

# **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 2017 June 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 2017 June 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>		A candidate desirous to appear for the M.Ed. Examination as a regular student must have attended a college or an institution recognized by NCTE and affiliated by University for the purpose of two academic years. <b>Attendance :</b> The Candidate must have 80% attendance for theory & 90% for Practical. Concession for attendance (as per Govt. norms)
<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>	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.  Admission process (including CET) will be conducted by the Government as per the rules changed time to time.  Medium of examination (Theory and practical) will be Marathi, English & Hindi. 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. 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:- I) The candidate has satisfactorily conducted research within the Stipulated period. II) The Dissertation is the candidates own work and sufficiently be of high standard.
<b>R - 171</b>	<b>(A)</b>	Deleted
<b>R -172.</b>		Deleted
<b>R - 173 Rectified and deleted as</b>		<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. A Candidate shall have to complete all practical and internal work, dissertation with Viva-voce before he/she appears for fourth semester

	<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>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 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></p> <p>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></p> <p>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 complete the course in maximum period (Four years/Eight semesters).</p>

**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) Non appearance 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:

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

$$\text{Sum (Course Credit)}$$

- 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

### **DIS2-Dissertation**

1. Dissertation work shall commence from semester II and shall be completed by the end of semester IV.
2. The candidate shall have to carry out research work, under the supervision of a faculty as decided in the Department of Education of the Institute.
3. The Candidate shall have to submit three copies of the dissertation duly certified by the Supervisor / Guide before of February end.
4. The dissertation shall be examined out of 100 marks by two examiners(one internal and one external) and shall conduct the viva-voce jointly and submit the assigned marks to the University controller of examination.

**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	06 out of 07	Answer in 200-250 words	05	30
2	Content Based Long Answer type Question	03 out of 04	Answer in 300-400 words	10	30
3	Application based Question	02 out of 03	Detail Answer with application	10	20
				<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	215	310	525
Second	600	21	205	320	525
Third	600	21	205	320	525
Fourth	600	21	130	395	525
<b>Total</b>	<b>2400</b>	<b>84</b>	<b>755</b>	<b>1345</b>	<b>2100</b>
<b>Grand total</b>	<b>2400</b>	<b>84</b>	<b>755</b>	<b>1345</b>	<b>2100</b>

**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 04 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

### मूल्यमापन विषयक सूचना

- १) पेपर सेटींग ही सर्वाची सामाईक असेल व परीक्षा सोबतच होतील. (विदयापीठ विभाग आणि महाविद्यालय)
- २) विदयापीठातील विभाग आणि उपकेंद्र मधील विद्यार्थ्यांचे प्रात्याक्षिक व पेपर तपासण्याचे कार्य (स्वायत्तेच्या नियमानुसार) संबंधित विभागातच होतील.
- ३) सर्व संलग्नित महाविद्यालयाच्या पेपर तपासणीचे कार्य पुर्वी प्रमाणे CAP पध्दतीने विदयापीठाच्या परिक्षा विभागात होईल. (विदयापीठ व उपपरिसर विभाग वगळता)
- ४) प्रात्याक्षिक कार्य व अंतर्गत कार्याचे तपासणी प्रत्येक सेमीस्टरच्या शेवटी औरंगाबाद व जालना जिल्हयासाठी विदयापीठ विभाग आणि शासकीय महाविद्यालय औरंगाबाद तर बीड जिल्हयासाठी शासकीय अध्यापक महाविद्यालय अंबेजोगाई, उस्मानाबाद जिल्हयासाठी विदयापीठ उपपरिसर उस्मानाबाद येथे आयोजित करण्यात यावे.
- ५) सदरील प्रात्याक्षिक परिक्षेसाठी केवळ एम.एड.ला अध्यापन करणारे पात्रताधारक, विदयापीठ मान्यता प्राप्त शिक्षकांनाच परीक्षक म्हणून नेमावे.
- ६) सदरील प्रात्याक्षिक कार्य संबंधित महाविद्यालयातील शिक्षकांनी तपासलेले असणे बंधनकारक असून तसा अहवाल प्राचार्यांच्या स्वाक्षरीने प्रात्याक्षिक परीक्षेपूर्वी देणे ही संबंधित महाविद्यालयाची जबाबदारी असेल. या अहवालात काही त्रुटी आढळून आल्यास महाविद्यालयातील संबंधित त्यास जबाबदार असतील.

### M. Ed. Semester I

Sr. No.	Code & 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>TC1-Tool course</b>	Research Methodology-I	60+45=105	4	20*	80	100
4	<b>SP-A Foundation Tool Course Specialization</b>	Self-development & Yoga	45+30=75	2	10*	40	50
5	<b>B</b>	Constitution of India	30	2	20	30	50
<b>Total of Part A</b>			<b>420</b>	<b>16</b>	<b>90</b>	<b>310</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	50	-	50
6	<b>TCP-2 Tool course</b>	Communication Skills	30	1	25	-	25
7	<b>TCP-3 Tool course</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>125</b>	<b>-</b>	<b>125</b>
<b>Total of Part – A &amp; B</b>							
<b>Total (A+B)</b>			<b>600</b>	<b>21</b>	<b>215</b>	<b>310</b>	<b>525</b>

**\*Internal :20Marks : (One Test and one Practical for each Paper)**

**One Test - 10 Marks**

**One Practicum -10 Marks**

## M.Ed. Semester II

Sr. No.	Code & Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part- A (Theory)</b>							
1	<b>PC3- Perspective</b>	Sociological & Historical Foundations of Education	60+45= 105	4	20*	80	100
2	<b>PC4- Perspective</b>	Education Studies	60+45= 105	4	20*	80	100
3	<b>TE1- Teacher Education</b>	Teacher Education –I	60+45= 105	4	20*	80	100
4	<b>SC- (any one)</b>	i) Elementary Education ii) Secondary and Higher Secondary	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	<b>DIS2- Dissertation</b>	Dissertation Workshops- Online/offline 1-Review of research & related literature, 2-Preparing tool for research	30	1	25	-	25
6	<b>INT1- Internship –I / Field Work</b>	Internship on B. Ed / D. T. Ed college (2 weeks) <i>Actual teaching experience of core and Methodology subject (3 core papers + 1 each method =5)</i>	120	3	75	-	75
7	<b>TCP4- Tool course</b>	Academic Writing	30	1	25	-	25
<b>Total of Part –B</b>			<b>180</b>	<b>5</b>	<b>125</b>	<b>-</b>	<b>125</b>
<b>Total of Part A &amp; B</b>			<b>600</b>	<b>21</b>	<b>205</b>	<b>320</b>	<b>525</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>205</b>	<b>320</b>	<b>525</b>

**\*Internal :20Marks : (One Test and one Practical for each Paper)**

**One Test - 10 Marks**

**One Practicum -10 Marks**

### M. Ed Semester III

Sr. No	Code & Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part – A (Theory)</b>							
1	<b>PC5-Perspective</b>	Curriculum Studies	60+45=105	4	20*	80	100
2	<b>TE2-Teacher Education</b>	Teacher Education –II	60+45=105	4	20*	80	100
3	<b>TC2</b>	Research Methodology - II	60+45=105	4	20*	80	100
4	<b>SP-EL/SPHE Specialization</b>	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	<b>INT-2 Internship-2</b>	* Internship as per specialization (2weeks) <i>Guidance &amp; supervision of B.Ed. internship programme at school.</i> <i>Guidance &amp; Observation of 5 each method + participation in school activities.</i>	120	3	75	-	75
6	<b>DIS-3 Dissertation</b>	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>125</b>	<b>-</b>	<b>125</b>
<b>Total of Part A &amp; B</b>			<b>600</b>	<b>21</b>	<b>205</b>	<b>320</b>	<b>525</b>
<b>ISB: Academic Writing , as Research Writing Organize three Chapters</b>			-	-	-	-	-
<b>Total (A+B)</b>			<b>600</b>	<b>21</b>	<b>205</b>	<b>320</b>	<b>525</b>

**\*Internal :20Marks : (One Test and one Practical for each Paper)**

**One Test - 10 Marks**

**One Practicum -10 Marks**

\* Internship as per specialization (1week) *Guidance & supervision of B.Ed. internship programme at school.*  
*Guidance & Observation of 5 each method + participation in school activities.*

\* **M.Ed Students engagement sites / fields are as follows (1week)**

- a. Professional pre-service teacher education programme.
- b. An organization engaged in the development of innovative curriculum and pedagogic practices.
- c. International / national / state institution involved in curriculum design: textbook, development, education policy planning, formation and implementation, educational administration and management.

### M. Ed Semester IV

Sr. No.	Code & Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part –A (Theory)</b>							
<b>1,2,3 &amp; 4</b>	<b>Elective Course</b>	Theme based Elective cluster (Any <b>04</b> from <b>08</b> electives)	4x105 = 420	4x4= 16	20*x4= 80	80x4= 320	400
<b>EC1</b>	<b>Group - A</b>	1)ICT in Education					
		OR	105	4	20	80	100
<b>EC2</b>		2)Educational Management and Administration					
	<b>Group - B</b>						
<b>EC3</b>		1) Moral Education and Human Rights					
		OR	105	4	20	80	100
<b>EC4</b>		2) Woman and deprived Education in India					
	<b>Group - C</b>						
<b>EC5</b>		1) Special Education					
		OR	105	4	20	80	100
<b>EC6</b>		2) Educational Measurement and Evaluation					
<b>PC</b>	Paper No 4	Service Course Compulsory	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>5</b>	<b>DIS4- Dissertation</b>	Dissertation Workshop- Report Writing & its Presentation	120	3	50	-	50
<b>Total of Part- B</b>			<b>120</b>	<b>3</b>	<b>50</b>	<b>-</b>	<b>50</b>
<b>Part –C</b>							
<b>7</b>		Viva for Dissertation (Internal & External Examiner)	60	2	-	50+25=75 (dissertation+viva) internal & external	75
<b>Total of Part A+B+C</b>			<b>600</b>	<b>21</b>	<b>130</b>	<b>395</b>	<b>525</b>

**\*Internal :20Marks : (One Test and one Practical for each Paper)**

**One Test - 10 Marks**

**One Practicum -10 Marks**

# **M.Ed First Semester**

### M. Ed. Semester I

Sr. No.	Code & 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>TC1-Tool course</b>	Research Methodology-I	60+45=105	4	20*	80	100
4	<b>SP-A Foundation Tool Course Specialization</b>	Self-development & Yoga	45+30=75	2	10*	40	50
5	<b>B</b>	Constitution of India	30	2	20	30	50
<b>Total of Part A</b>			<b>420</b>	<b>16</b>	<b>90</b>	<b>310</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	50	-	50
6	<b>TCP-2 Tool course</b>	Communication skills	30	1	25	-	25
7	<b>TCP-3 Tool course</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>125</b>	<b>-</b>	<b>125</b>
<b>Total of Part – A &amp; B</b>							
<b>Total (A+B)</b>			<b>600</b>	<b>21</b>	<b>215</b>	<b>310</b>	<b>525</b>

**\*Internal :20Marks : (One Test and one Practical for each Paper)**

**One Test - 10 Marks**

**One Practicum -10 Marks**

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

### **PHILOSOPHICAL FOUNDATION OF EDUCATION**

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

#### **Objectives:**

1. To develop conceptual and functional understanding of Philosophy and Philosophy of education.
2. To develop appreciation of the basic tenets, principles and developments of major Eastern and Western Schools of Philosophy.
3. To develop critical appraisal of contributions made by prominent Indian and Western educational thinkers.
4. To enable the students to understand the significance of the ultimate human concern and the contribution of Philosophy in this regard.
5. To develop ability to make comparisons between different philosophies and their educational implications.
6. To acquire knowledge of human values and role of education.

#### **Unit I: Philosophy and Philosophy of Education 20 Marks**

- a. Philosophy - Meaning, Need, Scope and functions.
- b. Branches of Philosophy and Education: Metaphysics, Epistemology and Axiology.
- c. Philosophy of Education – Meaning, Scope, Importance, Relation and Functions.
- d. Modern Concern of Educational Philosophy (related to knowledge construction and innovation)

#### **Unit II: Impact of Eastern and Western Schools of Philosophy on Education 25 Marks**

(Educational Implications of these schools with special reference to – concept of knowledge, values, Pupil-Teacher relationship, freedom & discipline, basic tenets, Aims, objectives, Curriculum, Methodology.)

#### **Eastern Schools:**

- a) Vedic
- b) Buddhism
- c) Jainism
- d) Islam

#### **Western Schools:**

- a) Perennialism
- b) Reconstructionalism
- c) Essentialism
- d) Existentialism
- e) Post Modernism

#### **Unit III: Contributions of Educational Thinkers 25 Marks**

(With reference to their views of Philosophy of life, Concept of Human, Aims of Education, Teaching- Learning Pedagogy, School Environment & Role of Teacher and their Responsibilities)

- |                      |                     |
|----------------------|---------------------|
| a) Swami Vivekananda | b) Yogi Aurobindo   |
| c) Mahatma Gandhi    | d) J. Krishnamurthy |
| e) Dr. B.R. Ambedkar | f) Mahatma Phule    |
|                      | g) Dr.A.P.J.Kalam   |

**Unit IV: Philosophy of Human Values, Culture and Education****10 Marks**

- Philosophy of Human Values and Culture.
- Meaning and Types of values – Spiritual, Moral, Social, Aesthetics.
- National Values as mentioned in the Indian Constitution and their Educational Implications.
- Cultural diversity and its impact on Education.

**Practicum: (Any One) –****10 Marks**

Study and Prepare Report of :-

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

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१४. ब्रुबेकर, जॉन.एस.(१९७१). आधुनिक शिक्षणाचे तत्त्वज्ञान. पुणे : विद्या प्रकाशन.
१५. पारसनीस, न.रा. शिक्षणाची तात्त्विक व समाजशास्त्रीय भूमिका. नागपूर : विद्या प्रकाशन.
१६. पेंडके, प्रतिभा (२०१०) शिक्षणाची तात्त्विक आणि समाजशास्त्रीय भूमिका. नागपूर : विद्या प्रकाशन.
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१८. दिक्षित श्रीनिवास (१९७५). भारतीय तत्त्वज्ञान. नागपूर : सुविचार प्रकाशन मंडळ.
१९. दावर्ते,अभय(अनुवाद),भारत २०२०. पुजे: राजहंसप्रकाशन.
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२२. कुंडले,म.बा.(२००३),शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र,पुणे: श्री विद्या प्रकाशन.

**PC2: PSYCHOLOGICAL FOUNDATION OF EDUCATION****Credits – 4****Marks – 100 (Theory – 80+ Internal - 20)****Objectives:**

1. To make student understand the process of learning.
2. To acquaint the learner with different learning environments.
3. To enable the learner to understand different learning style.
4. To make the learner understand theories of personality.
5. To acquaint the learner with various strategies of stress management.

**Unit I: Learner and Learning****20 Marks**

- a. Definition of learner & Learning
- b. Nature of learning
- c. Types of Learning.
- d. Co-operative Learning – Structure of Kagan and Spencer
- e. Application of learning theories – Gagne

**Unit II: Learning Environment****15 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.

**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.

**Unit IV: Theories of Personality and assessment****25 Marks**

- a. Theories of Personality
  1. Trait (Allport, Cattell).
  2. Type. (Sheldon, Kretshmer)
  3. Humanistic (Carl Rogers)
- b. Assessment of Personality
  1. Projective
  2. Non Projective

**Practicum : – (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.

**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. Dandapani, S. (2001). *Advanced Educational Psychology*.(2nd edition)., New Delhi, Anmol PublicationsPvt. Ltd.
6. Dutt, Suresh (1997). *Society and Education*. Anmol Publications.
7. Herbert J. (1985). *Educational Psychology*. New York.Harper and Row, Pub.
8. Higgins, E. T. and Kruglanski, A. W. (1996). *Social Psychology : Handbook of Basic Principles*. , New York OxfordPress.
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११. जगताप ह.नु.(), प्रगत शैक्षणिक मानसशास्त्र. पुणे : नुतन प्रकाशन.
१२. कुलकर्णी (२००८) प्रगत शैक्षणिक मानसशास्त्र. नागपूर : विद्या प्रकाशन.
१३. खरात अ.पा.प्रगत शैक्षणिक मानसशास्त्र. पुणे : श्री. विद्या प्रकाशन.
१४. पंडित,र.वि.,शैक्षणिक मानसशास्त्र,नागपूर:पिंपळापुरे अँड कंपनी पब्लिशर्स.
१५. शेवतेकर शारदा विकासाचे व अध्ययनाचे मानसशास्त्र, नागपूर:विदया प्रकाशन.

**TC1:RESEARCH METHODOLOGY-I****Credits – 4****Marks – 100 (Theory – 80+ Internal - 20)****Objectives:**

1. To make students aware of importance and need of research in education.
2. To make them Familiar with the nature of research in education.
3. To impart them concepts of Scientific Method, Scientific Inquiry
4. To train students in selecting the suitable problem.
5. To make students familiarize with the steps of research proposal and train them in formulating research proposal.
6. To acquire the knowledge of various methods for educational Research and prepare research proposal.

**Unit I: Educational Research****20 Marks**

- a. Scientific Thinking and Research.
- b. Concept, Characteristics & Need of Research in Education.
- c. Types of Educational Research - Fundamental, Applied and Action Research.
- d. Approaches of Research- Qualitative and Quantitative Research.
- e. Inter Disciplinary Research

**Unit II: Research Problem****15 Marks**

- a. Sources and Selection of Research Problem
- b. Importance of Review of Related Literature and Researches.
- c. Hypothesis: Meaning , Types , Characteristics.
- d. Steps in Preparation of Research Proposal

**Unit III: Methods of Educational Research****20 Marks**

With reference to concept, Characteristics, Steps and uses of the following Methods –

- a. Historical.
- b. Descriptive – Survey
- c. Experimental.
- d. Case Study.
- e. Mixed Method of Research

**Unit IV: Basic Statistics for Research****25 Marks**

- a. Types of Statistics – Descriptive and Inferential: Concept, Characteristics and Merits
- b. Data Analysis -
  1. Coding and 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.
- c. Normal Probability Curve and its applications.
- d. Standard scores: T - Score and Z - Score

**Practicum: (any one) –****10 Marks**

Study and Prepare Report of :-

1. Collect any 05 review of researches related with your dissertation topic from Buch volume, journals, internet etc
2. Collect scores of any two subjects acquired by the students from one class and find Mean and Standard Deviation.
3. Collect scores of any two classes and compare their scores with graphical representation.

**References:**

1. Agrawal, J. C. (1968). Educational Research. New Delhi : Arya Book Depot.
2. Best, J. W. and Kahn, J. (2010), Research in Education, 10th Edition, New Delhi PHI Learning Pvt. Limited,
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१५. पंडीत बन्सीबिहारी (१९९५). शैक्षणिक कृती संशोधन. पुणे : नुतन प्रकाशन.
१६. मुळे व उमाठे (१९९७) शैक्षणिक संशोधनाची मुलतत्त्वे. नागपूर देशपांडे प्रकाशन.
१७. मस्के टी.ए. शैक्षणिक संख्याशास्त्र. पुणे : प्रज्ञा प्रकाशन.
१८. भिंताडे, वि.रा. (२००९) शैक्षणिक संशोधन, पुणे : नित्य नुतन प्रकाशन.
१९. बापट भा.गो. मूल्यमापन आणि संख्याशास्त्र, पुणे : व्हिनस प्रकाशन.
२०. कदम चा. प. शैक्षणिक संख्याशास्त्र पुणे : नुतन प्रकाशन.
२१. उपासणी ना.के. कुलकर्णी के. व्ही. सुबोध संख्याशास्त्र. पुणे : विद्या प्रकाशन
२२. पाठक,सुहास आणि मुडेगावकर गणेश,(२०१०),संशोधन आराखडा,औरंगबाद: किर्ती प्रकाशन.
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२६. आगलावे,प्रदिप, सामाजिक संशोधन पध्दतीशास्त्र व तंत्रे, नागपुर: श्री आईनाथ प्रकाशन.

## TCP1- SELF DEVELOPMENT & YOGA

**Credits – 2**

**Marks – 50 (Theory –30+ Internal - 20)**

**Objectives :**

1. To motivate students for self-development.
2. To motivate students for Practicing Yoga in daily life

**UNIT I : THE PHILOSOPHY OF YOGA AND ITS RELATIONSHIP TO INDIVIDUAL AND SOCIAL UPLIFTMENT 5 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 – Atmanubhuti Pratykshanubhuti.

**UNIT – II: DIFFERENT TYPES OF YOGA SYSTEMS AND CHARACTERISTICS OF YOGA PRACTITIONER 5 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

**UNIT – III: ASHTANGA YOGA OF PATANJALI: THE INSTRUMENTS OF YOGA (SADHANA PAD) 20 Marks**

- a) The Five yamas (observances).
- b) The Five niyamas (abstinences).
- c) Asans - The right postures.
- d) Pranayam - 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

**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.

**PRACTICAL - (Any one)**

1. Organize a programme / camp of Yoga for B,Ed Students & submit report.
2. Visit to Ayurvedic Clinic & Interview doctor about Yoga therapy.



**B - THE INDIAN CONSTITUTION****Credits – 2****Marks 50 (Theory 40– + Internal-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**

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

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

- a. Preamble
- b. Salient Features

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

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.
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5. Jain,M.P.,outlines of Indian legal and Consitutional History, Lexis Nexis,2014.

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7. डॉ.भा.ल.भोळेख भारताचे शासन आणि राजकारण, विदया प्रकाशन, नागपूर.

## **TCP2- COMMUNICATION SKILLS**

**Credits – 1****Marks – 25****Objectives :**

- To develop the communication skills in students.

**Procedure :** An Interactive Session is intended to enhance the ability of the students to listen, converse, speak, present, explain and exposit ideas in groups and before an audience - as this is the one of the essential expectations from all professionals in education. The workshops should also involve training in ICT and educational technology.

After completion of this course students will able to :

- Write official letters.
- Report official events.
- Follow Mannerisms, etiquette and netiquettes.
- Face and conduct interviews.
- Conduct official programs.
- Arrange activities for students to develop the communication skills.
- Motivate students to complete project on communication skills.
- Focus on the speaking communication skills ( English, Marathi, and Hindi).
- Also focus on students teacher communication skills.
- Power point Presentation (PPT) can be used to present the information.

**Activities Each Activity Carries 5 Marks**

1. Writing Official Letters - English and Marathi
2. Leave Application to H. O. D., Request for Bona fide Certificate to Principal/ HOD
3. Interview Skills - Interview/ Online
4. News Paper Reporting of Program e.g. - Conference, Seminar etc.
5. Preparing a Program or agenda of an Event e.g. - Teachers Day, Cultural Activities, etc. (Comparing, Introduction, Vote of thanks, etc. )

**TCP3- EXPOSITORY WRITING****Credit 1****Marks 25****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 :-

This includes,

- i) Articles
- ii) Essays
- iii) Instructional Manual
- iv) Encyclopedia
- v) Newspaper / magazines, articles on topics of contemporary interest.

# **M.Ed Second Semester**

## M.Ed. Semester II

Sr. No.	Code & Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part- A (Theory)</b>							
1	<b>PC3- Perspective</b>	Sociological & Historical Foundations of Education	60+45=105	4	20*	80	100
2	<b>PC4- Perspective</b>	Education Studies	60+45=105	4	20*	80	100
3	<b>TE1- Teacher Education</b>	Teacher Education –I	60+45=105	4	20*	80	100
4	<b>SC- (any one)</b>	i) Elementary Education ii) 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	<b>DIS2- Dissertation</b>	Dissertation Workshops- Online/offline 1-Review of research & related literature, 2-Preparing tool for research	30	1	25	-	25
6	<b>INT1- Internship –I / Field Work</b>	Internship on B.Ed / D.T.Ed college (2 weeks) <i>Actual teaching experience of core and Methodology subject (3 core papers + 1 each method =5)</i>	120	3	75	-	75
7	<b>TCP4- Tool course</b>	Academic Writing	30	1	25	-	25
<b>Total of Part –B</b>			<b>180</b>	<b>5</b>	<b>125</b>	<b>-</b>	<b>125</b>
<b>Total of Part A &amp; B</b>			<b>600</b>	<b>21</b>	<b>205</b>	<b>320</b>	<b>525</b>
<b>ISB :Academic writing, as research writing</b>							
<b>Organize three Chapters</b>							
<b>Total (A+B+ISB)</b>			<b>600</b>	<b>21</b>	<b>205</b>	<b>320</b>	<b>525</b>

**\*Internal :20Marks : (One Test and one Practical for each Paper)**

**One Test - 10 Marks**

**One Practicum -10 Marks**

**SEMESTER-II****PC3: SOCIOLOGICAL & HISTORICAL FOUNDATIONS OF EDUCATION****Credits – 4****Marks – 100 (Theory – 80+ Internal - 20)****Objectives:**

1. To develop the understanding of sociological foundation of education.
2. To develop the understanding of interrelationship between culture and education.
3. To create an awareness about the impact of various modern views in education.
4. To acquaint students with the historical development of Indian education.
5. To make the students aware of the controversial issues in the field politics and its impact on education.

**Unit 1: Sociological Foundation and Education****15 Marks**

- a. Concept and scope of sociology of Education.
- b. Difference between Educational Sociology and Sociology of Education.
- c. Social Change and Education- concept, Role of Education, Parson's Theory
- d. Education as a process of Socialization and social progress.
- e. Culture- Meaning ,Role of Education in Cultural context
- f. Equality and Equity in Education- Concept and Need.

**Unit II: Modern Views in Education****20 Marks**

- a. Open schooling– concept and need
- b. Education for oppressed – the views of Poulow Freire.
- c. De-schooling society – the views of Evan Elich.
- d. Life skill education.
- e. The impact of Liberalization, Privatization and Globalization on Education
- f. Social Networking and Education – Need and Importance
- g. Sustainable development– Concept and Role of Education.

**Unit III: Historical Perspective of Education****25 Marks****a. Pre-Independence Period:**

- (i) Macaulay's Minutes, (ii) Woods Despatch Report, (iii) Hunter Commission, (iv) Hartog Committee. (v) Basic Education

**b. Post - Independence Period:**

Nature, Characteristics, Recommendations of the following –

- (i) University Commission (1948-49), (ii) Secondary Education Commission (1952-53) (iii) Indian Education Commission (1964-66), (iv) National Policy on Education (1986 & 1992) (v) Yashpal Committee (vi) NCF 2005, (vii) National Knowledge Commission(2005)(viii) RTE – 2009 (ix) NCF - 2014 (x) NEP – 2015 (xi) Maharashtra University Act – 2016

**Unit IV: Political & Economical Perspectives of Education****20 Marks**

- Aims, curriculum, methods of teaching and Administration of Education under Democratic state.
- Education and Democracy- constitutional provision for education.
- Concept, Need and Principles of Economics of Education.
- Education as an investment in Human Resource Development, Educational Planning – Micro & Macro
- Education for eradication of poverty.

**Practicum - (Any One)****Study and prepare a report on -**

- Critical analysis of Maharashtra University Act 2016.
- Organization of programme on any social issue.
- Implementation and present status of Right To Education Act (RTE 2009) in any Private School.

**References:**

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- Plantilla J.R (2008), Educational Policies and Human Rights Awareness, Delhi Publisher Rajkumar for Academic Excellence.
- RTE Act (2009)
- Maharashtra University Act (2016)
१६. पेंडके, प्रतिभा (२०१०) शिक्षणाची तात्त्विक आणि समाजशास्त्रीय भूमिका. नागपूर : विद्या प्रकाशन.
१७. कुंडले म.बा. (२०००) शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र. पुणे : अमोल प्रकाशन.
१८. पारसनीस न.रा. शिक्षणाची तात्त्विक आणि समाजशास्त्रीय भूमिका. पुणे : नुतन प्रकाशन.
१९. भंडारी प.व. (१९६८) शैक्षणिक समाजशास्त्र. सातारा : राबिल पब्लीकेशन.
२०. जाधव व गायकवाड (२०१५) शिक्षणातील आधुनिक विचारप्रवाह. औरंगाबाद : कैलाश पब्लीकेशन.

**SEMESTER II****PC4- EDUCATION STUDIES****Credits – 4****Marks – 100 (Theory – 80+ Internal - 20)****Objectives:**

To enable students:

1. to understand the importance of interdisciplinary nature of education.
2. to study and understand different sections of society and their education.
3. to provide social service and leadership through education.
4. to understand culturally and economically challenged democratic society.
5. to think critically and creatively the process of teaching and learning about the place of education in society.

**Unit I: Foundation and Interdisciplinary nature of Education****15 Marks**

- a. Meaning of Education Studies.
- b. Interdisciplinary nature of Education: relationships with disciplines such as Philosophy, Psychology, Sociology, Management, Economics & Anthropology.
- c. Interdisciplinary view - Educational theory, Research and practice.

**Unit II: Education of different sections of society****20 Marks**

Concept, Importance and Role of Teacher -

- a. Minority Studies
- b. Gender studies
- c. Multi-cultural studies
- d. Inclusive Education
- e. Deprived Education

**Unit III: Education and Democracy****20 Marks**

- a. Education for democratic values.
- b. Education for national integration.
- c. Education for secularism.
- d. Education for International Understanding
- e. Impact of Political System on Education

**Unit IV: Changing pattern of Education and Role of Teacher and Society****25 Marks**

- a. School pattern: Schools affiliated to different Boards (State Board , CBSE, ICSE, IB), Changing role of teachers, headmasters, administrators and management.
- b. Education for Peace: Importance of peace, Strategies for Developing peace among students, Towards Knowledge Societies: For Peace and Sustainable Development (UNESCO, 2015)

- c. Role of a teacher to provide social service and leadership in culturally diverse, economically developing democratic society.

**Practicum (Any one):**

**Study and prepare a report on -**

1. Visit to any educational institution(CBSE/ ICSE/ IB).
2. Collect information regarding policies on education for disabled.
3. Visit to Minority Educational Institution.

**References:**

1. Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shiprapublication
2. Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shiprapublication
3. Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.
4. Indian Year Book on Education (Elementary Education). (1964) New Delhi: NCERT.
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१५. पेंडके, प्रतिभा (२०१०) शिक्षणाची तात्त्विक आणि समाजशास्त्रीय भूमिका. नागपूर : विद्या प्रकाशन.
१६. जाधव व गायकवाड (२०१५) शिक्षणातील आधुनिक विचारप्रवाह. औरंगाबाद : कैलाश पब्लिकेशन.
१७. भोसले रमा आणि डोणे उज्वला, शिक्षणातील बदलते विचार प्रवाह, कोल्हापूर: फडके पब्लिकेशन्स

## Semester - II

### TEACHER EDUCATION -I

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

**Objectives:**

To enable the students to-

1. Understand conceptual background of the Teacher education.
2. Know & understand historical foundation of Teacher education system in India
3. Understand the updates about curriculum and structure of Teacher education
4. Perceive the information of various agencies of Teacher education.
5. Identify the role and responsibilities of various agencies in Quality Teacher 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
- d) Types of teacher education- Pre-service & In-service-meaning and objectives
- e) Need and importance of teacher education at primary, secondary and tertiary level

**Unit- II- Historical foundation of Teacher Education in India**

**20 Marks**

- a) Ancient India: Vedic system of teacher education.
- b) Medieval India: Buddhist, Islamic System of teacher education.
- c) Teacher education in British period (1835-1947)
- d) After Independence- With special reference to teacher education:
  - i. University education commission 1948-49(Radhakrishnan)
  - ii. The secondary education commission 1952-53 (Mudaliyar)
  - iii. Education commission 1964-66 (Kothari),
  - iv. National Policy of education 1968
  - v. National commission on teachers-1983
  - vi. National policy on education 1986
  - vii. Ramamurti review committee-1990
  - viii. Revised national policy on education 1992
  - ix. Report of Yashpal Committee — 1993
  - x. National Knowledge commission-2005

**Unit III Curriculum and structure of Teacher Education****20 Marks**

a) Curriculum and structure of teacher education as per NCTE Regulation 2014 at-

- i. Pre-Primary & primary (D. T. Ed.)
- ii. Secondary & Higher secondary (B.Ed.)
- iii. Integrated M.Ed.

**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

**Practicum: (any one)**

- ii. Visit to a local/district level agency and write report on its present condition.
- iii. Visit to website of a state/national level agency and identify the programmes implemented for teacher education and write report on it.
- iv. Identify various schemes presented by UNESCO for quality teacher education in last five years and prepare a report.

**References**

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 Perganon 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.
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8. MHRD. (1948). Report of the University Education Commission.
9. Mukeiji, S. N., (Ed.) (:%3). Education of Teachers in India. Vol. Tali. 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.

## SPECIALIZATION COURSE

### SPEL- A: ELEMENTARY EDUCATION

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

#### **Objectives:**

Enable the learners to:

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

#### **Unit I: Elementary Education**

**20 Marks**

- a. Elementary Education - Concept, Meaning, Objectives, Need and significance.
- b. Functions of Elementary Education in Development of Child.
- c. New trends and Approaches to Elementary Education: - Learner centered approach, activity centered approach and e -learning.
- d. Universalization of Elementary Education (UEE)
  1. Concept, Meaning, Objectives and Role of UEE
  2. Measures towards realization of UEE
  3. Critical Appraisal of Current status of UEE
- e. Issues Related to Elementary Education

#### **Unit II: Policies and Programmes of Elementary Education**

**20 Marks**

- a. Agencies of Policy Making- NCERT, Maharashtra Academic Authority (formerly SCERT)
- b. Policies and schemes related to Elementary education as highlighted in National Policy on Education-1986, National Plan of Action-1992 .
- c. National Campaign for Education for All (Sarva Shiksha Abhiyan)
- d. Right to Education as fundamental right.

#### **Unit III: System and Structure of Schools**

**15 Marks**

- a. **Different boards -**
  - (i) Central Board of Secondary Education (CBSE), (ii) State Board, (iii) Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and (iv) International Baccalaureate (IB).
- b. Organizational Structure of school education in India.
- c. Types of School Education (Government, Aided, Unaided and residential schools.)

**Unit IV: Curriculum and Evaluation at Elementary level****25 Marks**

- a. Elementary School Curriculum- Principles, Objectives, Planning.
- b. Curriculum transaction at elementary level.
- c. Evaluation: Principles and tools-
  - (i) Qualitative (ii) Quantitative
- d. Quality Initiative in Evaluation of Elementary Education –
  - (i) Grading System (ii) Continues Comprehensive Evaluation (iii) Competency Based Evaluation (iv) Shala-siddhi Scheme
- e. Recommendation of National Curriculum Framework for Evaluation in Elementary Education

**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 .

**References**

1. Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
2. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
3. Government of India (1986) National Policy on Education, New Delhi, MHRD.
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6. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
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13. MHRD (1966): Report of the Education Commission, New Delhi.
14. MHRD (2001): Convention on the Right o the child. New Delhi.
15. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
16. National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.

17. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
18. National Curriculum Frameworks for Teacher education, 2009
19. National Policy of Education 1986/1992.
20. NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
21. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
22. NCERT (1997) Code of Professional Ethics for Teachers
23. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
24. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
25. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
26. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
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 Fultan 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

## **SPHE- B: SECONDARY AND HIGHER SECONDARY EDUCATION**

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

**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.

**Unit I: Secondary and Higher Secondary Education**

**20 Marks**

- a. Concept, Meaning, Objectives, Need and significance.
- b. Status of secondary and higher secondary education in India
- c. Guidance and counseling strategies for Secondary and Higher Secondary Students.
- d. Issues of Secondary and Higher Secondary Schools and Challenges
- e. Alternative schooling- Problems and strategies

**Unit II: Policies and Programmes of Secondary and Higher Secondary Education**     **20 Marks**

- a. Agencies of Policy Making- NCERT, Maharashtra Academic Authority (formerly SCERT)
- b. Policies and schemes related to Secondary and Higher Secondary Education- (i) National Policy of Education (1992), (ii) National Scheme of Incentives to Girls for Secondary Education (2008)
- c. National Programmes: (i) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) (ii) National Mission for Secondary Education", (iii) Inclusive Education for Disabled at Secondary Stage, (iv) The Adolescence Education Programme (AEP)

**Unit III: System and Structure of Secondary and Higher Secondary School**

**20 Marks**

**Different Boards -**

- a. (i) Secondary School Certificate Board (SSC) & HSC (ii) Central Board of Secondary Education (CBSE), (iii) Indian Certificate of Secondary Education Delhi Board (ICSE) (iv) International Baccalaureate (IB), (v) National Open Schools, (vi) Special-Needs Schools
- b. Organizational Structure of Secondary & Higher Secondary Education.
- c. Types of School – Government, Aided, unaided and residential.
- d. Problems and Issues related to Higher Secondary Education.

**Unit IV: Curriculum and Evaluation at Secondary and Higher Secondary Level** **20 Marks**

- a. National Curriculum Framework 2005.
- b. Curriculum Design and Evaluation at different boards of School Education at Secondary and Higher Secondary level ( SSC, ICSE, CBSE, IB, National Open Schools and Special Education Schools)
- c. New Trends in Evaluation of Secondary & Higher Secondary Education  
(i) Grading System (ii) Continuous Comprehensive Evaluation (CCE).
- d. Competitive Examinations at Secondary and Higher Secondary level.

**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 Activities of Navodaya vidyalaya
3. Information available on websites of any two CBSE/ ICSE Schools.

**References:**

1. Agrawal. S. P., &Agrawal, J. C. (1994). Third Historical Survey of Educational Development in India. New Delhi: Concept Publications.
2. Andrey& Howard Nicholls. Developing Curriculum- A Practical Guide.
3. George Allen and Unwin, London, 1978 Brangled, T. (1968).Japan Culture, Education and change in two communities. New York: Holt Rinchart and Winston Publications.
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11. Mukerjee S.N. : "Education in Modern India"
12. Nurulla&Naik : "History of Education in India during British rule"
13. Mookerji, R. K. (1969). Ancient Indian Education. New Delhi:
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२५. चौधरी ए.ए.(२००१),भारतीयशिक्शणाचा इतिहास,जालना: उषाप्रजशु-
२६. भोसले रमा आणि डोणे उज्वला, शिक्शणातील बदलते विचारप्रवाह, कोल्हापूर फडके पब्लिकेशन्स,

**TP4-ACADEMIC WRITING****Credits – 4****Marks – 25****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.

**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.

# **M.Ed. Third Semester**

### M. Ed Semester III

Sr. No	Code & Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part – A (Theory)</b>							
<b>1</b>	<b>PC5-Perspective</b>	Curriculum Studies	60+45=105	4	20*	80	100
<b>2</b>	<b>TE2-Teacher Education</b>	Teacher Education –II	60+45=105	4	20*	80	100
<b>3</b>	<b>TC2</b>	Research Methodology - II	60+45=105	4	20*	80	100
<b>4</b>	<b>SP-EL/SPHE Specialization</b>	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>							
<b>5</b>	<b>INT-2 Internship-2</b>	* Internship as per specialization (2weeks) <i>Guidance &amp; supervision of B.Ed. internship programme at school.</i> <i>Guidance &amp; Observation of 5 each method + participation in school activities.</i>	120	3	75	-	75
<b>6</b>	<b>DIS-3 Dissertation</b>	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>125</b>	<b>-</b>	<b>125</b>
<b>Total of Part A &amp; B</b>			<b>600</b>	<b>21</b>	<b>205</b>	<b>320</b>	<b>525</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>205</b>	<b>320</b>	<b>525</b>

**\*Internal :20Marks : (One Test and one Practical for each Paper)**

**One Test - 10 Marks**

**One Practicum -10 Marks**

**\* Internship as per specialization (1week) *Guidance & supervision of B.Ed. internship programme at school. Guidance & Observation of 5 each method + participation in school activities.***

**\* M.Ed Students engagement sites / fields are as follows (1week)**

**Internship on B.Ed /D.T.Ed college (1 weeks) *Actual teaching experience of core and Methodology subject***  
**(3 core papers + 1 each method =5)**

**Internship activities at elementary / secondary level (any two)**

1. Field visit to RMSA office at block/district/state level to collect and review the records of annual work plan and budget.
2. Preparation of an interview schedule for the school heads and in-service elementary and secondary school teachers with regards to management of their continuous professional development.
3. A study of organizational climate of the institutions in administration and management of elementary and secondary education.
4. Case study of the school Head Master elementary / Secondary from administrative with community.
5. To study the structural and functional setup of management in school for elementary / secondary education state government.
6. Study the functioning and contribution of SCERT/SIEMAT.
7. A case study of functioning of rural / urban governance bodies for administration and management of elementary and secondary education in near by locality.
8. Preparing anorganigraph for management of a elementary / secondary school / project / programme / scheme through scientific approaches like SWOT / PERT/ PPBS / system approach.
9. Performing and recording the practical related to use of ICT tools and techniques like EMIS, LMS,WEB 2.0, Videoconferencing, webinar etc. for school management.
10. Preparation of a plan for procurement, utilization and maintenance of resources in elementary and secondary education.
11. Field visit to RMSA office at block/district/state level to collect and review the records of annual work plan and budget.

**Elementary stage**

1. Preparation of a report on the role and function of Principal of the DIET.
2. Prepare report on the monitoring and supervision of infrastructural facilities and academic work of DIET.
3. Study of various schemes run by central and state government in DIET.
4. Study the functioning and contribution of school management committee participation and learning achievement.

**SEM-III****PC5- CURRICULUM STUDIES****Credits – 4****Marks – 100 (Theory – 80+ Internal - 20)****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

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

- 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.

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

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

**Unit III: Models and evaluation Curriculum Development****20 marks**

- a. Tylers-1949, Hilda Taba 1962, Nicholls and Nicholls-1972 and Willes and Bondi-1989 Model
- b. Need Assessment Model and Futuristic Model
- c. Vocational/Training Model
- d. Evaluation of Curriculum: Need for continuous evaluation of curriculum, Process of curriculum evaluation ,Methods of curriculum evaluation

**Unit IV: Issues and Current trends development in Curriculum Development****20 marks**

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

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

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

**References:**

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4. Mrunalini Talla (2012)Curriculum Development: Perspectives, Principles and Issues,New DelhiPearsons publication
5. Murray Print (1993) second edition Curriculum Development and Design, Australia Allen & Unwin
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11. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
12. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K. Routledge.
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## Semester III

### TEACHER EDUCATION -II

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

**Objectives:**

**To enable the students -**

1. to understand conceptual background of Pre-service and In-service Teacher education.
2. to understand the updates about professional development of Teachers.
3. to know & understand need and importance of professional development programmes
4. to perceive the information of Innovations and researches in Teacher education.
5. to identify the issues and problems of Teacher Education at various levels.

**Unit – I- Pre-service & In-service Teacher Education**

**25 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
- c) Difference between Pre-service and In-service teacher education

**Unit- II- Professional development of Teachers in India**

**15 Marks**

- a) Concept of profession and professional development of teachers
- b) Teaching as a profession: concept and nature
- c) Professional ethics & Code of conduct for teachers
- d) Professional organizations of Teachers at Primary, Secondary and Higher Education level
- e) Subject organization for teachers and their role in Professional Development
- f) Performance appraisal of teachers by- Self, Students, Administrator and Society (Parents and local committees)

**Unit III - Innovation and Researches in Teacher Education****20 Marks**

- a) **Innovations in Teacher Education-**
- i. Pre-Primary & Primary (D.T. Ed.) level
  - ii. Secondary & Higher Secondary (B.Ed.) level
  - iii. Integrated M. Ed. level
- b) **Researches in Teacher Education on-**
- i. Pre-service Teacher Education
  - ii. In-service Teacher Education
  - iii. Professional Development Programmes
  - iv. Field based Experiences and its evaluation

**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

**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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7. Kauts, A. (2013). Quality concerns in Teacher Education. Patiala: 21<sup>st</sup> Century Publications.
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9. Lynch, J. & Plunkett, H. D.,(1973). Teacher Evaluation. London: Sage Publications.
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13. NCERT. (1991).Elementary Teacher Education Curriculum: Guidelines and Syllabus. New Delhi: NCERT.
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25. Rao, R. (2004). Methods of Teacher Training. New Delhi: Discovery Publishing House.
26. Sharma, R.A. (1999).Teacher Education. Meerut : Loyal Publishers Pvt. Ltd.
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28. Smith, E.R. (1962). Teacher Education- A Reappraisal. New York: Harper Row Publishers.
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30. Stone, J.C.(1970).Breakthrough in Teacher Education. San Francisco: Josswey Bass Inc.
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३३. पंडित,पाटिल, मोरे, शिक्षण शिक्षण,नागपूर: पिंपळापुरे अँड पब्लिशर्स.
३४. दुनाखे,अरविंद, शिक्षण प्रशिक्षण, पुणे: नित्य नूतन प्रकाशन.
३५. शेवतेकर/ निकुमे, भारतीय शिक्षक शिक्षण प्रणाली,नागपूर: विद्या प्रकाशन.
३६. चिंचोलीकर,कृतिका आणि जाधव, रवि,(२०१०),अध्यापक शिक्षण, पुणे: नित्य नूतन प्रकाशन.

## TC2- RESEARCH METHODOLOGY-II

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 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.
7. to develop the skill of Research report writing
8. to develop the research culture and atmosphere in institution.

### **Unit I: Population and Sampling:**

**15 Marks**

- a. Concept of Population, sample, Characteristic of good sample, sampling Frame
- b. Techniques of sampling: Probable and Non-probable Sampling
- c. Probability Sampling – Random sampling Stratified sampling  
Cluster sampling, Systematic sampling, Multistage Sampling
- d. Non Probability sampling – Convenient sampling, Purposive sampling, Quota sampling, snowball sampling

### **Unit II: Research Tools and techniques:**

**25Marks**

- a. Research Tools- meaning and Concept
- b. Observation (a) Interview Schedule (b) Questionnaire (c) Tests-achievement, intelligence, aptitude, and personality (d) Opinionative attitude Scale, rating, scale, check list (e) e-tools- email, Fax. Website, Internet,tele-conferencing
- c. Qualities of a good measuring tool and standardization procedure (g) Standardization of Tests(h) Standardization and teacher made tests, CR and NR tests-Pilot Study
- d. Types of Scales, Parametric and Non Parametric.

### **Unit III: Inferential Statistics**

**25 Marks**

- a. Concept of Parameter, Statistics, Sampling distribution, Sampling error and Standard error.
- b. Level of significance, confidence, limits and intervals, degrees of freedom, types of error
- c. Type I, Type II; Test of significance of mean, and of difference between mean (both large and small samples), One tailed and two tailed tests.
- d. F-tests (one way ANOVA)

**Unit IV: Report Writing and Evaluation of Research Report****15 Marks**

- Research Report Writing – Format, Style, Characteristic of a good research report, Preparation of Research Report of Dissertation, Sections, Bibliography, Appendices, Evaluation of Research Report – Thesis / Dissertation.
- Evaluation of Research Report in Journals and Conference/ Seminar Papers.

**Practicum: (Any one)**

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

**References:**

- Best, J.W. & Kahn, J.V. (2006) Research in Education. New Delhi: PrenticeHall of India Private Limited,
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१५. मुळे व उमाठे (१९९७) शैक्षणिक संशोधनाची मुलतत्त्वे. नागपूर: देशपांडे प्रकाशन.
१६. भिंताडे, 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 III**  
**SPECIALIZATION COURSE**  
**Any one from each**  
**EC6- ENVIRONMENTAL EDUCATION**  
**EC7- GUIDANCE AND COUNSELING**

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

**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

**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

**Unit II: Environmental Education**

**25 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.
- h. Role of the Teacher, School and Media in Environmental Education

**Unit III: Sustainable Development**

**15 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.

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

**20 Marks**

- a. Environmental Movement: i) Chipco, 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.

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

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

**References:**

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- 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.
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- 25) "Survey of the Environment" The Hindu
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- ३१) उपाध्याय राधा पर्यावरण शिक्षण —
- ३२) कुलकर्णी, डी.आर, पर्यावरण शिक्षण, नागपुर: विद्या प्रकाशन.
- ३३) भांडारकर, के.एम., पर्यावरण शिक्षण, पुणे: नित्य नूतन प्रकाशन.
- ३४) पाथरे नीला, पर्यावरण शिक्षण, कोल्हापूर: चैतन्य प्रकाशन

## **Semester III**

### **EC7- GUIDANCE AND COUNSELING**

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

**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.

**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)

**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

**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

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

**20 Marks**

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

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

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

**References:**

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3. Kocher S. K. (1989). Guidance & Counseling in Colleges & Universities, New Delhi: Sterling Publishers Pvt. Ltd.
4. Nelson Richard (1972). Guidance & Counseling in the Elementary School, United States of America: Library of Congress.
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6. Kemp Gratton (1978). Foundations of Group Counseling, New Delhi: Prentice Hall of India Pvt.Ltd.
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१०. पिंपळखरे मो.ह. शैक्षणिक आणि व्यावसायिक मार्गदर्शन. पुणे : विद्यार्थी ग्रह प्रकाशन.
११. दुनाखे अरविंद शैक्षणिक व व्यावसायिक मार्गदर्शन व समुपदेशन पुणे : नित्य नुतन प्रकाशन.
१२. गुळवणी मेघा (२००९) मार्गदर्शन व समुपदेशन पुणे : नित्य नुतन प्रकाशन.

# M.Ed. Fourth Semester

### M. Ed Semester IV

Sr. No.	Code & Course	Course Title	Hours	Credit	Internal	External	Total
<b>Part –A (Theory)</b>							
<b>1,2,3 &amp; 4</b>	<b>Elective Course</b>	Theme based Elective cluster (Any <b>04</b> from <b>08</b> electives)	4x105 = 420	4x4= 16	20*x4= 80	80x4= 320	400
<b>EC1</b>	<b>Group - A</b>	1)ICT in Education					
		OR	105	4	20	80	100
<b>EC2</b>		2)Educational Management and Administration					
	<b>Group - B</b>						
<b>EC3</b>		3) Moral Education and Human Rights					
		OR	105	4	20	80	100
<b>EC4</b>		4) Woman and deprived Education in India					
	<b>Group - C</b>						
<b>EC5</b>		1) Special Education					
		OR	105	4	20	80	100
<b>EC6</b>		2) Educational Measurement and Evaluation					
<b>PC</b>	<b>Paper No 4</b>	Service Course Compulsory	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>5</b>	<b>DIS4- Dissertation</b>	Dissertation Workshop- Report Writing & its Presentation	120	3	50	-	50
<b>Total of Part- B</b>			<b>120</b>	<b>3</b>	<b>50</b>	<b>-</b>	<b>50</b>
<b>Part –C</b>							
<b>7</b>		Viva for Dissertation (Internal & External Examiner)	60	2	50	50+25=75 (dissertation+viva) (dissertation+viva) internal & external	75
<b>Total of Part A+B+C</b>			<b>600</b>	<b>21</b>	<b>130</b>	<b>395</b>	<b>525</b>

**\*Internal :20Marks : (One Test and one Practical for each Paper)**

**One Test - 10 Marks**

**One Practical - 10 Marks**

**SEM- IV**  
**EC1- ICT IN EDUCATION**

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

**Objectives:**

To enable the student teacher to:

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

**UnitI: ICT in Education**

**20Marks**

- a. Concept, Need and Importance of ICT in Education.
- b. Paradigm Shift due to ICT from ‘Teaching’ to ‘Learning’.
  1. Curriculum
  2. Methods of Teaching
  3. Role of Teacher
  4. Classroom Environment
  5. Evaluation procedure
  6. Educational Management
- c. Use of ICT skill in classroom for teaching various subjects
- d. Safe use of ICT – anti- virus, Legal and Ethical Issues, awareness regarding cyber acts.
- e. Qualities of a ICT teacher

**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.

**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

**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)

**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 nd ed.)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.
5. Percival, F. & Ellington, H. (1984). A handbook of educational technology. London:
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.
9. Basandra, Suresh K. (2001). Computers Today. New Delhi: Galgotia Publishers Pvt. Ltd.
10. Bharihoke, Deepak (2000). Fundamental of Information Technology. New Delhi: Pentagon Press.
11. Bloom, R. S., (1974). Taxonomy of Educational Objectives: New Delhi. McKay co., Inc.
12. Chauhan, S. S., (1983). Innovations in Teaching Leaving Process: New Delhi .Vikas Publishing House Pvt. Ltd.
13. Das, B. C., (2000). Educational Technology: Cuttack. Kalyani Publications.
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.
16. Kovalchick, Anna and Dawson, Kara (2005). Encyclopedia of Education and Technology: New Delhi. Vol 1 and 2 Pentagon Press.
17. Kumar, K. L., (1996). Educational Technology: New Delhi. New Age International (P) Ltd.
18. Mohanti, J. (1992). Educational Technology. New Delhi Deep and Deep Publication Co.
19. Percival, Fred, Ellington, Henry (1984). A Hand book of Educational.
20. Bloom, R. S. (1974). Taxonomy of Educational Objectives, New Delhi,McKay co., Inc.
21. Brown J., Lewis Richard B, et al (1983). Instructional Technology Media And Methods. New York: Mc Graw Hill Book

22. Diwan, Parag.(2001). Information System Management. New Delhi: Pentagon Press.
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. शैक्षणिक तंत्रज्ञान पुणे : नुतन प्रकाशन
२९. ओक सुमन. प्रगत शैक्षणिक तंत्रविज्ञान.
३०. बर्वे मिनाक्षी, संगणक शिक्षण व शिक्षक पुणे : नुतन प्रकाशन
३१. जगताप ह.न. शिक्षणातील आधुनिक विचारप्रवाह. पुणे : नुतन प्रकाशन
३२. राव उषा शैक्षणिक तंत्रविज्ञान नागपूर : महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्मिती मंडळ..
३३. अलोगी अर्चना, शैक्षणिक तंत्रविज्ञान व व्यवस्थापन, नागपूर: पिंपळापुरे अॅण्ड कं.पब्लिशर्स

## **EC2- EDUCATIONAL PLANNING,MANAGEMENT AND ADMINISTRATION**

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

**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.

**Unit I: Educational Planning and Process :**

**20 Marks**

- a. Educational Planning:Concept,Nature, Need and Importance.
- b. Types of Educational Planning,
- c. Process ofEducational 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.

**Unit II: Educational Leadership**

**15 Marks**

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

**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

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

**25 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

**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, New York,. 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,
6. Hicks, H. J.: Educational Supervision in Principle and Practice. The Ronald Press Company New York,
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..
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11. Goel, S. L. (2005). Management in Education. New Delhi: A.P.H. Publishing Corporation.
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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.
16. Mathur, S. S(1969): Educational Administration-Principles and Practices, Krishna Press
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19. Naik, J. P(1965): Educational Planning in India, Bombay Allies publishers.
२०. दुनाखे अरविंद शैक्षणिक व्यवस्थापन व प्रशासन. पुणे : नुतन प्रकाशन.

### EC3- MORAL EDUCATION AND HUMAN RIGHTS

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

**Objectives:**

1. To enable students to understand the need and importance of Value-Education and Education for Human Rights.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reasons and Emotions in moral development of the child.
4. To enable them to understand the process of moral development, cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

**Unit I: Moral Education: Concept and Nature**

**20 Marks**

- a. Moral Education: Concept, nature and differences from religion Education.
- b. Language of moral education - its form and context characteristics of a morally Educated persons.
- c. Justice and Care - the two dimensions perspectives in Mortality: Dichotomy between reason and passion.
- d. Moral Judgment and Moral Action.

**Unit II: Moral Development of the Child**

**20 Marks**

- b. Concept of Moral development.
- c. Approaches of moral development
  1. Psycho-analytic approach.
  2. Learning theory approach, especially social learning theory approach.
  3. Cognitive developmental approach - Piaget and Kohlberg,
- d. 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.

**Unit III: Intervention Strategies for Moral Education and Assessment of moral maturity**

**20 Marks**

- d. Model of Moral Education –
  1. Research Building Model,
  2. The consideration Model,
  3. Value classification model,
  4. Social Action Model,
  5. Just community intervention model.
- b. Assessment of moral maturity via moral dilemma resolution.
- c. Examples of some selected moral dilemmas.

**Unit IV: Human Right Education:****20 Marks**

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

**Practicum-(Any one)**

- Organize any programme for school children for inculcating different values.
- Create a programme for awareness among the school/college students about Human Rights Values
- Write a report on value education programme conducted at school level.

**References:**

- Bajwa G S(1997) , Human Rights in India – Implementation and Violations. New Delhi: Anmol Publications
- Borgohein Bini,(1999) Human Rights, Social justice and Political challenge. New Delhi:KaushikPublishers, distributors.
- Devasia VV & Devasia Leelamma(1998).Women Social justice and Human Rights. New Delhi:APHPublishing corporation.
- Diwan Paras & Diwan Piyush(1996) , Human Rights & the law, Universal and Indian, New Delhi, Deep & Deep publications.
- Kumar Arvind(1998) , Encyclopedia of Human Rights Violence and Non-violence.New Delhi:Anmol Publications.
- Mehta P L & Verma Neena, Human Rights under the Indian Constitution.
- Modi Ishwar, Human Values and Social Change.New Delhi: Rawat publications.
- Ruhela S P, (1996) The Emerging concept of Education in Human Values.New Delhi:RegencyPublications.
- करंदीकर सुरेश मूल्यशिक्षण कोल्हापूर : फडके प्रकाशन.
- माने एस.एस. नैतिक मूल्याचे शिक्षण. लातूर: विद्या भारती प्रकाशन.
- मुळावकर संतोष, मूल्यशिक्षण:सुसंवाद,नागपूर:विद्या प्रकाशन.

## EC4- WOMEN EDUCATION IN INDIA

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

**Objectives:**

To enable the student :

- 1.To understand Status, Problems and Issues of Girls' Education in India
- 2.To understand Constitutional provision and scheme for women development
- 3.To understand Role and function of NGO's for woman development
- 4.know the various scheme and policy of women empowerment.

**Unit I: Status, Problems and Issues of Girls' Education in India**

**20 Marks**

- a. Social of Gender: Socialization, family, and gender identity, media, gender roles;
- b. Caste. Class, community and gender relations.
- c. Co-education-its Educational implications.
- d. Community participation for Education of the girl child.
- e. Evaluation of centrally & state sponsored schemes on Girls Education.

**Unit II: Women Education in India**

**20 Marks**

- a. Women education: meaning, concept and characteristics
- b. History of Women education after Independence
- c. Present status and problems of women education in India.
- d. Aspects of women empowerment.
- e. Constitutional provisions and schemes for women development

**Unit III: Women Empowerment and Various Agencies**

**20 Marks**

- a. Central Ministry of women Development : Nature & Role
- b. National and state women commission
- c. Human rights and women development
- d. Issues related to women safety and various acts

**Unit IV: Women Developments Schemes**

**20 Marks**

- b. Role and function of NGO's for women Development
- c. Evaluation of centrally and state sponsored schemes on women Development.
- d. National Policy for women (2016) Draft
- e. Changing role of woman in Indian context.
- f. Women Entrepreneurs

**Practicum: Any one**

1. Report Writing – Organize Program of Women Day / Mother's Day & Prepare of News for Newspaper
2. Role Model case study of any one local Women entrepreneurs
3. Identify & critically analyzed any scheme sponsored by state/ central government for Girls Education women Empowerment

**References**

1. Bank, B.J. (2007): Gender and Education: An Encyclopedia. London Praeger, Westport.
2. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development Delhi.:
3. Kanishka. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly.
4. Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
5. 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.
6. Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development,
7. Sadavinich, A.R. (2007): Sociology of Education. New York: Rutledge.

**EC5- SPECIAL EDUCATION****Credits – 4****Marks – 100 (Theory – 80+ Internal - 20)****Objectives:-**To enable the student to:

1. understand the concept and nature of Special Education.
2. understand the modes and approaches of Special Education and approaches of Identification for Special children.
3. understand the meaning, characteristics, types, causes educational programmes, Prevention and rehabilitation of various types of special children.
4. understand the meaning, concept, characteristics, causes and types of various types of Special children.
5. understand the concept & nature of Inclusive Education.

**Unit I: Special Education****20 Marks**

- a. Meaning & Scope of Special Education.
- b. Needs & objectives of Special Education.
- c. Identification and Early Intervention Programmes for Special Education.
- d. Modes of Special Education.
- e. Act and Scheme for Special child.

**Unit II: Education For Visually and Hearing Impaired and orthopedically challenged** **30Marks**

- a. Visually Impaired-
  1. Meaning & Characteristics, types and Causes.
  2. Educational Programmes and scheme for Visually Impaired.
  3. Prevention and Rehabilitation for Visually Impaired.
- b. Hearing Impaired-
  1. Meaning & Characteristics, types and Causes.
  2. Educational Programmes and scheme for Hearing Impaired.
  3. Prevention and Rehabilitation for Hearing Impaired.
- c. Orthopedically challenged
  1. Meaning and Characteristics of Orthopedically challenged
  2. Causes and types of orthopedically challenged.
  3. Educational Programmes and scheme for Orthopedically challenged
  4. Prevention and Rehabilitation for Orthopedically challenged

d. Role of teacher and parents in Visually, Hearing impaired and orthopedically challenged children

**Unit III: Education for Gifted and Mentally Retarded Children****20 Marks**

- a. Meaning and Characteristics of Gifted and Creative Children.
- b. Need & Significance of Special Education for Gifted and Creative Children.
- c. Enrichment Programmes for Gifted and Creative Children.
- d. Importance of Special Education for Gifted and Creative Children.
- e. Mentally Retarded
  2. Meaning & Characteristics, types and Causes.
  3. Educational Programmes for Mentally Retarded.
  4. Prevention and Rehabilitation for Mentally Retarded.
- f. Role of teacher and parents in gifted and mentally retarded children

**Unit IV: Education for Orthopedically challenged Children and Juvenile Delinquents****10Marks**

- a. Meaning and Characteristics of Juvenile Delinquency.
- b. Types and Causes of Juvenile Delinquency.
- c. Causes and Remedies of anti-social character disorder.
- d. Educational Programmes and Rehabilitation for Juvenile Delinquents.
- e. Role of teacher, parents and Institute for Juvenile Delinquents children

**Practicum:** (any one)

1. Visit to any local Special School and prepare a report.
2. Prepare a case study report of a special child.
3. Prepare a report on Various Schemes and Act for various challenge children.

**References:**

1. Anlscow, M, (1994). Special Needs and the Classroom: UNESCO Publishing.
2. Heward, W. L., (1998) . Exceptional Children. Chicago: Merrill Publishing Co.
3. Learner, J. (1985). Learning Disability. Houghton, Mifflin Co. Boston.
4. Panda, K. C., (2002). Education of Exceptional Children. New Delhi: Vikas Publishing House.
5. Reddy, L. G., Ramar R, & Kusuma A. (2000). Education of Children with Special Needs. New Delhi: Discovery Publishing House.
6. Krik, Gallagher and Anastasian. (1993). Education of Exceptional Children, Houghton, Co. Boston.
7. Panda, K. C., (2002) . Learning Disability, Houghton, Mifflin Co. Boston.
8. Peterson, J. (2003). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.
९. कदम व जोशी (२०११) विशेष शिक्षण नागपूर : विद्या प्रकाशन.

## EC6- EDUCATIONAL MEASUREMENT AND EVALUATION

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

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

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

### **Unit II: Tools of Measurement and Evaluation**

**20 Marks**

- a. Subjective and Objective Tools of Measurement.
- b. Nature, characteristics, advantages and limitations of the tests: Essay Tests, Objective Tests, and Performance Tests; Scales; Inventories; Questionnaires and Schedules.
- c. Intelligence test: Individual & group ( verbal non-verbal and performance tests)
- d. Inventories : Personality inventories , adjustment inventories, Achievement test, Attitude scale and Aptitude tests

### **Unit III: Development and Standardization of Tool**

**20 Marks**

- a. Characteristics-Validity, Reliability, Objectivity, Adequacy, Usability, Discriminating power.
- b. Reliability - Methods of Establishing Reliability, factors affecting, interpretation and improving Reliability.

- c. Validity - Types, Factors affecting validity, interpretation and Improving validity .
- d. Standardization Of the Test
  - 1. Meaning and need for standardization of the test
  - 2. Steps involved in standardization of the test.
- e. Norms –referenced and Criterion - referenced tests.

#### Unit IV Modern trends in Evaluation

20 marks

- a. Open Book Exam
- b. Online Examination
- c. Educational Autonomy and Exam system
- d. Choice based credit system
- e. Continuous Comprehensive Evaluation (CCE)

#### 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.

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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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**Service course**  
**Sample syllabus**

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

**Syllabus**

**Life Skill Education**

**Credits – 4**

**Marks – 100 (Theory – 80+ Internal - 20)**

**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**

**20 Marks**

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

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

**20 Marks**

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

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

**20 Marks**

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

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

**20 Marks**

- 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**

**20 Marks**

- 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.