1-Basics of Research &amp; Statistics in Education-I

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

**Objectives:** To enable students:

1. To understand the importance of educational research.
2. To understand different types of research sections of society and their education.
3. To know the appropriate research methodology
4. To understand the different tools and techniques for research.
5. To acquire the knowledge about preparation of research proposal.

**Course Outcomes:**

After completion of this course the student will-

- Explain the need, scope and importance of educational research.
- Describe different types of research.
- Describe/apply the appropriate research methodology.
- Define the problem of educational research.
- Write problems in various methods for educational Research and prepare research proposal.
- Use/apply/develop the appropriate research methodology the appropriate research methodology the different tools and techniques for research.
- Implement the statistical measures to interpret results of educational research.
- Prepare, present and evaluate research report.
- Develop attitude towards Research & Innovation.

**Unit- 1) Educational Research**

**20 Marks**

- a) Scientific Thinking and Research.
- b) Concept and characteristics of Research in Education.
- c) Philosophical, Psychological and Sociological Orientation in Educational Research.
- d) Types of Educational Research-Fundamental, Applied and Action Research.
- e) Qualitative and Quantitative Research.
- f) Interdisciplinary Educational Research and its implications.

**Activity-** write similarity and difference of fundamental /applied/action research

**Unit- 2) Methods of Educational Research**

**20 Marks**

- a) Historical.
- b) Descriptive-Survey, Ex post facto, Field study.
- c) Experimental.
- d) Case Study.
- e) Developmental and Genetic.
- f) Ethnographic

**Activity-** prepare chart of all research method at glance

**UNIT-3) Research Problem and Research Proposal****20Marks**

- a) Sources and Selection of Research Problem.
- b) Statement and Defining of Research Problem.
- c) Review of Related Literature (Abstract/full review)
- d) Research Proposal and Synopsis: Preparation and oral presentation
- e) Points for making a Research Proposal

Activity- - Development of a Research Proposal on an identified research problem

**Unit- 4)Basic Statistics for Research****20Marks**

- a) Types of Data:(Concepts only)
  - 1. *Quantitative & Qualitative Data*
  - 2. *Descriptive & Inferential Data*
  - 3. *Primary & Secondary Data*
- b) Data-Nominal, Ordinal, Interval and Ratio Scale
- c) Data Analysis -
  - 1. Tabulation of data.
  - 2. Graphical representation of data.
  - 3. Measures of Central Tendency–Mean, Median and Mode.
  - 4. Measures of Variability–Range, Quartile Deviation, Standard Deviation.
  - 5. Measures of Relationship–Concepts of Correlation–Rank difference method, Product Moment Method. Only concepts of biserial, point-biserial, tetrachoric, partial and multiple correlations,
  - 6. Normal Probability Curve and its applications.

**Activity-** Collect scores of any one subject acquired by the students from different two classes and Compare their Central Tendency and variability by using Mean and SD

Transaction Mode:

Lecture-cum-  
Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises

**Essential Readings:**

- 1-Best, J.W.(1982). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd
- 2-Agrawal, J.C.(1968). Educational Research. New Delhi: Arya Book Depot
- 3 review of Previous-Ph.D. Reports and literature

**Suggested Readings**

*References:*

- 1) Agrawal, J.C.(1968). Educational Research. New Delhi: Arya Book Depot.
- 2) Best, J.W.(1982). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.



- 3) Campbell, W.G. et al (1968). Form & Style in Thesis. Boston: Writing Houshton Mifin Co.
- 4) Coery, (1953). Action Research to Improve School Practices. New York: Teachers College, Columbia University.
- 5) Garrertt, H.E., (1981). Statistics in Psychology & Education. Vakits Feffer & Simons Ltd.
- 6) Guilford, J.P., (1950). Fundamental Statistics in Psychology & Education.
- 7) McGraw Hill Book Com. Good & Scates. Methods of Research.
- 8) Fox, D.J., The Research Process in Education. (Holt)
- 9) Kual, Lokesh (1988). Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt.
- 10) Robert, M. W., Travers. An Introduction of Educational Research. New York : The McMillan Company.
- 11) Sukhia, Mehrotra & Mehrotra (1970). Elements of Educational Research: Alied Publishers Ltd
- 12) Kerlenger, F. Fundamentals of Behavioural Research.
- 13) Tuckman, Bruce W., (1978). Conducting Educational Research. New York: Harcourt Barce Janovich Ing.
- १४) बर्वे ब.न. (२००७). शैक्षणिक मानसशास्त्रीय संख्याशास्त्र. नागपूर : विद्या प्रकाशन.
- १५) मुळे व उमाठे (१९९७) शैक्षणिक संशोधनाची मुलतत्त्वे. नागपूर: देशपांडे प्रकाशन.
- १६) भिताडे, वि.रा. (२००९) शैक्षणिक संशोधन, पुणे : नित्य नुतन प्रकाशन.
- १७) बापट भा.गो. मूल्यमापन आणि संख्याशास्त्र, पुणे : व्हिनस प्रकाशन.
- १८) कदम चा. प. शैक्षणिक संख्याशास्त्र पुणे : नुतन प्रकाशन.
- १९) उपासणी ना.के. कुलकर्णी के. व्ही. सुबोध संख्याशास्त्र. पुणे : विद्या प्रकाशन.
- २०) घोरमोडे क. (२००८) शैक्षणिक संशोधनाची मुलतत्त्वे. नागपूर : विद्या प्रकाशन.

## Semester - II

### TEACHER EDUCATION -I

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

#### Objectives:

To enable the students to-

1. Understand conceptual background of the Teacher education.
2. Know & understand foundation of Teacher education system in India
3. Understand the Professional Development of the Teacher
4. Perceive the information of various agencies of Teacher education.
5. Identify the role and responsibilities of various agencies in Quality Teacher Education.

#### Course Outcomes:

After completion of this course the student will able to –

- Explain conceptual background of the Teacher Education.
- Explain aims, objectives, structure and curriculum of Teacher Education.
- Explain the development of Teacher Education.
- Know and analyse the views on professional development of Teacher Education.
- Perceive the information of various agencies of Teacher Education.
- Explain the role of various agencies about quality education.

#### Unit — I- Introduction to Teacher Education 20 Marks

- a) Difference between teacher training and teacher education
- b) Teacher education: meaning, nature and importance
- c) Aims and general objectives of teacher education

**Activity - Make two groups in class and discuss on Quality teacher training.**

#### Unit- II - Teacher Education in India –

- a. National policy on education 1986
- b. Report of Yashpal Committee — 1993
- c. National Knowledge commission-2005
- d. New Education policy 2020

**Activity – Develop a list of remaining commission in India about Teacher Education.**

### Unit III Professional Development of the Teacher 20 Marks

- a) Teaching as Profession – Concept of Profession
- b) Changing Role of Teachers & Their Responsibilities.
- c) Professional Ethics for Teachers.
- d) Orientation & Refresher Courses.
- e) Teacher appraisal and accountability.
- f) Current issue in Teacher Education.
- g) Challenges in Teacher Education

**Activity** – Make a group in class & discuss how we can develop our own academic profile.

### Unit — IV- Agencies of Teacher Education 20 Marks

- a) Structure, role and responsibilities of various agencies in Quality Teacher Education
  - i. Local/ District level agencies- DIECPD (DIET), CTE, IASE, University etc.
  - ii. State level agencies- SIE, SCERT & its Regional centers, SBTE, STET etc.
  - iii. National level agencies- NCTE, NCERT, UGC, NUEPA etc.
  - iv. International level agency- UNESCO

**Activity** – Discuss on NAAC – how this agency useful for quality development.

### Transaction mode

- i) Lecture cum discussion
- ii) Individual & group assignment through self-study in the library and presentation in seminar.
- iii) Interaction with classroom teacher, observation and then reflective discussion in a group.
- iv) Library study and project work.

### Practicum: (any one)

- i. Make a brief report on seven criteria's and functions of NAAC.
- ii. Visit to website of a state/national level agency and identify the programmes implemented for teacher education and writing report on it.
- iii. Identify various schemes presented by UNESCO for quality teacher education in last five years and prepare a report.
- iv. Write a report on the National Education policy 2020 with special reference to Teacher Education

### Essential Reading

1. Bose, K. and Srivastava, R.C. (1973). Theory and Practice-Teacher Education in India. Allahabad: Chug Publication.
2. Chaurasia, G. (1967). New Era in Teacher Education. New Delhi: Sterling Publishers.
3. Coomb, A. W. & et. Al. (1974). : The Professional Education of Teachers: A Humanistic Approach to Teacher Training, Boston: Allyaon& Bacon Inc.

4. Dave, R.H. & Crofley, A.J. (1978). Life-long Education and the Training of Teachers. Oxford: Hamburg and Pergamon Press.
5. Kothari, R. G. & Patel, J.B. (2011). In-service Teacher Education: Training Programme for Primary Teachers. Germany: VDM Verlag Publisher.
6. Mangala, S. (2002). Teacher Education-Trends and Strategies. New Delhi: Sage Publications.
7. MHRD. (1954). Report of the Secondary Education Commission.
8. MHRD. (1948). Report of the University Education Commission.
9. Mukerji, S. N., (Ed.) (1963). Education of Teachers in India. Vol. I. New Delhi: S. Chand & Co.
10. Ministry of Education — Education commission Report 1964-66.
11. NCERT — first year Book of Education 1961, Ministry of Education — Education commission Report 1964-66.
12. NCERT. (1991). Secondary Teacher Education Curriculum: Guidelines and Syllabus. New Delhi: NCERT.
13. Ministry of Education — new education policy 2020-report

## References:

- 1) Anderson, L.W. & et al. Ed. (1997). International Encyclopedia of Teaching & Training Education: Pergamon Press.
- 2) Biddle, B.J. et al. (1997). International Handbook of Teaching Vol I + II. Boston: Kluwer Academic Publication.
- 3) Borich, G.D. (1997). Appraisal of Teaching: Concept & Process: Addison Wesley Publishing Co. Reading Massachusetts.
- 4) Brown, G. Microteaching (1975). A Programme of Teaching Skills. London: Methuen & Co. Ltd.
- 5) Buch, M.B., (Ed.) (1971). First Survey of Research on Education. Baroda: SERD.
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- 8) Canon, L. & Monin, I. (1978). A Guide to Teaching Effectiveness. London: Methuen & Co. Ltd.
- 9) Coombs, A. W. et al. (1974). The Professional Education of Teachers: A Humanistic Approach to Teacher Training, Boston: Allyn & Bacon Inc.
- 10) Flanders, N.A., (1970). Analysing Teaching Behaviors. Massachusetts: Addison Wesley Publishing Co Reading.
- 11) Gage, N.L. (Ed.) (1963). Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Co.
- 12) Joey, B. & Showers, B. (1983). Power in Staff Development through Research on Training. Alexandria Virginia: ASCD.
- 13) Joey, B. & Wells, M. (1935). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.
- 14) Lomax, D.E., (1976). European Perspective in Teacher Education. London: John Wiley & Sons.
- 15) Lynch, J. & Plunkett, H.D., (1973). Teacher Evaluation. London: Sage Publications.
- 16) Mukerji, S.N., (Ed.) (1968). Education Teacher in India Volume one & Volume two. New Delhi: S. Chand & Co.

- 17) NCTE, (1978). Teacher Education of Curriculum: A Framework. New Delhi:
- 18) NCERT Ryan, K. (Ed.) (1975). Teacher Education. Chicago: NSSE.
- 19) Shrivastave, R.C. & Base K. (1973). Theory & Practice of Teacher Education in India. Allahabad: Chugh Publication.

**SPECIALIZATION COURSE**

**Semester – II**  
**SPEL- A: ELEMENTARY EDUCATION**

**Credits-4 (60 Hours)****Contact Hour per week-5****Examination Duration: 3 Hours****Maximum Marks -100****Theory marks-80****Internals-20****Objectives:**

Enable the learners to:

1. To understand the different perspectives and context of elementary education.
2. To understand the different policies and programmes of elementary education.
3. To understand the system and structure of elementary school education in India.
4. To understand the curriculum across different types of school in India.
5. To develop the skills and knowledge required for resource management in schools at elementary level.
6. To understand Curriculum and Evaluation at Elementary level

**Course Outcomes:**

After completion of this course the student will –

- Explain the different perspectives of elementary education.
- Describe aims, objectives, structure and curriculum of Teacher Education.
- Discuss on system and structure of elementary school education in India
- Know and analyse the curriculum across different types of school in India.
- Explain the Curriculum and Evaluation at Elementary level.

**Unit 1: Elementary education**

- a) Elementary education-concept, meaning, nature, objectives, needs and importance
- b) Role and functions of primary Education in child development
- c) Structure of school education and Elementary Education- chronological
- d) Education Policy Review (on Elementary Education) –  
Education Commission of India 1964-66, National Education Policy 1986,  
New Education Policy (NEP) 2020
- e) Samagra Shiksha Abhiyan and Elementary Education

**Activity - Discuss in group role of teacher in NEP 2020 in primary Education**

## **Unit 2: Curriculum and assessment at Elementary level**

- a) Various education boards and their Elementary level curriculum - Objectives, Principles, Format, and Curriculum - State Board. CBSE, ICSE, IB, Cambridge etc.
- b) Learning outcome and teaching learning process - Meaning, form and importance, study, teaching and evaluation process according to learning outcome
- c) State, national, international level assessment / examination- Miscellaneous Scholarship Examination, Navodaya Vidyalaya Entrance Examination,

### **Activity - Discuss on Difference in various boards curriculum**

## **Unit 3: New Trends at Elementary education level**

- a) Pragat Shaikshnik Maharashtra (PSM Rule 2015)
- b) Community participation in Elementary education - SMC, CSR
- c) Action research and innovation - nature, need, importance and role of teachers
- d) Complete quality management in education- SWOC Analysis concept, self-development, professional development, organizational development
- e) Various online portals related to Elementary education - purpose, format, importance and role of teachers – SWAYAM, DIKSHA, U-DISE, U-DISE +, e-Pathshala, SARAL Portal, SHALASIDDHI,
- f) 21st Century Skills (4Cs, Digital Literacy, Life Skills) - Meaning, Appearance, Need, Importance and Teacher Role
- g) Performance Grade Index (PGI) - Meaning, format, area, criteria, grading and teacher role

### **Activity- make poster presentation on new trends in Elementary education.**

## **Unit 4: District, State and National Level Educational Administration-**

- a) District level Educational Administration - Headmaster, Head of Center, Extension Officer (Education), Block Education Officer, Education Officer (Primary, Secondary, Nirantar),
- b) Divisional and State Level Educational Administration - Deputy Director of Education, Director of Education, Commissioner of Education, Secretariat of Education and Ministry of Education
- c) National Level Educational Administration - Department of School Education and

Fundamental Literacy, Secretariat of Education and Ministry of Education

d) Types of School– Government, Semi-government, Aided, Unaided, Self-finance,

**Activity-** make a flow chart of District, State and National Level Educational Administration-

**Practicum (Any One):**

**Study and prepare a report on -**

1. Case Study of any one innovative Primary school.
2. By using Shala-siddhi Scheme tool evaluate any one school.
3. visit to Kendriya Vidyalaya / Navodaya Vidyalaya .

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- 17) National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
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- 27) Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- 28) Rao, V.K. (2007): Universalization of Elementary Education. Indian Publishers, New Delhi.
- 29) Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- 30) Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications, New Delhi
- 31) Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- 32) Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- 33) UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- 34) UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal

**Semester – II**  
**SPHE- B: SECONDARY AND HIGHER SECONDARY EDUCATION**

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

**Objectives:**

Enable the learners:

1. To understand the different perspectives and context of secondary and higher secondary education.
2. To understand the different policies and programmes of secondary and higher secondary education.
3. To understand the system and structure of secondary and higher secondary education in India.
4. To understand the curriculum across different types of school in India.
5. To understand Curriculum planning and development at secondary and higher secondary level.

**Course Outcomes:** After completion of this course the student will –

- Describe the different perspectives and context of secondary and higher secondary education.
- Discuss the different policies and programmes of secondary and higher secondary education.
- Analyze the system and structure of secondary and higher secondary education in India
- Give the examples about the curriculum across different types of school in India.
- State the Curriculum planning and development at secondary and higher secondary level

**Unit 1: Secondary education and Higher Secondary Education**

- a) Secondary education - Concept, meaning, nature, objectives, needs and importance
- b) The role and functions of secondary -Higher Secondary education in child development
- c) Structure of school education and secondary Higher Secondary education - chronological
- d) Education Policy Review (related to secondary -Higher Secondary education) - Education Commission of India 1964-66, National Education Policy 1986, New Education Policy (NEP) 2020
- e) Samagra Shiksha Abhiyan and Madhyamik Shikshan

**Activity** – Discuss on NEP-2020 about challenges in Secondary education and Higher Secondary Education

**Unit 2: Curriculum and assessment at secondary Higher Secondary Level**

- a) Various Boards of Education and their secondary Higher Secondary Education Level Curriculum - Objectives, Principles, Forms, Curriculum - State Board. CBSE, ICSE, IB, Cambridge, NIOS etc.

- b) Reflection of NCF-2005, SCF-2010 in the current Curriculum
- c) Capacity study teaching process - meaning, form and importance, ability study, teaching and evaluation process
- d) Krutipatrika and Evaluation, Evaluation Tools – Quantitative and Qualitative,
- e) State, National, International Level Assessment / Examination- NTS, NAS, PISA, PIRLS, TIMSS etc.

**Activity –suggest online assessment system for teacher.**

### **Unit. 3: New Trends at secondary Higher Secondary Education level**

- a) Jalad Pragat Shaikshnik Maharashtra (PSM Secondary Education 2016)
- b) Community participation in secondary Higher Secondary education - SMDC, CSR
- c) Action research and innovation - nature, need, importance and role of teachers
- d) Total quality management in education- SWOC Analysis concept, self-development, professional development, organizational development
- e) Various online portals related secondary Higher Secondary Education- purpose, format, importance and role of teachers - SWAYAM, DIKSHA, e-Pathshala, Mahakariar Portal, U-DISE, U-DISE +, Simple Portal, School Achievement,
- f) 21st Century Skills (4Cs, Digital Literacy, Life Skills) - Meaning, Appearance, Need, Importance and Teacher Role
- g) Performance Grade Index (PGI) - Meaning, format, area, criteria, grading and teacher role

**Activity - Discuss on current trends in diet in two group.**

### **Unit 4: District, State and National Level Educational Administration-**

- a) District level Educational Administration - Headmaster, Head of Center, Extension Officer (Education), Block Education Officer, Education Officer (Primary, Secondary, Nirantar),
- b) Divisional and State Level Educational Administration - Deputy Director of Education, Director of Education, Commissioner ate of Education, Secretariat of Education and Ministry of Education
- c) National Level Educational Administration - Department of School Education and Fundamental Literacy, Secretariat of Education and Ministry of Education
- d) Types of School– Government, Semi-government, Aided, Unaided, Self-finance,

**Activity –make PowerPoint presentation of various level of Education Administration.**

**Practicum :( Any one)**

**Study and prepare a report on -**

1. Analyze the best practices in schools of different boards of secondary education.
2. Vision and Mission, Curriculum transaction and Co-Curricular Aactivities of Navodaya vidyalaya
3. Information available on websites of any two CBSE/ ICSE Schools.

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२५. चौधरी ए.ए.(२००१), भारतीय शिक्षणाचा इतिहास,जालना : उषा पब्लिकेशन्स,

## Semester – II

### TCP4-ACADEMIC WRITING

<b>Credits – 4</b>	<b>Marks – 25</b>
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#### Objectives

1. To enable the students with the format of Research paper or Article.
2. To develop the habit of reading research paper and articles from research journals.
3. To acquaint the students with importance of ICT in Academic Writing.
4. To enable the students to collect materials for Research Papers or Articles.
5. To enable the students to prepare Research paper or Articles for Seminal/Conferences / Workshops.

**Course Outcomes:** After completion of this course the student will –

Write Research paper or Article

Write paper in research journals

Write papers using ICT

Organize materials of Research Papers or Articles

Present paper in various Seminal/Conferences

#### Procedure

- A workshop can be organized for academic writing,
- various journals or national and international repute can be referred in this workshop.
- Step of research paper, format of Research paper can be discussed in the workshop.
- Students can be encouraged to write Research Paper or Articles and they can present the same in seminar / conferences / workshops conducted in the college.
- The academic writing component is meant to focus on questions such as: What are the different kinds of writings and writing styles?
- What are the essential requirements of academic writing?
- What distinguishes a good academic writing from others?
- What are academic sources and how to refer to them?
- How to cite a source, paraphrase and acknowledge the source?
- How to edit one's own writing?
- Different kinds of writing, writing styles, essential requirements of academic writing etc.
- Students should engage in following activity and prepare a writing of the following
- Selected texts could be drawn from the wide range of popular educational writing in the form of well written essays, extracts of chapters from authors who deal with themes from educations, schooling. Teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this unit Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs) analyzing the structure of the argument identifying main ideas. understanding topic sentence of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) discussion of the theme, sharing Responses and points(s) of view (small group discussion) writing a response paper (individually or in pairs) presentations of selected papers, questions and answers (large group)

## **INTER SEMESTER BREAK-2**

<b>2</b>	<b>ISB2</b>	<b>Data collection and Practice of academic writing</b>
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# **M.Ed. Third Semester**

### M. Ed. Semester- III

Sr. No	Code of Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part – A (Theory)</b>							
1	PC5-Perspective	Curriculum Studies	60+45=105	4	20*	80	100
2	TE2-Teacher Education Course	Teacher Education –II	60+45=105	4	20*	80	100
3	TC2	Advance Research & Statistic in Education-II	60+45=105	4	20*	80	100
4	Elective Course (any one) EC-6 EC-7	A. Environmental Education B. Guidance and Counseling	60+45=105	4	20*	80	100
<b>Total of Part –A</b>			<b>420</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part – B (Practical)</b>							
5	INT-2 Internship-2	Internship as per specialization (3weeks) <i>Guidance &amp; supervision of B.Ed. internship programme at school.</i> <i>Guidance &amp; Observation of 5 each method</i> <i>+ Participation in school activities.</i>	120	3	50	-	50
6	DIS-3 Dissertation	Dissertation Workshops 1-Use of Computer in research. 2-Application of statistics for data analysis	60	2	50	-	50
<b>Total of Part –B</b>			<b>180</b>	<b>5</b>	<b>100</b>	<b>-</b>	<b>100</b>
<b>Total of Part A &amp; B</b>			<b>600</b>	<b>21</b>	<b>180</b>	<b>320</b>	<b>500</b>
<b>ISB: Academic Writing, as Research Writing Organize Three Chapters</b>			<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total (A+B)</b>			<b>600</b>	<b>21</b>	<b>180</b>	<b>320</b>	<b>500</b>

**\*Internal :20Marks: ( for four activity )**



**SEMESTER -III****PC5- CURRICULUM STUDIES**

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

**Objectives:**

To develop an understanding of trainees regarding

1. Determinants and Strategies of Curriculum foundation.
2. Approaches to curriculum studies
3. inquiry in curriculum studies
4. models of curriculum development
5. selection and organization of learning experiences
6. issues in curriculum development
7. research areas in curriculum studies

**Course Outcomes:** After completion of this course the student will –

- Explain the Strategies of Curriculum foundation.
- Analyze Approaches to curriculum studies
- Use the models in various way of curriculum development
- Express his learning experiences
- State the issues in curriculum development
- Describe research areas in curriculum studies

**Unit I: Curriculum****20marks**

- a. Meaning, Concept and Determinants of Curriculum
- b. Curriculum as a Body of Organized Knowledge.
- c. Components of Curriculum: Objectives, Content, Transaction Mode and Evaluation
- d. Curriculum Development: Principles and Strategies.

**Activity – Discuss in two groups how we can develop good curriculum with the help of students.**

**Unit II: Foundations of Curriculum****20Marks**

- a. Philosophical, Sociological, Psychological, Cultural, Political and Economical Foundations of Curriculum
- b. Different Approaches to Curriculum Development: Subject-centered, Environmentalist (incorporating local concerns), Behaviorist, Competency-based, Learner-centered and Constructivist, Factors effecting Curriculum Development,
- a. Role of organizations like NCERT, Maharashtra Academic Authority (formerly SCERT), UGC and NCTE in curriculum development

**Activity – Make a list of different approaches of curriculum.**

**Unit III: Agencies of Curriculum Development****20 marks**

- Tylers-1949, Hilda Taba 1962, Nicholls and Nicholls-1972 and Willes and Bondi-1989 Model
- Need Assessment Model and Futuristic Model
- Vocational/Training Model
- Evaluation of Curriculum: Need for continuous evaluation of curriculum, Process of curriculum evaluation, Methods of curriculum evaluation
- State and National level Agency :Maharashtra Academic Authority(formerly SCERT), NCERT.

**Activity – Make flow chart of NCERT curriculum development system.****Unit IV: Issues and recent development in Curriculum Development****20 marks**

- Centralized Vs. Decentralized Curriculum
- Problems faced by Teachers in Curriculum transaction
- Recent Developments and Trends in Curriculum Designing: National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education-2009

**Activity – discuss on current issue about curriculum development,****Practicum:(Any one)****Study and prepare a report on -**

- Critical appraisal of Curriculum (any one subject of B.Ed / D.T.Ed).
- Develop a Curriculum Evaluation plan for a school subject at Elementary/Secondary stage(As per specialization).
- Compare the curriculum of different boards of Education.

**References:**

- NCTE (2009) National Curriculum Framework for Teacher Education.
- NCERT (2000). National Curriculum Framework for School Education, New Delhi NCERT,
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12. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K. Routledge.
13. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
14. Reddy, B. (2007): Principles of Curriculum Planning and Development

## Semester III

### TE-2 TEACHER EDUCATION -II

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

#### Objectives:

#### To enable the students -

1. to understand conceptual background of Pre-service and In-service Teacher education.
2. to know & understand & Innovations in Teacher Education
3. to perceive the information of researches in Teacher education.
4. To identify the issues and problems of Teacher Education at various levels.

**Course Outcomes:** After completion of this course the student will –

- Describe conceptual background of Pre-service and In-service Teacher education
- State needs and importance
- State Innovations in Teacher Education
- Analyze the issues and problems of Teacher Education at various levels.

#### Unit – I- Pre-service & In-service Teacher Education 20 Marks

##### a) Pre-service Teacher education:

- i. Meaning, objectives and importance
- ii. Teaching strategies-Lecture, Demonstration, Workshop, Project, Seminar etc.
- iii. Field based experiences-Practice teaching & Internship.
- iv. Impact ICT on mode of pre-service teacher education (e-B.Ed.)
- v. Assessment and evaluation

##### b) In-service Teacher Education:

- i. Meaning, objectives and importance
- ii. Nature of training- Short term, long term and Need based (Subject specified)
- iii. Impact of ICT in In-service teacher education (MOOCs, Online course on Action research by NCERT)
- iv. Assessment and evaluation in In-service teacher education

##### b) Difference between Pre-service and In-service teacher education

**Activity –** Discuss in group-Difference between Pre-service and In-service teacher education

#### Unit- II- Innovations in Teacher Education- 20 Marks

- i. Pre-Primary & Primary (D.T. Ed.) level
- ii. Secondary & Higher Secondary (B.Ed.) level
- iii. Tertiary (M.Ed.) level
- iv. Integrated M. Ed. Level

**Activity – state some idea of innovation in teacher education**

**Unit III –Researches in Teacher Education**

**20 Marks**

- i. Pre-service Teacher Education
- ii. In-service Teacher Education
- iii. Professional Development Programmes
- iv. Field based Experiences and its evaluation

**Activity – discuss about new era of teacher education for research.**

**Unit – IV- Issues and Problems of Teacher Education in India**

**20 Marks**

**a) Issues in Teacher Education**

- i. Imbalance between Demand and Supply of Teachers
- ii. Improper Placement agencies and Procedures for Selecting Teachers
- iii. Negligence towards Quality Teacher Education

**b) Problems in -**

- i. Pre-service Teacher Education
- ii. In-Service Teacher Education
- iii. Conducting field based Experiences
- iv. Evaluation and Assessment of Teachers Performance

**Activity – arrange poster presentation how we can reduce the problems in teacher education.**

**Transaction Mode:** Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises.

**Practicum: (any one) Study and prepare a report on -**

1. In-service training Programme by interviewing participant Teachers.
2. Development of tool to identify the needs of professional development programme for primary/secondary/college teachers.
3. Functioning of DIECPD(formerly DIET).

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1. Bose, K. and Srivastava, R.C.(1973).Theory and Practice-Teacher Education in India. Allahabad: Chug Publication.
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24. Rao, D. (2003). Teachers in a Changing World. New Delhi: Discovery Publishing House.
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३२. पंडित, पाटिल, मोरे, शिक्षण शिक्षण, नागपूर: पिंपळापुरे अँड पब्लिशर्स.
३३. दुनाखे, अरविंद, शिक्षण प्रशिक्षण, पुणे: नित्यनुतन प्रकाशन.
३४. शेवतेकर/ निकुमे, भारतीय शिक्षक शिक्षण प्रणाली, नागपूर: विद्या प्रकाशन.

## Semester-III

**TC –Advance Research& Statistics in Education– II****Credits-4 (60 Hours)****Contact Hour per week-5****Examination Duration: 3 Hours****Maximum Marks -100****Theory marks-80****Internals-20****Objectives:**

To enable the trainees -

1. To understand and apply different tools and techniques for research.
2. To select appropriate statistical methods in educational research.
3. To use various statistical measures for interpreting the results of educational research.
4. To understand the use of statistical parameters for testing the hypothesis.
5. To understand the use of computer and software application for data analysis.
6. To prepare and present research report writing.

*Course Outcomes:*

After completion of this course the student will–

- Choose a sampling design appropriate for a research study.
- Differentiate Population and sample
- Explain the importance of documentation and dissemination of researches in Education.
- Estimate the characteristics of populations based on their sample data.
- Develop and use different tools and techniques for research.
- Use various Primary and Secondary data for educational research.

**Unit-1)Sampling Techniques****20Marks****a) Population and Sample-Concept**

- b) Sample-sampling unit, sampling frame, sample size, representative and biased samples.
- c) Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling.
- d) Non Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snow ball sampling, the critical sampling, incidental sampling.

**Activity--**prepare chart of Probability sampling and non-probability sampling**Unit- 2)Tools for Data Collection****20 Marks**

- a) Tests, inventories and scales: types, construction and uses identifying a tool using reliability and validity information.
- b) Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires.
- c) Interview: types, characteristics and applicability, guidelines for conducting interviews.
- d) Observation Qualitative process and quantitative process of observation : use of the check list and schedules, time sampling, field notes, role of researcher during observation, focus group discussion.
- e) Secondary(existing) data: sources.

**Activity-**Construction of one tool of data collection chart of all research method at glance

### **Unit-3) Inferential Statistics for Quantitative Data**

**20 Marks**

- a) Hypothesis - Meaning, types, formulation of Hypothesis for Different methods of Research.
- b) Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean.
- c) Use of Statistics for Hypothesis Testing.
- d) Parametric Tests: t-test for independent and correlated samples.
- e) Concept of Analysis of Variance.
- f) Non Parametric Tests: Chi-square.
- g) One Tailed and two Tailed Tests.

**Activity-**Selection and description of appropriate statistical technique(s) for answering a research question or for test in given hypothesis

### **Unit-4) Use of Computer in Data Analysis and Report Writing**

**20 Marks**

- a) Excel-Data Entry & Processing on the Data
- b) Use of computer for preparing research report
- a) Preparation of Research Report of Dissertation/Thesis: Sections– Preliminary, Main body, References. (Prescribed by the University)
- b) Preparation of Research Report for Journals and Conferences.
- c) Preparation of Research Abstracts and Research Synopsis.
- d) Evaluation of Research Report- Thesis/Dissertation.. (Prescribed by the University)

**Activity-**Data analyzing using computer through SPSS/any research software package or Analysis of data using any one computer based statistical package

**Transaction Mode:** Lecture-cum-

**Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises.**

#### **Essential Readings:**

1-Best, J.W. (1982). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd

2-Agrawal, J.C. (1968). Educational Research. New Delhi: Arya Book Depot

#### **Practicum: (Any one)**

1. Review of submitted research of M.Ed./M.Phil. and Ph.D level.
2. Data analysis using SPSS or any research software package.
3. Prepare any research tool with the help of Pilot Study.

#### **References:**

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2. Tuckman Bruce W(1978)Conducting educational Research , NewYork, Harcourt Brace Javanovich, Inc.
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6. Sharma .R.A (2008).Educational Research,Meerut,R.Lal book depot
7. Mangal .S.K(2013).Research methodology in behaviouralsciences,NewDelhi,PHI learning pvt ltd
8. Gay, L.R., Mills, G. E., and Airasian, P. (2009).Educational Research.Competencies for Analysis and Applications. New Jersey:Merrill and Pearson.
9. Guilford, J.P. (1978).Fundamentals of Statistics in Psychology and Education. New York: Mcgraw Hill Series.
10. Gulhane, G.L. (2012). Research and Statistics, Meerut: Anu Publications.
11. Kerlinger, F.N. (1967). Foundations of Behavioural Research, Education and Psychological Inquiry. New York: Richard and Winston.
12. Sukhia, Mehrotra & Mehrotra (1970). Elements of Educational Research :Alied Publishers Ltd.
13. Pagare P.B. &sonkamble C.P. (2012) Global Education &research . Mumbai: International Society of Science & technology

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1. Campbell,W.G.etal(1968).Form&StyleinThesis.Boston:WritngHoushtonMifinCo.
2. Coery,(1953).ActionResearchtoImproveSchoolPractices.NewYork:TeachersCollege,Columbia University.
3. Garrertt,H.E.,(1981).StatisticsinPsychology&Education.VakitsFeffer&Simons Ltd.
4. Guilford,J.P.,(1950).FundamentalStatisticsinPsychology&Education
5. McGraw HillBookCom.Good&Scates.MethodsofResearch.
6. Fox,D.J.,TheResearch ProcessinEducation.(Holt).Kerlenger,F.FundamentalsofBehaviouralResearch
7. Tuckman,BruceW.,(1978).ConductingEducationalResearch.NewYork: HarcourtBarceJavanovichIng
8. Robert, M. W., Travers. An Introduction of Educational Research. New York : The McMillan Company
9. बर्वे ब.न.(२००७). शैक्षणिक मानसशास्त्रीय संख्याशास्त्र. नागपूर : विद्या प्रकाशन.
१०. मुळे व उमाठे (१९९७) शैक्षणिक संशोधनाची मुलतत्त्वे. नागपूर:देशपांडे प्रकाशन.
११. भिंताडे, वि.रा. (२००९) शैक्षणिक संशोधन, पुणे :नित्यनुतन प्रकाशन.
१२. बापट भा.गो. मूल्यमापन आणि संख्याशास्त्र, पुणे : व्हिनस प्रकाशन.
१३. कदम चा. प. शैक्षणिक संख्याशास्त्र पुणे :नुतन प्रकाशन.
१४. उपासणीना.के. कुलकर्णीके. व्ही. सुबोध संख्याशास्त्र. पुणे :विद्या प्रकाशन.
१५. घोरमोडे क. (२००८) शैक्षणिक संशोधनाची मुलतत्त्वे. नागपूर : विद्या प्रकाशन.

**Semester III**  
**SPECIALIZATION COURSE**  
**Any one from each**  
**EC6- ENVIRONMENTAL EDUCATION**

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

**Objectives:**

To develop an understanding of

1. foundations in environment in terms of the concept and principles of environment
2. environmental conservation and sustainable development
3. environmental management and role of teacher and media
4. various environmental Acts.
5. environmental education disaster management

**Course Outcomes:** After completion of this course the student will –

- state environment in terms of the concept and principles of environment
- Describe environmental conservation and sustainable development
- Analyze environmental management and role of teacher and media
- Express various environmental Acts.
- Give example of environmental education disaster management

**Unit I: Basics of Environment 20 Marks**

- a. Meaning of Environment, Conservation of National Resources: Concept, need and ways of conservation: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate and Reshape
- b. Ecosystem: Components (Biological and Physical), Types of Ecosystem and Functions of Ecosystem, Energy Flow in the Ecosystem
- c. Man and Environment and Ecological balance: Meaning, Causes of Imbalance, Approaches towards Eco-balance
- d. Environmental Health and International conference ;1972,1992,2002

**Activity –discuss in group causes of environment imbalance and role of teacher.**

**Unit II: Environmental Education 20 Marks**

- a. Meaning, Goals, Objectives and Principles of Environmental Education.
- b. National Educational Policy and Environmental Education (1992)
- c. Teaching –learning strategies for Environmental Education
- d. Environmental Education Club
- e. Environmental Education and Course Content: Lower Primary, Upper Primary, Secondary, Higher Secondary and University Education.
- f. Population Growth and Environment.
- g. Resource Exploitation and use of Technology: Impact on Land, Water and Climate.

**Activity –Make PowerPoint presentation for reduce population growth .**

**Unit III: Sustainable Development 20 Marks**

- a. Sustainable Development: Meaning, Principles and Need.
- b. Sustainable Practices ( i.e., Reduce, recycle, reuse, redistribute, revalue and restructure)
- c. Education for Sustainable Development

- d. Role of Governmental agencies in sustainable development.
- e. Guiding Principles of Forest Policy.
- f. Role of the Teacher, School and Media in Environmental Education

**Activity –make model of environment for sustainable development**

**Unit IV: Environmental Movement, Acts & Disaster Management 20 Marks**

- a. Environmental Movement: i) Apiko, Silent Valley, and Western Ghat Bachaoii) Role of Environmental Movement in Environmental Conservation
- b. Environmental Acts: Water Act, Air Act, Environmental Protection Act
- c. Environmental Disasters: meaning, natural and manmade disasters and their Management
- d. Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood and Draught: their causes, effects and management.

**Activity –Arrange panel discussion on various act of environment.**

**Transaction Mode:**

Lecture-cum-

Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises.

**Practicum: (any one)**

**Study and prepare a report -**

- 1. Environmental act for conservation of environment.
- 2. Participation in any environmental activity.
- 3. On interview of a renowned environmental activist.

**References:**

- 1) Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. (2001) Environmental Encyclopedia,
- 2) Mumbai: Jaico Publications House.
- 3) Murray B (1996) the Philosophy of Social Ecology: Essays on Dialectical Naturalism New Delhi, Rawat Publications.
- 4) Odum E.P Fundamentals of Ecology. USA: W.B. Saunders Co.
- 5) Enger E.D, Bradley F.S Environmental Science- A Study of Interrelationship
- 6) Dhyani S.N. Wildlife Management. New Delhi: Rawat Publications
- 7) Rai R.K, Environmental Management. New Delhi: Rawat Publications.
- 8) Gupta N.L and Gurjar R.K (Eds.) Sustainable Development. New Delhi : Rawat Publications.
- 9) Deb S.C Environmental Management. Mumbai: Jaico Publishing House.
- 10) Singh P, Sharma S Environmental and Pollution Education, New Delhi : Deep and Deep Publications.
- 11) Suneetha G; Rao D B Environmental Awareness of School Studies, Sonali Publication.
- 12) Singh M S Environmental Education. Delhi : Adhyayan Publishers.
- 13) Ranjan R. Environmental Education, New Delhi.: Mohit Publication.
- 14) Krishnamacharyulu V, Reddy Environmental Education Hyderabad Neelkamal Publications.
- 15) Sharma R A Environmental Education Meerut R Lal Book Depot.
- 16) Ghanta R & Rao D B Environmental Education. Delhi: Discovery Publication House.

- 17) Devi U, Reddy A, Environmental Education for Rural Population. Delhi :Discovery Publication House. 17. Dutt, N H, Gopal, Environmental Pollution and Control, Hyderabad, Neelkamal Publication.
- 18) Saxena, A. B Education for the Environmental Concern New Delhi Radha Publication.
- 19) Paneerselvam&Ramkrishnan, Environmental Science Education Delhi, Sterling Publications.
- 20) Reddy P, Reddy N Environmental Education.Hyderabad: Neelkamal Publication.
- 21) Nanda, V. K, Environmental Education New Delhi :Anmol Publication.
- 22) Marilee G, Jeri M, Chakraborty C.Environmental Studies Mannan Prakashan
- 23) Agarwal, K.C, (2001) Environmental Biology Bikaner, Nidi Publications Ltd.
- 24) Bharucha, E the Biodiversity of India Ahmedabad: Mapin Publishing Pvt. Ltd.
- 25) “Survey of the Environment” The Hindu
- 26) Townsend C., Harper J, and Michael Begon, Essentials of Ecology Blackwell Science.
- 27) Wanger K.D., (1998) Environmental Management. Philadelphia, W.B. Saunders Co.
- 28) Trivedi R.K. Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vols. I
- 29) and II, Enviro Media (R)
- 30) Agarwal, K.M, Sikdar P.K, Deb, S.C A Textbook of Environment. Kolkotta: Macmillan India Limited.
- ३१) उपाध्याय राधा पर्यावरणशिक्षण—
- ३२) कुलकर्णी, डी.आर, पर्यावरणशिक्षण, नागपुर: विद्या प्रकाशन.
- ३३) भांडारकर, के.एम., पर्यावरणशिक्षण, पुणे: नित्यनूतन प्रकाशन.
- ३४) पाथरेनीला, पर्यावरण शिक्षण, कोल्हापूर: चैतन्य प्रकाशन

## Semester III

### EC7- GUIDANCE AND COUNSELING

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

#### Objectives:-

To enable the student to:

1. understand concept, need, principles, objectives and types of Guidance and counseling.
2. understand the tools and techniques used in Guidance and Counseling.
3. acquaint students to use techniques of Guidance & Counseling
4. understand concepts, meaning and need of guidance of children with special needs.

**Course Outcomes:** After completion of this course the student will –

- Describe concept, need, principles, objectives and types of Guidance and counseling
- State the tools and techniques used in Guidance and Counseling
- Express techniques of Guidance & Counseling
- Explain concepts, meaning and need of guidance of children with special needs

#### Unit I: Basic concept and types of Guidance 20 Marks

- a. Guidance: Concept, Types, and Principles
- b. Need, Scope and Significance of Guidance.
- c. Bases of Guidance - Philosophical, Sociological, Psychological and Educational
- d. Objectives and Importance of Guidance.
- e. Types of Guidance - Personal Guidance, Educational Guidance, Vocational Guidance & Group Guidance-(Concept, Meaning and techniques)

**Activity – Make a poster for different type of need of Guidance**

#### Unit II: Basic concept and approaches of Counseling 20 Marks

- a. Counseling: Concept, Nature, Principle, Need & Importance.
- b. Approaches for Counseling - Directive and Non - directive approaches with their steps.
- c. Counseling stages and process.
- d. Code and ethics of Counseling.
- e. Characteristics of Counselors

**Activity – Discuss in group quality of Good counselor.**

#### Unit III: Tools and Techniques of Guidance and Counseling 20 Marks

- a. Tools and techniques – Standardized and Non-standardized.
- b. Intelligence test, Aptitude test, Interest Inventory and Personality Inventory.
- c. Interview, Rating Scale, Questionnaire and Projective technique.
- d. Personnel for Counselor, Role of family & Community.
- e. Innovative techniques and ways of Guidance & Counseling

**Activity – make a list techniques of Guidance and counseling.**

**Unit IV: Guidance and counseling of Special Children****20 Marks**

- Physically challenged – meaning, types and needs.
- Learning disability - meaning, types and needs.
- Juvenile Delinquency - meaning, types and needs.
- Gifted Children - meaning, types and needs.
- Role of teachers and parents for all the above types of children.

**Activity –Make a PowerPoint presentation on learning disability in India.****Transaction Mode:**

Lecture-cum-

Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises.

**Practicum: (any one)****Study and prepare a report on -**

- Visit to Special School
- Case study of any one type of Special Student with parent's interview.
- Visit to any Counseling centre.

**References:**

- Agarwal J. C. (1985). Educational Vocational Guidance Counseling, New Delhi: Doaba House.
- Chibber S.K. (1999). Guidance & Counseling, New Delhi 11002: Common wealth Publishers .
- Kocher S. K. (1989). Guidance & Counseling in Colleges & Universities, New Delhi: Sterling Publishers Pvt. Ltd.
- Nelson Richard (1972). Guidance & Counseling in the Elementary School, United States of America: Library of Congress.
- Chibber S.K. (1999). Guidance & Counseling, New Delhi 11002: Common wealth Publishers.
- Kemp Gratton (1978). Foundations of Group Counseling, New Delhi: Prentice Hall of India Pvt.Ltd.
- Kocher S.K. (1989). Guidance & Counseling in Colleges & Universities.
- Nelson Richard (1972). Guidance & Counseling the Elementary school. United States of America: Library of Congress.
- पत्की. मा. व्यवसाय मार्गदर्शन आणि सल्ला कार्य औरंगाबाद :मिलिंद प्रकाशन.
- पिंपळखरे मो.ह. शैक्षणिक आणि व्यावसायिक मार्गदर्शन. पुणे :विद्यार्थी ग्रह प्रकाशन.
- दुनाखे अरविंद शैक्षणिक व व्यावसायिक मार्गदर्शन व समुपदेशन पुणे : नित्यनुतन प्रकाशन.
- गुळवणी मेघा (२००९) मार्गदर्शन व समुपदेशन पुणे : नित्यनुतन प्रकाशन.

## **INTER SEMESTER BREAK-3**

<b>3</b>	<b>ISB3</b>	<b>Dissertation related work</b>
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# M.Ed. Fourth Semester



### M. Ed. Semester IV

Sr. No.	Code of Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part –A (Theory) – any three EC1 to EC8</b>							
	<b>Course</b>	Theme based Elective cluster	4x105 = 420	4x4= 16	20*x4= 80	80x4= 320	400
<b>1</b>	<b>EC1</b>	ICT in Education	60+45=105	4	20*	80	100
<b>2</b>	<b>EC2</b>	Educational Management and Administration	60+45=105	4	20*	80	100
<b>3</b>	<b>EC3</b>	Educational Measurement and Evaluation	60+45=105	4	20*	80	100
<b>4</b>	<b>EC4</b>	Value Education and Human Rights	60+45=105	4	20*	80	100
<b>5</b>	<b>EC5</b>	Woman Education in India	60+45=105	4	20*	80	100
<b>6</b>	<b>EC8</b>	Special Education	60+45=105	4	20*	80	100
<b>7</b>	<b>PC</b>	Service Course Compulsory	60+45=105	4	20*	80	100
<b>Total of Part – A</b>			<b>420</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part – B (Practical)</b>							
<b>8</b>	<b>DIS4- Dissertation</b>	Dissertation Workshop- Report Writing & its Presentation	120	3	25	-	25
<b>Total of Part- B</b>			<b>120</b>	<b>3</b>	<b>25</b>	<b>-</b>	<b>25</b>
<b>Part –C</b>							
<b>9</b>		Viva for Dissertation (Internal & External Examiner)	60	2	-	50+25=75 (dissertation + viva) internal & external	75
<b>Part –D</b> <b>100 MARKS MCQ: 50</b> <b>100 MARKS MCQ: 50 Question each question 2 marks ( Philosophy, Psychology, Research, Teacher Education and ICT ) This 5 Papers -10 Question for each paper</b>							
<b>10</b>		<b>100 MARKS MCQ: 50</b>				100	100
<b>Total of Part A+B+C</b>			<b>600</b>	<b>21</b>	<b>105</b>	<b>495</b>	<b>600</b>

**\*Internal:20Marks: (for four activity)**

## Semester-IV

### EC1- ICT IN EDUCATION

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

#### Objectives:

To enable the student teacher to:

1. To understand the Concept, need and importance of ICT.
2. To get acquainted with ICT supported teaching learning strategies.
3. To prepare the students to select to appropriate ICT facilities.
4. To get acquainted with the new trends in ICT.
5. To Develop skills of using Multimedia in Education.

**Course Outcomes:** After completion of this course the student will

- Describe the Concept, need and importance of ICT
- Explain ICT supported teaching learning strategies
- Select to appropriate ICT facilities
- Use new trends in ICT
- Use skills of using Multimedia in Education

#### Unit I.: ICT in Education

**20Marks**

- a. Concept, Need and Importance of ICT in Education.
- b. Application of ICT in education.
  1. Teaching learning
  2. Research
  3. publication
  4. Administration
  5. Evaluation
- c. Challenges and barriers to integration of ICT in Indian schools
- d. Safe use of ICT – anti- virus, Legal and Ethical Issues, awareness regarding cyber acts.
- e. Qualities of ICT teacher – skill & qualities

**Activity-** Make your pen drive virus free and prepare ppt on cyber acts

#### Unit II: -New Teaching Learning Strategies

**20 Marks**

- a. E-Learning (online, offline)–concept, features and educational application
- b. Co-operative and Collaborative Learning –concept, features and educational application
- c. Project based Learning –concept, features and educational application
- d. Communication Tools - Mobile, e-mail, chat Online, Conferencing, Blog, Wiki, Internet forum, News Groups. Various educational mobile apps, e-group, Social Networking as an effective Communication Tool.

**Activity-** Develop your own blog.

**UNIT III: New Trends in ICT****20 Marks**

- a. Virtual Classroom - concept, elements, advantages and limitations
- b. Smart class room – concept, elements, advantages and limitations
- c. Edusat - concept, elements, advantages and limitations
- d. Online Learning Resources: e- Library, Websites, Apps, and MOOCS
- e. Flipped classroom: concept, elements & limitation

**Activity-** Make presentation through online resources.

**UNIT IV: Role and Application of Multimedia****20 Marks**

- a. Concept and type of educational media
- b. Application of educational media
- c. Educational use of different media
- d. Concept and uses of multimedia
- e. Role of web-based Multimedia & social sites (online& educational apps)

**Activity-** Discuss in two groups on use of Multimedia in Education.

**Transaction-Mode:**

Lecture-cum-

Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises

**Practicum: (any one)**

1. Prepare a blog related to your subject and print a screen shot.
2. Upload any ideal lecture on youtube/facebook and mention link.
3. Visit to a Smart classroom of any school and send report through email to your concerned teacher.

**Reference Books:**

1. Gagne, R. M., & Briggs, L. J. (1979). Principles of instructional design. (2 nded.) New York: Holt, Rinehart, and Winston.
2. Gerlach, V. S. & Ely, D. P. (1971). Teaching and media: A systematic approach. Englewood cliffs, NJ: Prentice-Hall.
3. Hackbarth, S. (1996). The Educational Technology handbook. Englewood Cliffs, NJ: Educational Technology Publication.
4. Khan, B. H. (Ed.) (1997). Web-based instruction. Englewood Cliffs, NJ: Educational Technology Publication.
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6. 10 Richey, R. (1986). The theoretical and conceptual bases of instructional design. London:
7. Romizowski, A. J. (1986). Developing auto-instructional material. London: Kogan Page.
8. Babola, Daniel T. (1998). Microsoft World. New Delhi: Prentice Hall of India Pvt. Ltd.
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14. Honcok, A, (1977). Planning for Educational Mass Media: New York. Longman Group Ltd.
15. Jain, Madhulika & others (2000). Information Technology Concepts. New Delhi:BPB Publications.
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23. Dixit, Manish, Internet an Introduction. New Delhi: Tata McGraw- Hill Publishing Company Ltd.
24. Laura, Marey Gold & Dan, Post (1998). Microsoft Excel 97. New Delhi: Prentice Hall of India Pvt. Ltd.
25. O'Leary Timothy J. Microsoft Office 2000. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
26. Tatpuje, Dipak & Others (2001). Information Technology Applications. Pune: Nirali Prakashan.
27. Dr. Shaikh Imran Ramzan, Introduction to Educational Technology& ICT (2013) Mc Graw- Hill Publication, New Delhi
२८. जगताप ह.न. शैक्षणिकतंत्रज्ञान पुणे : नुतन प्रकाशन
२९. ओक सुमन. प्रगत शैक्षणिकतंत्रविज्ञान.
३०. बर्वेमिनाक्षी, संगणकशिक्षण व शिक्षक पुणे : नुतन प्रकाशन
३१. जगताप ह.न. शिक्षणातील आधुनिक विचारप्रवाह. पुणे : नुतन प्रकाशन
३२. राव उषा शैक्षणिकतंत्रविज्ञाननागपूर : महाराष्ट्र राज्यविद्यापीठग्रंथनिर्मिती मंडळ..
३३. अलोगी अर्चना, शैक्षणिकतंत्रविज्ञान व व्यवस्थापन, नागपूर: पिंपळापुरे अँड कं.पब्लिशर्स

## Semester-IV

### EC2- EDUCATIONAL MANAGEMENT AND ADMINISTRATION

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

#### Objectives:

1. To acquaint students with the Emerging Concept of Educational Administration.
2. To impart knowledge of the concept of related concepts underlying Educational Administration.
3. To help the students to understand the nature of Educational Planning, Educational Leadership.
4. To Develop the students understanding and appreciation of the theories of Educational Administration and Leadership.
5. To Develop an Insight about key concepts of Educational Supervision.

**Course Outcomes:** After completion of this course the student will

- Describe the Emerging Concept of Educational Administration.
- State concepts underlying Educational Administration
- Explain the nature of Educational Planning, Educational Leadership
- Explain the theories of Educational Administration and Leadership.
- Describe key concepts of Educational Supervision

#### Unit I: Educational Planning and Process:

**20 Marks**

- a. Educational Planning: Concept, Nature, Need and Importance.
- b. Types of Educational Planning,
- c. Process of Educational Planning - District Level Including Micro level planning exercise, Institutional Planning.
- d. Different Approaches to Educational Planning, Economic and Social.
- e. Steps in Preparation of Plans, Implementing, Evaluating and Readjusting a Plan.

**Activity- Discuss on Educational planning in a group.**

#### Unit II: Educational Leadership

**20 Marks**

- a. Meaning and Nature of Educational Leadership,
- b. Theories of Leadership
- c. Styles of Leadership: Autocratic, Democratic & Laissez Faire,
- d. Quality of Educational Leadership.

**Activity- Make a list of qualities of good leadership.**

#### Unit III: Educational Management& Administration

**20Marks**

- a. Concept Nature and Scope.
- b. Theories of Administration

1. Scientific Management : F.W Taylor
2. Bureaucratic Model : Max Weber
3. Human Relations and Human Resources Model : Elton Mayo
4. Political and Decision making model

**Activity- make a PowerPoint presentation in two groups of theories of administration.**

#### **Unit-IV: Educational Supervision and Expenditure**

**20 Marks**

- a. Educational Supervision :Meaning , Nature &Functions
- b. Supervision v/s Inspection
- c. Planning, Organizing and Implementing Supervisory Program
- d. Issues and Challenges in Educational Supervision.
- e. Educational Expenditure: Meaning and Types
- f. Concept of Cost of Education and Expenditure on Education
- g. Management of Various Resources :Human ,Physical &Financial

**Activity- Arrange a debate - on Planning of Education.**

#### **Transaction-Mode:**

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises

#### **Practicum :( Any one)**

- 1) A Study of Academic Calendar of any one Educational Institute
- 2) Study of Leadership Qualities of any one Head of the Teacher Training Institutions.
- 3) Visit to any one Managements School - / Military School / Navodaya Vidyalaya / Ashrama Shala and Report Writing.

#### **References:**

1. Adams, D. (1958.): Educational Planning, Centre for Development of Education, Syracuse University Press, All University School Education,
2. Bettelheim, C.: Study in the Theory of Planning, Asia Publishing House, Bombay,1961.
3. Campbell, R.F. and Gregg, (1957)Administrative Behavior in Education, NewYork,.Harper and Brothers.
4. Dull, L.E.W. (1960),Criteria for Evaluating the Supervision Programme in School System ,Ohio Findlay.
5. Harold-Koontz & Cyril O'Donnell (1959). Principles of Management ,New York, McGraw-Hill Book Company,
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7. Bhatt, B. D. & Sharma, S.D. (1992). Educational Administration: Hyderabad Kanishka Pub. House Book links Corporation, Naryanguda.

8. Chalam, K. S. (1993). Educational Policy for Human Resources Development. Company, New Delhi. Deep & Deep Publishers.
9. Chaturvedi, R. N.(1989). The Administration of Higher Education in India (Jaipur): Print well Publishers..
10. Chturvedi, R. N. The Administration of Higher Education in India. Print well Romesh vermin. Educational Management Innovative Global Pattern. Regency Pub. New Delhi – 11008:1997 Publisher Jaipur.
11. Goel, S. L. (2005). Management in Education. New Delhi: A.P.H. Publishing Corporation.
12. Goel, S. L. & Goel, Aruna (1994). Educational Policy & Administration: Deep & Deep Publications.
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14. George R. Terry: Principles of Mangement. (3rd ed). Richard Publication,Homewood, 1954.
15. Koontz, H. & O'Donnell, C(1959): Principles of Management. New York McGraw-Hill Book Company.
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19. Naik, J. P(1965): Educational Planning in India, Bombay Allies publishers.
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## Semester-IV

### EC3- EDUCATIONAL MEASUREMENT AND EVALUATION

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

**Objectives:** To enable the student to-

1. To get acquainted with the basic concepts and practices adopted in Educational Measurement and Evaluation
2. To understand the relationship between measurement and Evaluation
3. To understand taxonomy of Educational.
4. To get acquaint with various reforms in Examination and Evaluation system
5. To get oriented with the tools of educational measurement and Evaluation.
6. To know Modern Trends in Evaluation

**Course Outcomes:** After completion of this course the student will able to

- Describe the basic concepts and practices adopted in Educational Measurement and Evaluation
- Compare taxonomy of Educational
- State the relationship between measurement and Evaluation
- Explain various reforms in Examination and Evaluation system
- Give example of using the tools of educational measurement and Evaluation
- State Modern Trends in Evaluation

#### Unit I: Educational Evaluation and Examination Reforms

**20 Marks**

- a. Meaning and concept of Educational Measurement
- b. Educational Evaluation - Concept, process, principles and Types.
- c. Relationship among measurement and evaluation
- d. Taxonomies of educational objectives.
  1. Bloom's taxonomy of Cognitive domain.
  2. Krathol's taxonomy of Affective domain
  3. Dave's taxonomy of psychomotor domain
- e. Examination reforms –
  1. Grading and Credit System.
  2. Semester System.
  3. Question Bank.
  4. Continuous and comprehensive Internal Assessment.
  5. Moderation and revaluation.
  6. Online Examination.
  7. Open book exam

**Activity** – Discuss in two groups how to reform examination



- ### Activity – make a list of tools of measurement

## Unit III: Development and Standardization of Tool 20 Marks

- Activity - Make tool for research and standardized it.**

## Unit IV Modern trends in Evaluation 20 marks

- Activity- Make any one subject paper for open book exam.**

**Transaction-Mode:**Lecture-cum-Discussion, BrainStorming, GroupDiscussion, Presentations, Paneldiscussion, Seminarpresentations, research exercises

**Practicum (any one):**

1. Study of online examination system through visit to computer Institute.
2. Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)With the readymade test or inventory and interpret the results.
3. Prepare an Achievement Test by using steps for Standardization.

## References:

1. Blood, Don and Budd, William, (1972). Educational Measurement and Evaluation. New York: Harper and Row Publishers.
2. Chavan, C.P.S., (1993). Emerging Trends in Educational Evaluation. New Delhi: Commonwealth Publishers.
3. Choppin, Bruce and PasHethwaite, T. (1981). Evaluation in Education an International Review Series. New Delhi :
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5. Ebel, Robert and Frisble, David (2003). Essentials of Educational Measurements. New Delhi : Prentice Hall of India.
6. Gramund, N.E., (1985). Measurement and Evaluation Teaching 5th Edition.
7. Harper, Edwin and Harper, Erika (2003). Preparing Objective Examinations New York: Machmillan Publishing Company.
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9. A Handbook for Teachers, Students, and Examiners, New Delhi: Prentice Hall of India.
१०. दांडेकर व.ना. शैक्षणिक मापन व मूल्यमापन आणि संख्याशास्त्र. पुणे :नुतन प्रकाशन.
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१३. भंडारी प.व. (१९६८) शैक्षणिक समाजशास्त्र. सातारा : राबिल पब्लीकेशन.
१४. जाधव व गायकवाड (२०१५) शिक्षणातील आधुनिक विचारप्रवाह. औरंगाबाद :कैलाश पब्लीकेशन.

## Semester-IV

### EC4- MORAL EDUCATION IN INDIA

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

#### Objective

1. To understand the nature and concept of moral education.
2. To understated the moral development of the child
3. To help Intervention Strategies for Moral Education and Assessment of moral maturity
4. To understand Human Right Education, need and importance of Education for Human Rights in the Existing social scenario.

#### Learning outcomes and the course will enable the student teacher to:

- Describe the need and importance of Value-Education and Human Rights.
- Analyze nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
- Describe/explain the basis of morality and the place of reasons and Emotions in moral development of the child.
- Design/develop/describe the process of moral development, cognitive and social development.
- Identify/develop various intervention strategies for moral education and conversion of moral Learning into moral education.
- Understands the Human Rights and Human Rights Education.
- Understands the Models of Human Rights Education.
- Analyze models of Human Rights Education through various methodologies.

#### Unit - I) Nature and Concept of Moral Education

**20 Marks**

- a) Moral Education, religious education
- b) Language of moral education - its form and context characteristics of a morality Educated persons.
- c) Justice and Care - the two dimensions perspectives in Mortality: Dichotomy between Reason and passion.
- d) Moral Judgment and Moral Action.

**Activity** – Discuss- state any example of implementation of moral education through behavior of teacher .

#### Unit - II) Moral Development of the Child

**20 Marks**

- a) Concept of Development and Concept of Moral development.
  - b) Psycho-analytic approach.
  - c) Learning theory approach, especially social learning theory approach.
  - d) Cognitive developmental approach - Piaget and Kohlberg, Stages of moral Development and their characteristic features.
1. Moral Learning outside the school - child rearing practices and moral Learning, Moral learning via Imitation, Nature of Society and moral learning. Media and moral Learning.
  2. Moral Learning Inside the school: providing "form" and "Content to education".
  3. Moral Education and the curriculum: Can moral education be imparted taking it as a Subject of curriculum.

**Activity** – Make list of program or activity for moral development of child

**Unit-III) Intervention Strategies for Moral Education And  
Assessment of moral maturity**

**20 marks**

- a) Model of Moral Education - i) Research Building Model, ii) The consideration Model, iii) Value classification model, iv) Social Action Model, v) Just community intervention model.
- b) Assessment of moral maturity via moral dilemma resolution.
- c) Examples of some select moral dilemmas.

**Activity- Arrange poster presentation on Assessment of moral education.**

**Unit - IV) Human Right Education:**

**20 Marks**

- a) Need and importance of Education for Human Rights in the Existing social scenario.
- b) Human Right Education through curriculum
- c) Human Right Education for Child, Women and Others backward classes
- d) Role of United Nations Organization (UNO); National Human Rights
- e) Commission and Non-Governmental Organization in development of Human Right Education

**Activity – Arrange group discussion on how we aware human right through education.**

**PRACTICUM-(Any one)**

1. Organize any programme for school children for inculcating different values.
2. Create a programme for awareness among the school/college students about Human Rights Values.

**MODE OR TRANSACTIONS:**

Lecture, Seminars, Documentary, Visual-audio devices, Reflective discussion in a group and presentation, debate, educational visits, activities, brainstorming.

**REFERENCES:**

- 1) Bajwa G S, Human Rights in India – Implementation and Violations, Anmol Publications, New Delhi, (1997)
- 2) Borgohein Bini, Human Rights, Social justice and Political challenge, Kaushik Publishers, distributors, New Delhi (1999)
- 3) Devasia VV & Devasia Leelamma, Women Social justice and Human Rights, APH Publishing corporation, New Delhi (1998)
- 4) Kumar Arvind, (1998) , Encyclopedia of Human Rights Violence and Non-violence, Anmol Publications, New Delhi
- 5) Mehta P L & Verma Neena, (1999) Human Rights under the Indian Constitution – The Philosophy and judicial Gerry mondering, Deep & Deep publications, New Delhi
- 6) Modi Ishwar, (2000) ,Human Values and Social Change, Rawat publications, New Delhi,
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- 10) मुळावकर संतोष, मूल्यशिक्षण: सुसंवाद, नागपूर: विद्या प्रकाशन.

## Semester-IV

### EC5- WOMEN EDUCATION IN INDIA

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

#### Objective

1. Understand the present status and problems of deprived in India
2. Understand Status, Problems and Issues of Girls Education in India
3. Understand Constitutional provision and scheme for women.
4. Know the Role and function of NGO's for women development
5. Understand the Co-education – Use its educational implications.

#### Course Outcome

**After completing this course Teacher-Trainee enable to-**

1. Explain the concept of Deprived
2. Explain the Problems with solution of Girls education.
3. Explain the Importance of Woman empowerment
4. State the Role of NGO about Deprived and Woman Education
5. Describe Constitutional provisions and schemes for women development

#### Unit I: Women Education in Indian 20 Marks

- a. Women education: meaning, concept and characteristics
- b. Present statues and problems of women education in India.
- c. Constitutional provisions and schemes for women development
- d. Changing role of woman in Indian context.
- e. Role of Education in Women Development

**Activity** – Arrange panel discussion on important of higher education in women development .

#### Unit II: Status, Problems and Issues of Girls' Education in India 20 Marks

- a. Present Status, problems and issues of Girls Education in India
- b. Impact of Caste, Class, community and gender on Girls Education
- c. Co- education impact
- d. Community participation for education of the girl child.
- e. Identification of priority areas of research on girls' education.

**Activity-** Make poster presentation on problems of girl's education

### **Unit III: Women Empowerment 20 marks**

- a. Women Empowerment: Meaning,, Concept, Objective
- b. Aspects of Women Empowerment : Education, Social, Economic, political status
- c. National policy of women empowerment
- d. Various theories of feminism : Liberal Feminism & Socialist
- e. Women Entrepreneurship: Concept and Importance
- f. Women empowerment : Issues & remedies in India

**Activity – Arrange essay writing practice on women empowerment in India**

### **Unit IV: Women and Various Agencies 20 Marks**

- a. Issues related to women safety and various acts
- b. National and state women commission
- c. Human rights and woman development
- d. Role and function of NGO's for woman
- e. Evaluation of centrally and state sponsored schemes on girls' education.

**Activity – Discussion on Human rights and woman development**

### **Practicum: (Any one)**

1. Report Writing – Gender perspectives/women's Movement-Historical Perspective
2. Role Model case studies of Women entrepreneurs
3. Exchange of ideas among faculty and students in groups discussions and groups initiatives on the topic-women and development / women and Education/Feminism.
4. Survey-To find out problems and challenges of women at work and its practical solutions.

### **Transaction mode**

1. Lecture cum discussion
2. Individual & group assignment through self-study in the library and presentation in seminar.
3. Observation of situation in a schools and out of the schools.
4. Preparing reflective diaries.
5. Using project method
6. Interaction with classroom teacher, observation and then reflective discussion in a group.
7. Library study and project work.

### **Essential Reading**

4. Aggarwal, J.C. (2004) Development of Education System in India. New Delhi : Shipra. Publication
5. Aggarwal, J.C. (2004) Modern India Education. New Delhi: Shipra. Publication

6. Report of the Education Commission (1964-66) Education and National Development. New Delhi : NCERT.

## References

1. Bank, B.J. (2007): Gender and Education: An Encyclopedia. London Praeger, Westport.
2. Bhatt, B.D. & Sjar, a. S.R. (1992) : Women's' education and social development Delhi
3. Kanishak. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly.

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1. Ramchandran, V. (1998) : Girls and women Education: Policies and implementation Mechanism. Case study : India, Bangkok, UNESCO.
2. Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
3. Subramanyam, R. (2003) : Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development,
4. Sadavinich, A.R. (2007) : Sociology of Education. New York: Rutledge.
5. Elizabeth M. King & M. Anne Hill (1991) Women's Education in Developing Countries
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8. [www.unicef.org/education/girl-education](http://www.unicef.org/education/girl-education)
9. <https://womenseducationproject.org>
10. <https://plato.stanford.edu>
11. <https://www.thoughtco.com/socialist-feminism>
12. <https://core.ac.uk>
13. <https://www.google.co.in/books/education>

## Semester-IV

### EC8- SPECIAL EDUCATION

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

**Objectives: - Learning outcomes and the course will enable the student teacher:**

- i) To Student understands the nature of Special Education.
- ii) To enable to describe the modes and approaches of identification of special children.
- iii) To understands the meaning, concept, characteristics, causes and various types of special children.
- iv) To understands the meaning, concept, characteristics, types, causes, educational programmes, prevention and rehabilitation of various types of special children.
- v) To enable to analyze data and identifying various types of special children.
- vi) To Understands the significance of enrichment programmes for various types special children.
- vii) To Understands prevention and rehabilitation programmes of various types of special children.  
To understands the concept and nature of Inclusive education.

**Course Outcome After completing this course Teacher-Trainee enable to-**

- State the nature of education.
- Describe the modes and approaches of identification of special children
- Explain meaning, concept, characteristics, causes and various types of special children
- Analyze , characteristics, types, causes, educational programmes, prevention and rehabilitation of various types of special children
- State the example of prevention and rehabilitation programmes of various types of special children
- Describe the concept and nature of Inclusive education.

**UNIT-I Special Education and Mentally Retarded Marks-20**

- i) Meaning and scope of Special education. ii) Needs and objectives of special education.
- iii) Meaning and characteristics of mentally retarded.
- iv) Causes and types of mentally retarded.
- v) Educational programmes for mentally retarded.
- vi) RPWD Act 2016.
- vii) The National Trust Schemes.
- viii) Hidden disabilities.

**Activity** –Game: Tie a band around eyes and feel the experience of blindness

**UNIT-II Education For Visually and Hearing Impaired (Marks-20)**

**I) Visually Impairment:**

- i) Meaning and characteristics of visually impaired.
- ii) Types and causes of visually impaired.
- iii) Educational programmes for visually impaired.



- iv) Prevention and rehabilitation for visually impaired.

## **II) Hearing Impairment:**

- i) Meaning and characteristics of hearing impaired.
- ii) Types and causes of hearing impaired. iii) Educational programmes for hearing impaired.
- iii) Prevention and rehabilitation for hearing impaired.

**Activity** -Debate on curriculum subjects, Policies-Acts about disabled

## **UNIT-III Education for Gifted, Creative and Orthopedically Handicapped Children (Marks-20)**

- i) Meaning and characteristics of gifted and creative children.
- ii) Need and significance of special education for gifted and creative children.
- iii) Enrichment programmes for gifted and creative children.
- iv) Importance of special education for gifted and creative children.
- v) Causes and types of orthopedically handicap.
- vi) Educational Programmes for Orthopedically handicap.
- vii) Prevention and rehabilitation for orthopedically handicap.

**Activity**- Interview with impaired/disable person and write a report

## **UNIT-IV Education for Juvenile Delinquents. (Marks-20)**

### **Content:**

- i) Meaning and characteristics of Juvenile delinquency.
- ii) Types and causes of Juvenile delinquency. iii) Causes and Remedies of anti-social character disorder.
- iii) Educational Programmes and Rehabilitation for Juvenile delinquency.

**Activity**- Play, act and imagine in a group as a disabled person. (make a group of 2-5 students)  
& Play a game of basic sign language.

### **MODE OF TRANSACTION:**

Lecture, Seminars, Documentary, Visual-audio devices, Reflective discussion in group and presentation, activities.

### **PRACTICUM (one of the following)**

- 1) Visit to any local special school and write a report.
- 2) Write a case study report of special child.
- 3) Conduct a case study of a child belonging to Remand Home and write a report.
- 4) Determine the IQ of gifted child and write a report.
- 5) Take review of research papers on recent trends in special education.
- 6) Visit to residential rehabilitation centre and write a report.
- 7) Conduct an interview of rank-holder student in SSC/HSC examination.

### **REFERENCES:**

- 1) Ahuja A, Jangira N K. (2002): Effective teacher training :cooperative based approach. New Delhi, National Publishing House
- 2) Anlscow, M, (1994). Special Needs and the classroom: UNESCO Publishing.
- 3) Bharitya Educational Psychology (2007): Lucknow, Indian Institute of Educational Research.
- 4) Bhartiya Shiksha Manovigyan: Lucknow, Bhartiya Shiksha ShodhSansthan.

- 5) Gulhane Gajanan, Dhande, Kiran (2012): Adhyan Kshamta, Amaravati, Nabh Prakashan
- 6) Gore, M C (2004): Successful inclusion strategies for secondary and middle school teachers, Oxford, Corwin Sage Publishing co.
- 7) Inclusive Teaching Creature Effective Schools for all Learners, Allan and Bacon, Boston.
- 8) Jha, M (2002): Inclusive education for all: schools without walls, Chennai, Heinemann Educational Publisher, Multivista Global Ltd.
- 9) Kolhatkar K. K, Bhartiya Manasshastra (PatanjalYogdarshan)
- 10) LajjramTomar.(2015): Bhartiya Shiksha ManovigyanKe Aadhar, Kurukshetra, Vidya Bharti Sankriti Shiksha Sansthan.
- 11) Mangal, S. K.: Education of exceptional children, New Delhi, PHI
- 12) ManovigyanKe Adhar: Delhi, Indira Gandhi National Open University
- 13) National Policy of Education ( 1986,1992) MHRD, GOI, Delhi.
- 14) Panda, K. C. (2002). Education of Exceptional Children.
- 15) Parekh, B. C. (2000): Rethinking multiculturalism, culture diversity and political theory.
- 16) Reddy, L. G Ramar R, & Kusuma A. (2000). Education of children with special needs. New Delhi, Vikas Publishing House Pvt. Ltd,
- 17) Shetkar Ganesh, KhadkikarBandini.(2013): Vishesh Shikshan, Aurangabad, Mrunmai Prakashan.
- 18) Shukla, Laxmi: Bhartiya Manovigyan
- 19) Vaishanav, R. Patil, P (2015): Apangsamaveshitshikshan anni sarvashikshaabhiyan, New Delhi, Sandesh Prakashan.
- 20) कदम व जोशी (२०११), विशेष शिक्षण, नागपूर : विद्या प्रकाशन.

## Semester-IV

### Service course

- Every college/ Dept. can develop their own service course this is only for example

#### Life Skill Education

<b>Credits-4 (60 Hours)</b>	<b>Maximum Marks -100</b>
<b>Contact Hour per week-5</b>	<b>Theory marks-80</b>
<b>Examination Duration: 3 Hours</b>	<b>Internals-20</b>

#### Objectives

To enable the students to:-

1. Know about life skills & its importance in today's age.
2. Develop and maintain Interpersonal relationship.
3. Manage emotions & stress.
4. Take decisions effectively.
5. Manage individual Health management.

#### Part – II Internal Assessment -20 Marks

1. Project= 10 Marks.
2. Assignment =10 Marks.

#### Unit – I Meaning, Nature and Importance of Life Skills

- a) Meaning & Nature of Life skills
- b) 10 Life skills According to WHO
- c) Importance of Life skills

#### Unit –II Interpersonal Relationships & Decision Making

- a) Relationship with family, Peers, Teachers
- b) Resolving conflicts
- c) Decision making – factors affected on decision

#### Unit –III Management of emotions& stress

- a) Managing emotions and stress
- b) Use of yogic practices For controlling emotions and stress
- c) Types and Advantages of Pranayama

#### Unit – IV Health Management

- a) Health –Good & Bad Habits
- b) Types of PraKrut
- c) Ahara ( Food yoga)
- d) Practices & importance of Asanas

**Practical Work: - any one of the following**

1. Make Balance Ahara chart with scientific base according to Health management and compare with your own food and habits.
2. Write a short project report on one successful personality about developing Healthy Relationship.
3. Make a list of things in your own life which are creating stress & get feedback from others how to solve these problems.

**REFERENCES:**

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