

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI (MS)**Master of Education (M.Ed.) (Two Year Course)****Year 2015-2016 & 2016-2017****INDEX**

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SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI (MS)

Master of Education (M.Ed.)

(2015-17 onwards)

Provisions to be incorporated in the draft ordinance No.... M.Ed.

The M.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014.

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 professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. This is mainly to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialization in selected areas, and also develop research capacities leading to specialization in either elementary education or secondary education. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education or in secondary education.

- 1. ELIGIBILITY:** A candidate seeking admission to the course leading to the degree of Master of Education must satisfy the following conditions for eligibility.
 - a) Candidate seeking admission to the M.Ed. programme should have obtained at least 50 % marks or an equivalent grade in the following programmes:
 - (i) B.Ed.
 - (ii) B.A. B.Ed., B.Sc. B.Ed., B.Com. B.Ed.
 - (iii) B.El.Ed.
 - (iv) D.El.Ed. with an undergraduate degree (with 50 % marks in each)
 - b) Reservation and relaxation for SC/ST/SEBC/PWD and other applicable categories will be as per the rules of the Maharashtra State Government.
 - c) A candidate admitted to M. Ed course should not do any other course during the same academic year.
- 2. ADMISSION PROCEDURE:** Admission in M.Ed., shall be made as per Maharashtra Govt. and University rules and regulation.
- 3. DURATION AND INTAKE:** The M.Ed. programme shall be of two years duration that is four semesters which can be completed in a maximum of three years from the date of admission to the programme. An examinee who does not pass or fail to present himself/herself at the M.Ed. course first semester to fourth semester examination in six consecutive examinations inclusive of the first shall not be allowed to continue the M.Ed. course. It includes field attachment of a minimum of four weeks and a research dissertation.
- 4. WORKING DAYS:** The institution shall work for minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.
- 5. ATTENDANCE:** Every candidate must have minimum 80% attendance in theory courses and practicum and 90% attendance in field attachment. Every candidate should have to complete all the practical work to the satisfaction of the Head/Principal. He / She should have obtained such certificate from the Head/Principal of the institute and the copy of the same to be submitted to the University by the institution on the behalf of examinees.
- 6. MEDIUM OF INSTRUCTION:** The medium of instruction shall be English or Marathi or Hindi. The candidate appearing for the M.Ed. examination will have the option of answering all papers either in English, Hindi or in Marathi.
- 7. EXAMINATION FEES:** As per the Sant Gadge Baba Amravati University/ Maharashtra Govt. Rules.

8. SCHEME OF EVALUATION

- a) The theory examination will have 25 % internal and 75 % university examination.
- b) 75 marks for University assessment means theory papers (Core Courses).
- c) 25 marks for internal assessment of core courses by the University Department/College assessment for sessional work mentioned in syllabus.
- d) To pass the examination a candidate must obtain at least 50% marks in practical/internal and 40% external (Theory Papers) examination of each course/heads separately in all four semesters and aggregate 50% marks.
- e) The Viva-voce examination will have both internal and external examiner.
- f) An external examiner for the evaluation of dissertation will be appointed by Research Recognition Committee (RRC).
- g) The dissertations will be sent to both external and internal for evaluation.
- h) The external and internal shall examine maximum five dissertations.
- i) Research proposal shall be submitted to the University on or before 30th November of first semester.
- j) The candidate shall submit a synopsis to the University signed by university approved guide.
- k) Dissertation work shall be submitted to the University on or before 31st March of fourth semester.
- l) The subject of dissertation (title) shall be approved by RRC. For recommending approval to the subject of dissertation, RRC shall meet in the first week of December of the calendar year to finalize and approve the subject of dissertation.
- m) The candidate shall submit with his/her dissertation a certificate from his/her Guide to the effect-
 - i) that the candidate has satisfactory conducted research for not less than two academic years.
 - ii) that the dissertation is the result of the candidate's own work and is of a sufficiently high standard.
 - iii) that it is satisfactory in respect of literary presentation.
- n) The candidate shall indicate the sources from which his/her information is taken, the extent to which he/she has availed of the work of others and the portion in his/her dissertation which he/she claims to be original.
- o) A maximum of three years from the date of admission to the programme is allowed for programme completion.
- p) The student shall be admitted to next semester as per the following eligibility table:

EligibilityTable 01

S N	Name of Examination	The student should have passed examination of	The student should have complete the term Satisfactorily
1.	M.Ed. Semester I	The qualifying examination mentioned in Para 1	M.Ed. Semester I
2.	M.Ed. Semester II	-----	M.Ed. Semester II
3.	M.Ed. Semester III	2/3rd number of theory papers (including Semester-I and Semester-II) +Practicum Course and Inter-Semester Break Examination of Semester-I	M.Ed. Semester III
4.	M.Ed. Semester IV	M.Ed. Semester I	M.Ed. Semester-IV

Note: For calculating the heads, the theory and practical shall be considered as a separate head and on calculation fraction if any shall be ignored.

- q) The marks will be converted in grades and credits and finally CGPA.

9. Pattern of Question Paper:

- i. The Syllabus has been divided into four units. There will be four questions and one short note question based on four units to be attempted by the candidate.
- ii. Two questions shall be of long answer type question and three questions shall be of short answer type and shall have equal weightage.
- iii. For every long answer or short answer question type there will be alternative choice from the same unit. However there will be no internal choice in a question.
- iv. Division of marks between long answer and short answer type question will be in the ratio of 40 and 60.
- v. The duration of theory paper of 75 marks shall be of 3 hours.

10. CREDIT AND GRADING SYSTEM

a) Award of Grade:

- 01 Credit = 25 Marks
- 01 Credit = 17 Hours for theory course
- 01 Credit = 34 Hours for practicum / Internal / Sessional

A student he/she shall be assigned a grade based on his/her combined performance in all components of evaluation scheme of a course as per the structure. The grade indicates an assessment of the student's performance and shall be associated with equivalent number called a grade point. The marks of each semester examination for the M. Ed. Course (Theory and practicum) will be converted into grades.

b) GRADING SYSTEM:

After adding the internal marks (maximum 25%) to external marks (maximum 75%), the marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the ten points scale as given below:

Table 02

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

Calculation of Semester Grade Point Average (SGPA):

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

$$SGPA = \frac{\sum C_i G_i}{\sum C_i}$$

$$CGPA = \frac{(\sum \sum C_{ni} G_{ni})}{(\sum \sum C_{ni})}$$

Where C_i - number of credits for the i th course,
 G_i - grade point obtained in the i th course,
 C_{ni} - number of credits of the i th course of the n th semester,

Computation of SGPA and CGPA:

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where, C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
- The final Class for M.Ed. Degree shall be awarded on the basis of CGPA.

11. Award of Degree:

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

Table 03

Range of Marks obtained out of 100 or Equivalent fraction	Letter Grade	Grade Point	Description
90 -100	A+	9.00-10.00	Outstanding
80-89	A	8.00-8.99	Excellent
70-79	B+	7.00-7.99	Very Good
60-69	B	6.00-6.99	Good
55-59	C+	5.50-5.99	Fair
50-54	C	5.00-5.49	Average
Less than 50	F	0	Dropped or Fail

Final for CGPA and Division:

Table 04

CGPA	Division
8.00 or more	First class- Exemplary
7.50 and less than or equal to 7.99	First Class with distinction
6.00and less than or equal to 7.49	First Class
5.50 and less than or equal to 5.99	Higher second Class
5.00 and less than or equal to 5.49	Second Class
Less than 5	Dropped or Fail

Framework of M.Ed. (Two year course)

- The university has adopted Choice Based Credit System (CBCS) and grading system along with continuous and comprehensive evaluation.
- The curriculum comprises four broader areas:
 - Perspectives in Education (Core Course-CC)
 - Specialized Course (SC)
 - Elective Courses (EC)
 - Internship/Field Attachment and research leading to dissertation (Practicum Course-PC)
- The course curriculum is of 2200 marks, 2227 hours of work (assuming period of 60 minutes), and 86 credit points divided over four semesters. The semester-wise distribution of marks, credits, internal assessment marks and university assessment marks is briefed in the following table:

**Table-05
Semester-I**

Code	Title	Marks			Total Hours	Credits
		Internal	Theory	Total		
Core Course (CC)						
CC-101	Philosophy of Education	25	75	100	85	4
CC-102	Sociology of Education	25	75	100	85	4
CC-103	Psychology of Education	25	75	100	85	4
CC-104	Methodology of Educational Research	25	75	100	85	4
Practicum Course (PC)and Inter-Semester Break						
PC-105	Communication Skills	50	--	50	68	2
PC-106	Expository and Academic Writing	50	--	50	68	2
PC-107	Formulation and Presentation of Research Proposal	50	--	50	68	2
Total		250	300	550	544	22

Table-06
Semester-II

Code	Title	Marks			Total Hours	Credits
		Internal	Theory	Total		
Core Course (CC)						
CC-201	Educational Studies	25	75	100	85	4
CC-202	Teacher Education-I	25	75	100	85	4
CC-203	Curriculum Studies	25	75	100	85	4
CC-204	History and Political Economy of Education	25	75	100	85	4
Practicum Course (PC) and Inter-Semester Break						
PC-205	Reviews of Related Literature and Researches and its Analysis	25	--	25	34	1
PC-206	Dissertation – Tools Development	25	--	25	34	1
PC-207	Internship in a Teacher Education Institution	100	--	100	136	4
Total		250	300	550	544	22

Table-07
Semester-III

Code	Title	Marks			Total Hours	Credits
		Internal	Theory	Total		
Core Course (CC)						
CC-301	Teacher Education-II	25	75	100	85	4
CC-302	Advanced Educational Research & Statistics	25	75	100	85	4
Specialized Course (SC) Any One Specialised Area (Two Papers)						
SC-303	Elementary School Stage Specific Specialization: A) Elementary school level status, issues and concerns.	25	75	100	85	4
SC-304	B) Elementary school level curriculum, pedagogy and assessment.	25	75	100	85	4
SC-305	Secondary School Stage Specific Specialization: A) Secondary school level status, issues and concerns.	25	75	100	85	4
SC-306	B) Secondary school level curriculum, pedagogy and assessment	25	75	100	85	4
Practicum Course (PC) and Inter-Semester Break						
PC-307	Internship related to specialized course	100	--	100	136	4
PC-308	Yoga Education	50	--	50	68	2
Total		250	300	550	544	22

Table-08
Semester-IV

Code	Title	Marks			Total Hours	Credits
		Internal	Theory	Total		
Elective Course (EC) Any One Elective Area (Three Papers)						
EC-401	Educational Management and Planning: A) Educational Planning and Management B) Leadership and Human Resources Management in Education C) Issues in Planning, Management and Financing of education	25	75	100	85	4
EC-402		25	75	100	85	4
EC-403		25	75	100	85	4
EC-404	Environmental Education A) Sustainable Development and Environment Education B) Disaster Management and Environmental Management. C) Pedagogy and Current Issues in Environment	25	75	100	85	4
EC-405		25	75	100	85	4
EC-406		25	75	100	85	4
EC-407	Inclusive Education A) Special Education and Pedagogy B) Inclusive Strategies and Education for children with Diverse Needs. C) Learning Disability and Issues of Special needed Children	25	75	100	85	4
EC-408		25	75	100	85	4
EC-409		25	75	100	85	4
EC-410	Guidance and Counseling A) Introduction to Guidance and Counseling. B) Organization, Administration and Measurement of Guidance and Counseling. C) Career Development and Guidance	25	75	100	85	4
EC-411		25	75	100	85	4
EC-412		25	75	100	85	4
Practical Course (PC) and Inter-Semester Break						
PC-413	Case Study of Special Children (Minimum two)	50	--	50	68	2
PC-414	Self-development	50	--	50	68	2
PC-415	Institutional Study Project	25	--	25	34	1
PC-416	Dissertation: Data Collection, and Analysis	25	--	25	34	1
PC-417	Dissertation: Report writing, Evaluation and Viva Voce	--	100 (External)	100	136	4
Total		225	325	550	595	22

Table-09
Summary

Semester	Hours	Credit	Marks		
			Internal/Practical	Theory	Total
Semester-I	544	22	250	300	550
Semester-II	544	22	250	300	550
Semester-III	544	22	250	300	550
Semester-IV	595	22	225	325	550
Total	2227	88	975	1225	2200

Table-10

Minimum passing marks for each paper/subject/Internal/Sessional work of M. Ed. Examination leading to the Degree of Master of Education.

Courses	Theory Max. Marks	Sessional /Practical work	Total Marks	Theory Min. Marks	Aggregate Pass Marks
SEMESTER-I					
CC-101 Philosophy of Education	75	25	100	30	50
CC-102 Sociology of Education	75	25	100	30	50
CC-103 Psychology of Education	75	25	100	30	50
CC-104 Methodology of Educational Research	75	25	100	30	50
PC-105 Communication Skills	--	50	50	--	25
PC-106 Expository and Academic Writing	--	50	50	--	25
PC-107 Formulation and Presentation of Research Proposal	--	50	50	--	25
SEMESTER-II					
CC-201 Educational Studies	75	25	100	30	50
CC-202 Teacher Education-I	75	25	100	30	50
CC-203 Curriculum Studies	75	25	100	30	50
CC-204 History and Political Economy of Education	75	25	100	30	50
PC-205 Reviews of related Literature and Researches and its analysis	--	25	25	--	13
PC-206 Dissertation – Tools development	--	25	25	--	13
PC-207 Internship in a Teacher Education Institution	--	100	100	--	50
SEMESTER-III					
CC-301 Teacher Education-II	75	25	100	30	50
CC-302 Advanced Educational Research & Statistics	75	25	100	30	50
SC-303 Elementary school level status, issues and concerns.	75	25	100	30	50
SC-304 Elementary school level curriculum, pedagogy & assessment	75	25	100	30	50
SC-305 Secondary school level status, issues and concerns.	75	25	100	30	50
SC-306 Secondary school level curriculum, pedagogy and assessment	75	25	100	30	50
PC-307 Internship related to specialized course	--	100	100	--	50
PC-308 Yoga Education	--	50	50	--	25
SEMESTER-IV					
EC-401 Educational Planning & Management	75	25	100	30	50
EC-402 Leadership & Human Resources Management in Education	75	25	100	30	50
EC-403 Issues in Planning, Management & Financing of education	75	25	100	30	50
EC-404 Sustainable Development and Environment Education	75	25	100	30	50
EC-405 Disaster Management and Environmental Management.	75	25	100	30	50
EC-406 Pedagogy and Current Issues in Environment	75	25	100	30	50
EC-407 Special Education and Pedagogy	75	25	100	30	50
EC-408 Inclusive Strategies and Education for Children with Diverse Needs.	75	25	100	30	50
EC-409 Learning Disability and Issues of Special Needed Children	75	25	100	30	50
EC-410 Introduction to Guidance and Counseling.	75	25	100	30	50
EC-411 Organization, Administration and Measurement of Guidance and Counseling.	75	25	100	30	50
EC-412 Career Development and Guidance	75	25	100	30	50
PC-413 Case Study of Special Children (Minimum two)	--	50	50	--	25
PC-414 Self-development	--	50	50	--	25
PC-415 Institutional Study Project	--	25	25	--	13
PC-416 Dissertation: Data Collection, and Analysis	--	25	25	--	13
PC-417 Dissertation: Report writing, Evaluation and Viva Voce	100 (external)	--	100	50 (external)	50

**Syllabus prescribed for M.Ed. Semester-I
(Effective from Winter-2015)**

Course:CC-101

PHILOSOPHY OF EDUCATION

Credit: 04

Hours: 85

Max. Marks: 100 (Theory -75 + Internal-25)

Objectives:

- To understand the nature and function of philosophy of education.
- To develop the understanding of basic trends, principles and practices of the major school of Indian and Western Philosophy.
- To develop skill of Logical analysis, interpretation and synthesis of various concept, proposition and philosophical assumptions about educational phenomena.
- To develop critical appraisal of contribution made to education by prominent educational thinkers.
- To enable the students to understand the significance of the ultimate human concerns and the contribution of philosophy in this regard.
- To develop abilities to make comparisons between different philosophies and their educational implications.

Course Content

Unit - I: Introduction of Philosophy:

- a) Meaning of Philosophy and Educational Philosophy.
- b) Nature of Philosophy: Directive doctrine, and liberal discipline
- c) Education and Philosophy: Aims, curriculum, methods of teaching, evaluation
- d) Functions of educational Philosophy: Speculative, Normative, and Analytical.

Unit - II: Indian and Western Schools of Philosophy:

Impact of philosophical suppositions on education made by some prominent school of Indian and Western Schools of Philosophy.

A. Western Schools of Philosophy.

- i. Idealism
- ii. Naturalism
- iii. Realism
- iv. Pragmatism
- v. Existentialism
- vi. Logical positivism

B. Indian Schools of Philosophy.

- i. Vedanta.
- ii. Sankhya
- iii. Charvak

C. A critical comparison of Indian and Western School of Philosophy with Reference to metaphysical implication of education

Unit - III: Epistemology, Axiology and Education:

- A) a) Epistemology : concept and Meaning, Methods of Acquiring Valid Knowledge with reference to Analytical, Dialectical and Scientific approaches.
- b) Methods of acquiring valid knowledge with reference to
 - i. Nyaya Darshan
 - ii. Yoga Darshan
- B) Axiology: Concept, Meaning, Value Formation and contribution to education with reference to
 - i. Bhagvad Gita
 - ii. Buddhism
 - iii. Jainism
 - iv. Islam

Unit - IV: Educational Thought of Indian Thinkers:

- a) M. K. Gandhi
- b) Swami Vivekananda
- c) Rabindranath Tagore
- d) Sri Aurobindo
- e) J. Krishnamurthy
(with special reference to aims, curriculum, methods of teaching, contribution in education and society)
- f) Rashtrasant Tukdoji Maharaj: Educational thoughts, Social change, Life education, Women empowerment, and Gramonnati (rural development).

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities:(5 X 2 =10 Marks)
 1. Readings of original texts of Rabindranath Tagore/ M. K. Gandhi /Sri Aurobindo/ J. Krishnamurthy&presentation of various innovative concepts in the context of Teaching & Learning in schools followed by group discussions.
 2. Study of the comparison between one western school & one Eastern school of Philosophy.
 3. Reading Gramgita and write educational thought of Rashtrasant Tukadoji Maharaj.
 4. Making a power point presentation on different methods of acquiring knowledge and presentation / submission of its Report.
 5. Organization group discussion on role of Bhagvadgita, Islam, Jainism and Buddhist in value formation and submit its report individually.

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Objectives:

- To enable the student to understand relationship between society and education.
- To develop the understanding of sociology of education.
- To understand the role of new technologies in the changing social content.
- To provide an understanding certain Modern Trends in the social content.
- To enable the students to know issues of equality & excellence in education.

Course Content

Unit - I: Sociology and Education:

- a) Educational sociology: Meaning, Nature, Scope of Educational Sociology.
- b) Relationship between sociology and education with special reference to aims of education, methods, and curriculum.
- c) Social structure and social mobility: impact on educational process.
- d) Social Stratification
 - i. Concept and Meaning
 - ii. Forms and bases of Social Stratification Caste, Class, Gender, Race, Ethnicity and Disability.

Unit - II: Education and Society:

- a) Education as a process in the social system: structural functional School, conflict school, symbolic interaction
- b) Education as a process of socialization concept and agencies of socialization.
- c) Social organization and social groups: Concept, Nature and Characteristics.
- d) Social Control: Concept and Role of Education in the process of social control.
- e) Sociological thoughts of Rashtrasant Tukadoji Maharaj (Gramgita).

Unit - III: Relation of Education with Social Change and Social Function:

- a) Social change: concept, process, pattern of social change and role of teachers in social change.
- b) The importance of technology and ICT in educational sociology. (Social Change)
- c) Social change and development through social networking.
- d) Functions of educational sociology as directed by the socio-political ideology of Indian society.
- e) Functions of preservation of culture, transmission of culture and reinterpretation of culture.

Unit - IV: Modern Trends in Education:

- a) Modernization, liberalization, privatization and globalization impact on education.
- b) Education as potential equalizing social force equality of educational opportunities.
- c) Educating the masses the needy and the disadvantage sections women's education.
- d) Education for national and international understanding.
- e) De-schooling Society - Views of Evan Elich.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 - 1) Case study of any two children from varied sections of society.
 - 2) Organization of program on any social issues related to education and submission of its reports individually.
 - 3) Visit to Rural or Tribal school and observe the cultural activities and present its report.
 - 4) Presenting a power point presentation on any of the above mentioned units followed by group discussion and presenting the report.
 - 5) Development and implementation of program for national and international understanding and submission of its report.

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Course: CC-103

PSYCHOLOGY OF EDUCATION

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objective:

- To understand the concept of human development and contribution various school of psychology in education.
- To enable the students to understand conceptual background of learning theories and motivation.
- To enable the students to understand implication of personality development theories.
- To understand the process of group dynamics.
- To develop an awareness of direct and indirect mechanisms of adjustment and mental health.

Course Content

Unit - I: Human development and school of psychology:

A) Human Development.

- i. Concept, Meaning of Development
- ii. Factors influencing on Development and their relative role
- iii. General characteristics and problems of adolescence.

B) Schools of Psychology

A historical view of different schools of psychology with specific reference to changing role of teacher and students.

- i. Association
- ii. Purposivism
- iii. Behaviorism
- iv. Structuralism
- v. Gestalt

Unit - II: Psychology of Learning and Motivation:

A. Learning

- a. Learning its meaning and nature.
- b. Theories of learning and instruction with reference to classroom practice.
- c. A review of behaviorist theories classical conditioning - Pavlov and operant conditioning-Skinner
- d. Cognitive field theories Tolman's Sign.
- e. Verbal meaningful (Reception) learning theory - D. P. Ausubel
- f. Discovery learning - J. S. Bruner's
- g. Genetic epistemology and cognitive development - Piaget
- h. Social cognitive constructivist theory - Vygotsky
- i. Information processing theories.
- j. Brain base learning
Educational implication with specific reference to - learning capacity, cognitive development.

B. Motivation

- a. Motivation: meaning and importance.
- b. Factors related to motivation social factors, emotional, family, classroom ethos.

Unit - III: Personality Development and Group Dynamics:

A) Personality development-

- a. Theories of motivation: Maslow in the contents of learning and instruction.
- b. Concept of development, dynamics of personality
- c. Theories of personality
 - i) Type theory - Jung's classification
 - ii) Trait theory - Allport
 - iii) Psycho analytical theory - Freud
 - iv) Behaviouristic theory - Miller & Dollard
 - v) Humanistic theory - Roger

B. Group Dynamics:

- a. Group : Its definition; type of groups with illustration
- b. Meaning of Group Dynamics, Group Properties and Group Characteristics
- c. Group processes: Interaction, structure, cohesiveness, common motives and goals, standardization of behavior or norms.
- d. Class room as a group
- e. Different techniques to study groups
 - i. Observation\
 - ii. Sociometric techniques
 - iii. Questionnaires
 - iv. Cumulative Records
- f. Group conflicts and problem solving.

Unit - IV: Individual Difference, Adjustment and Mental Health:

A) Individual Difference.

- i) Concept and meaning of individual differences.
- ii) Role of heredity and environment in individual differences.
- iii) Content of individual difference and its measurement.
- iv) Importance considering individual difference.
- v) Implication for individual difference for organizing educational programmes, classroom instruction.
- vi) Exceptional children gifted, slow learner, disabled and guidance them.

B) Adjustment and mental Health

- i) Adjustment: Psychological process.
- ii) Concept of adjustment and maladjustment
- iii) Factors responsible for maladjustment.
- iv) Adjustment as art of living
- v) Mental health: Meaning and importance of mental health.
- vi) Juvenile delinquency - remedial programme at school and community.
- vii) Role of guidance and counselling - Juvenile delinquency.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 - 1) Conducting case study on one student who has difficulties in learning in primary years.
 - 2) Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
 - 3) Understanding group dynamics of higher secondary school students using different techniques and tools.
 - 4) Administrations of personality test, its interpretation and report writing.

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Course: CC-104

METHODOLOGY OF EDUCATIONAL RESEARCH

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives of the course:

- To understand the sources of knowledge.
- To understand the concept of scientific method.
- To understand formation of research proposal.
- To understand method and types and research.
- To identify research problem along with its specification in terms of objectives, hypothesis, definitions, variables and delimitations.
- To understand about probability and non-probability sampling design.

Unit-I Introduction of Educational Research:

- a) Sources of knowledge: Inductive, Deductive, and Scientific Method.
- b) Research: Nature, characteristics, area, and need
- c) Educational research: Nature, characteristics, area, and need
- d) Qualitative and quantitative research: Concept and nature
- e) Interdisciplinary research: Concept and nature

Unit-II Research Proposal:

- a) Research proposal: Concept, need, importance and types
- b) Research problem: Meaning, types, sources, importance, criteria for selecting research problem, and evaluation of research problem.
- c) Objectives: Concept, nature and types.
- d) Research variable: Meaning and types
- e) Hypothesis and Assumption: Meaning, sources and types.
- f) Review of the literature: Concept, purpose, need, importance and resource.

Unit-III Research Methods and Types:

- a) Types of research: Basic, Applied and Action Research
- b) Methods of research: Historical, Descriptive and Experimental.
- c) Qualitative Research: Case Study, Ethnography and Phenomenology.
- d) Experimental Research Design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only control group design and factorial design.
- e) Internal and external validity of results in experimental research.

Unit-IV Sampling in Educational Research:

- (a) Concept of population, sample, characteristics of good sample and size & errors of the samples.
- (b) Techniques of sampling: Probable and Non-probable Sampling

i) Probability sampling-

- Random sampling
- Stratified sampling
- Cluster sampling
- Systematic sampling
- Multistage sampling

ii) Non probability sampling-

- Convenient sampling
- Purposive sampling
- Quota sampling
- Snowball Sampling

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 - 1) Formulation of research questions, objectives, hypothesis, delimitations for the selected topics.
 - 2) Identify the steps of preparation, try out and finalization of a tool and submit a report.
 - 3) Identification of variables of any one research study and their classification in terms of functions and level of measurement.
 - 4) Critically examines reviews of related studies/literature.

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Course:PC-105

Practicum and Internal Semester Break

COMMUNICATION SKILLS

Credits: 02

Hours: 68

Maximum Internal Marks: 50

Objectives:

To develop the communication skills in students.

Procedure:A short workshop is intended to enhance the ability of the graduates 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 workshops should also involve training in ICT and educational technology.

Take Two day workshop on communication skill development.

In workshop:

- To help students to understand the conceptual information about communication skills. (Concept, Types)
- 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 student teacher communication skill.
- PowerPoint Presentation (PPT) is compulsory to present the information in workshop for Professors.

The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of communication skills	10
02	Project work	10
03	Overall performance	10
04	Examination	20
TOTAL MARKS		50

Course: PC-106

Practicum and Internal Semester Break

EXPOSITORY AND ACADEMIC WRITING

Credits: 02

Hours: 68

Maximum Internal Marks: 50

Objectives:

- To develop the expository and academic writing skill in students.
- To help students to understand the conceptual information about expository and academic writing skills (concept, types with examples).

Procedure:This type of writing can include essays, newspaper and magazine articles, instruction manuals, textbooks, encyclopaedia 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.

In workshop:

- Motivate students to complete project on expository writing skill.
- Focus on the story writing, theme writing, self-experiences writing, report writing based on visits, writing about disasters, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various science, mathematics, history, geography, literature/language pieces) etc.

The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of expository and academic writing	10
02	Contents of the expository and academic writing	10
03	Overall performance	05
04	Use of ICT for presentation	05
05	Examination	20
TOTAL MARKS		50

Course: PC-107

Practicum and Internal Semester Break

FORMULATION AND PRESENTATION OF RESEARCH PROPOSAL

Credits: 02

Hours: 68

Maximum Internal Marks: 50

Objective: To formulate a research proposal and motivate student to present research proposal. Each student is expected to prepare a draft research proposal in consultation with his/her guide and make a presentation before the seminar committee and the same committee will evaluate the presentation.

Procedure: One day workshop on formulation of research proposal will be organized under the guidance of research guide followed by power point presentation by researcher.

The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Selection and justification of research title	05
02	Need, significant, objectives and methodology (population, sample and tools) of research topic.	10
03	Actual Research Proposal writing	05
04	Use of ICT for Presentation	05
05	References and Bibliography	05
06	Examination	20
TOTAL MARKS		50

**Syllabus prescribed for M.Ed. Semester-II
(Effective from Summer 2016 Exam)**

Course: CC-201

EDUCATIONAL STUDIES

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand and appreciate the theoretical development in education in their proper perspectives.
- To analyse the concept and the relevance of education by reflecting on various educational thoughts and visions.
- To examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- To analyse the social and the cultural dimensions of education and the related issues.
- To examine critically the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.

Course Contents

Unit-I Conceptual Perspectives of Education as a Discipline:

- a) Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.
- b) Critical analysis of concepts, principles: education as discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process and their linkage to pedagogy and practices.
- c) Procedure of bridging gap in the process of knowledge construction between:
 - Content knowledge and Pedagogy knowledge
 - School knowledge and out of the school knowledge
 - Experiential knowledge and empirical knowledge
 - Knowledge on action and reflection on outcome of action
 - Theoretical knowledge and practical knowledge
 - Universal knowledge and contextual knowledge.

Unit-II Need for a Vision of School Education and Teacher Education:

- a) Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decisions, teaching-learning process and pedagogy for different stages of education, overall development of the children, assessment, school and

classroom environment, pedagogy, role of the teachers, discipline and participatory management, etc.

- b) The multiple contexts in which the schools are functioning; emerging dimensions of school and teacher education;
- c) Linkage between education and other development sectors.
- d) The complex process related to the role of educational transformation in national development in the rights of the child.
- e) Concepts of quality and excellence in education- it's relation to quality of life.

Unit-III Education as Interdisciplinary Knowledge:

- a) Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
- b) Contribution of science and technology to education and challenges ahead.
- c) Axiological issues in education: role of peace and other values, aesthetics in education.
- d) Dynamic relationship of education with the political process.
- e) Interrelation between education and development.

Unit-IV Social and cultural context of Education:

- a) Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict
- b) Social purpose of Education; Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society
- c) Role of Education in addressing the technological culture, privatization and globalization.
- d) Interrelationship between education and sustainable development
- e) Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality; Right to Education
- f) Education of socio-economically deprived groups and differential disabilities as seen in the society; Relevance of Education in social policy and policy of inclusion.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 - 1) Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.
 - 2) Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State.
 - 3) Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
 - 4) Preparing a power point presentation on interdisciplinary nature of education and submission its report.
 - 5) Survey of educational needs of disadvantages.

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Course: **CC-202**

TEACHER EDUCATION-I

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

1. To gain insight on concept, objectives and status of pre-service and in-service teacher education
2. To acquaint student-teachers with historical background of teacher education in India.
3. To understand the various recommendations of commissions in the post-independence era with reference to teacher education
4. To understand the curriculum of teacher education.
5. To understand the agencies of In-service training programme.

Unit-I Concept of Teacher Education

- a) Teacher education: Concept, nature, need, significance and scope-pre-service, in service
- b) Difference between teacher training and teacher education.
- c) Objectives of teacher education at elementary and secondary level.
- d) In-service teacher education: Meaning, objectives, nature, and function.
- e) Designing of in-service teacher education.

Unit-II Historical Development of Teacher Education in India:

- a) Teacher education: A brief historical perspective of the development of teacher education- Ancient, Medieval and British period.
- b) A study of the various recommendations of commissions in the post-independence era with reference to teacher education
 - Radha Krishnan Commission
 - Mudliar Commission
 - Kothari Commission
 - National Policy of Education-1986

Unit-III Curriculum of Teacher Education:

- a) Curriculum: Concept, Principles and Types
- b) The structure of teacher education curriculum documents of NCTE for D.T.Ed. and B.Ed.
- c) Curriculum Components
 - Foundation Course
 - Pedagogy Course
 - Engagement with field
 - Enhancing professional competence.

Unit IV Agencies of In Service Training Programme:

The nature and functions of

- a) National Council of Educational Research and Training.
- b) University Grants Commission
- c) National Council of Teacher Education
- d) State Council of Educational Research and Training
- e) District Institute of Education Training.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)

- 1) Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, evaluation.
- 2) Design, implementation and evaluation of a training input in any course of pre-service teacher-education- mentored practicum.
- 3) Study best practices of teacher education institutions.
- 4) Critical study of an in-service teacher education program in terms of their need and relevance, duration, planning organization & out comes – document analysis.
- 5) Studying the structure, modes and patterns of in-service programme.
- 6) Studying the difference between practices and demand in preparation of teacher.

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Course: CC-203

CURRICULUM STUDIES

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

1. To develop understanding of basic principles of curriculum design and instruction.
2. To understand the students teachers to know the various levels of curriculum planning.
3. To understand different models of curriculum evaluation.
4. To orient towards latest issues, trends and researches in area of curriculum construction.
5. To acquaint with basic concept of curricular content of various courses and its contribution to education.

Unit - I: Introduction to Curriculum:

- a) Concept, meaning and principles of curriculum.
- b) History of curriculum development.
- c) Components of curriculum: Objectives, contents, transection mode and evaluation.
- d) Foundations of curriculum: Philosophical, Sociological, Psychological, Discipline Oriented.

Unit – II: Curriculum Designing:

- a) Curriculum Structure: Need and Importance.
- b) Approaches of Curriculum Designing.
 - i. Subject Centered
 - ii. Community Centered
 - iii. Activity Centered
 - iv. Competency based (including minimum levels of Learning)
 - v. Learner – centered and constructivist.
- c) Different Levels of Curriculum planning: National, State and Institutional level (relation and difference)
- d) Models of Curriculum Development
 - i. Taba’s Model
 - ii. Goodlod’s Model
 - iii. Hunkon’s Developmental Model

Unit – III: Curriculum Transaction and Evaluation:

- a) Requirement for Curriculum Transaction (Duration, Intake, Eligibility, content, Human Resource, Infra Structural Facilities)
- b) i) Instructional Systems, Media (Print, Electronic) Method, Techniques for Curriculum Transaction.
ii) Enhancing Curriculum Transaction
- c) Curriculum Evaluation: Concept, Nature and Purpose
- d) Approaches and Models of Curriculum Evaluation (Formative, Summative) Text-Book Evaluation.

Unit – IV: Improving Curriculum through Research:

- a) Understanding of the research process in curriculum development.
- b) Current researches on curriculum development. Studying one curriculum development project where research is an integral part.
- c) Implication of research for curriculum development: providing insight into problems of human relationship, analysis and understanding of teaching learning process, solving problems of

classroom and school organization development and effective use of resources sharpening of evaluation skill.

- d) Cooperative action research for curriculum improvement, utilization of quasi- experimental designs for curriculum research.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Recods-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)

The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)

- 1) Evaluation of an institutional level curriculum for elementary education and submission of report.
- 2) Make an analysis of the NCF 2009 and submission of detail out its linking features.
- 3) NPE-1986 (modified version 1992) POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE and examine the documents with respect to various aspects of foundation and presentation in groups.
- 4) Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum.
- 5) Design curriculum framework elementary of secondary education.

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HISTORY AND POLITICAL ECONOMY OF EDUCATION

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

1. To understand students historical development of the education system in India.
2. To enable the student to understand historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees.
3. To understand the students conceptual theoretical aspect of economic policies of education in India.
4. To understand the student: historical, Economic and political perspective and transformative role of education.
5. To understand the source of economic growth and investment in education.

Unit – I: History of Education: Ancient, Medieval Period:

- A) Education in Ancient India: Vedic, Buddhist, Islamic System of Education With special reference to their aims, curricula, methods of teaching practices and agencies of education.
- B) Education in Medieval India (1835-1947)
 - a. Missionaries contribution to education
 - b. Policy of East India Company towards Indian Education- Macaulay Contribution.
 - c. British Ruler –

- Magna Charta of Indian Education-1854 (Woods Despatch)
- Indian Education Commission (hunter Commission)
- Indian Universities Commission 1902
- Sadler Commission (The Calcutta University Commission)
- The Hartog Committee Report 1929
- Abbot- Wood Report 1936-37
- Sergeant Report-1944

Impact of education on Political, Social, Economic and Culture

- C) The indigenous system of education during the 19th century National Educational Movement , Introduction of Compulsory Primary Education- Gokhale's Attempt, Basic Education - M. K. Gandhi.

Unit – II: History of Education: Post Independence Period:

- a. University education commission 1948 (Radhakrishnan Commission)
- b. The secondary education commission 1952-53 (Mudaliyar)
- c. Education commission 1964-66 (Kothari)
- d. National Policy of education 1968
- e. Review committee on the curriculum-1977 (Ishwarbhai Patel Committee)
- f. National review committee on higher secondary education (Adisehiah Committee) 1978
- g. Draft of national policy on education-1979
- h. National policy on education 1986
- i. Ramamurti review committee-1990
- j. Report of central advisory board of education (Janardhana Committee) 1992
- k. Revised national policy on education 1992
- l. Report of Yashpal Committee – 1993

With special reference to elementary and secondary education.

Unit – III: Education and Finance:

- a. Educational Finance: Concept, Need and Principles.
- b. Source of Economic growth in Education: Government Grant (Central, State, Local), tuition fees, taxes, endowments, Donation and Gifts.
- c. Investment in Education
 - i. Demand in Education
 - ii. Criteria for individual investment.
 - iii. Profitability of investment in education.
 - iv. Input-Output analysis of investment in education.
 - v. Social demand criteria for public investment.
- d. Central and state relationship in financing education.
- e. Five year plan and education: Assessment and Evaluation

Unit – IV: Conceptual and Theoretical aspect of political Economy of Education:

- a. Political ideologies and policy of education in democratic state.
- b. Secularism concept, meaning and goal of secularism.
- c. Constitutional responsibility for providing education.
- d. Right to education act.
- e. National and state budget: Critical appraisal of allocation of finance for education.
- f. Critical appraisal of educational policy planning and finance in contemporary India.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 - 1) Reading the Report of any one of the pre-Independence period or post-independence period, education commission, so as to understand the history of Indian Education and presenting the report.
 - 2) Interviewing the members of school management and Head Master/ Principal, so as to understand the problems of Education. (Management, organizational, finance, professional growth of education personnel, political problems.)
 - 3) Reading appropriate sources, so as to trace out the need, significance and principles of Educational Financing and presenting the report.
 - 4) Presentation on critical analysis of education system in ancient period and medieval period.

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Course: PC-205

Practicum and Internal Semester Break

REVIEWS OF RELATED LITERATURE. RESEARCHES AND ITS ANALYSIS

Credits: 01

Hours: 34

Maximum Internal Marks: 25

Objectives: To enable students to understand the purpose and need of reviews of related literature and researches.

Procedure: A thorough review of the related literature is an integral part of the conduct of research study. Reviewing the literature is one of the sources of knowledge. Reviewing related literature and previous researches allows the investigator to acquaint him/herself with the current knowledge in the related field in which he is going to conduct his research. The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Planning for searching related literature and researches.	05
02	Noting the methodologies: method of research, population, sample size, research tools, statistical techniques	05
03	Use of ICT for searching related literature and researches.	05
04	Uniqueness of selected topic	05
05	Presentation	05
TOTAL MARKS		25

Course:PC-206

Practicum and Internal Semester Break

DISSERTATION – TOOLS DEVELOPMENT

Credits: 01

Hours: 34

Maximum Internal Marks: 25

Objectives: To enable students to understand development of research tools.

Procedure: Each student is expected to develop related research tools in consultation with his/her guide and make a presentation before the seminar committee and the same committee will evaluate the presentation.

A separate orientation session shall be organized for development of research tools.

The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge and understanding of research tools	05
02	Planning for development of research tools	05
03	Use of ICT for development of research tools	05
04	Content and selection of research tools	05
05	Pilot study or standardization of research tools	05
TOTAL MARKS		25

Course: PC-207

Practicum and Internal Semester Break

INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

Credits: 04

Hours: 136

Maximum Internal Marks: 100

- **Internship:**

This part involves a compulsory attachment with a teacher education institution; this will be organized for duration of four weeks and M.Ed students have to perform following assignment during this phase-

- 10 classes in the TEI (B.Ed.) will be taken by the M.Ed student under the supervision of faculty/mentor teacher.
10classes x4 marks = 40 marks.
- Observation of pupil teachers' ten lessons.
10 lessons x 2 marks = 20marks.
- Construction and standardization of an achievement test in one of the teaching subject.
1 test x 10 marks = 10 marks.
- Administration, Scoring and Interpretation of any two of the following:
1. Intelligent test b. Personality test c .Creativity test d. Study habits test e. Adjustment test
2 test x 10 marks = 20 marks.
- A Project related application of ICT.
1 project x 10 marks = 10 marks

Syllabus prescribed for M.Ed. Semester-III

(Effective from Winter 2016 Exam)

Course: CC-301

TEACHER EDUCATION-II

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the management of teacher education
- To understand the recent trends in teacher education
- To understand profession and professional development of a teacher
- To acquaint with various issues and innovations in teacher education.
- To understand the researches in teacher education.

Unit-I Management of Teacher Education at Elementary and Secondary Level:

- a) Administrative Structure in Teacher Education at National and State Level Structure
- b) Management Issues in Teacher Education
- c) Planning and Designing in Teacher Education
- d) Executing the Instruction
- e) Multi-organizational Influences (University, State Government, UGC, NCERT and NCTE)
- f) Monitoring the Programme
- g) Management of demand and supply of teacher

Unit-II Recent Trends in Teacher Education:

- a) Competency-based Teacher Education
- b) Continuous and Comprehensive Evaluation/school-based evaluation
- c) Integrated Approach in Teacher Education
- d) Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes, and sufficiency of subject matter knowledge for teaching at the senior secondary level.

Unit-III Profession and Professional Development of a Teacher:

- a) Profession as teacher: Concept, nature and importance.
- b) Professional development of a teacher: Orientation, refresher, workshop, seminar and conference (meaning, objectives and nature).
- c) Professional ethics and code of conduct for teachers
- d) Enhancing and evaluating teacher effectiveness through Performance Appraisal of Teacher.

Unit IV: Research in Teacher Education:

- a) Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme.
- b) Researches in Teacher Education- Methodological Issues and Challenges
- c) Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications.
- d) Innovations in Teacher Education: Constructivist and Reflective Teacher Education
- e) e-Teacher Education

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 - 1) Select any one current practice in teacher education & trace out the background of its formulation as a policy.
 - 2) A review of researches in any one area of research in teacher education & write the policy implications.
 - 3) A review of a research article in teacher education and write implications for practitioners.
 - 4) Case study on innovative Institutions in teacher education.
 - 5) Studying the opinions of the in-service teachers for strengthening teacher education.
 - 6) Development and implementation programme for community awareness on certain cultural, social, environment and academic issues.

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Course: **CC-302**

ADVANCE EDUCATIONAL RESEARCH & STATISTICS

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the concept of research tools and techniques.
- To understand meaning of reliability and validity of research tools.
- To understand descriptive statistics in research.
- To understand inference statistics.
- To understand competencies in research reporting
- To understand ethics of qualitative research and quality of researcher

Unit-I Tools and Technique:

- a) Tools and Techniques: Concept and characteristics of good tools & techniques
- b) Tools and Techniques: Interview; observation, sociometric, questionnaire, attitude scales- Thurston's & Likert's technique, and rating Scale.
- c) Standardization of various tools and techniques,
- d) Reliability and validity of tools.

Unit-II Descriptive Statistics:

- a) Scale of measurement- nominal, ordinal, interval & ratio.
- b) Normal Probability Curve (NPC): Nature, Properties, Uses, Standard score.
- c) Measures of central tendencies and variability.
- d) Percentiles and Percentile Ranks.
- e) Correlations: Concept, Rank difference method, product moment method.

Unit-III Inferential Statistics:

- a) Meaning of Inferential statistics
- b) Standard error of mean, Degree of freedom, Levels of confidence & confidence intervals,
- c) Testing of hypothesis.
- d) Parametric tests:
 - Meaning and assumption for parametric test
 - t test, ANOVA, and ANCOVA (its concept and application)
- e) Parametric and non-parametric tests:
 - Meaning and assumption for non-parametric test
 - Chi square test(Goodness of fit and independence of variables), Mann Whitney test and Median test (its concept and application)

Unit-IV Evaluation of Qualitative Research Report:

- a) Evaluation of research report: Norms, format, language and technical rules
- b) Use of Computer for data analysis- Knowledge of different types of software for statistical analysis: SPSS and EXCEL
- c) Bibliography, Referencing, American Psychological Association Style (APA Style) and Appendix
- d) Ethics of qualitative research and quality of researcher.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 - 1) Analysis of data using Statistical Packages
 - 2) Evaluate the any one research dissertation
 - 3) Preparation of research article on own research
 - 4) Critically evaluate the research paper.

References:

- Aggarwal, Y.P. (1998). *Statistical Methods Concept, Application and Computation*. New Delhi: Sterling Publishers (Pvt.) Ltd.
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- Guilford, J.P. (1978). *Fundamentals of Statistics in Psychology and Education*. New York: McGraw Hill Series.
- Gulhane, G.L. (2012). *Research and Statistics*, Meerut: Anu Publications.
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Course: SC-303

A) ELEMENTARY SCHOOL LEVEL STATUS, ISSUES AND CONCERNS

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- To understand the development of elementary education in India since independence
- To understand strategies and programmes in elementary education.
- To understand the policy and programme of elementary education in Indian and Global Perspectives.

Unit - I: Perspectives and Context of Elementary Education:

- a. Elementary Education: Nature, Scope, function and system of Elementary Education.
- b. General objectives of Elementary Education.
- c. Status of Elementary Education in Indian Education System.
- d. Developmental characteristics and norms-physical, cognitive process and abilities of elementary level Students.
- e. Language development process of elementary students.
- f. Socio-emotional development during early and late childhood (only implications from theories to be referred).

Unit –II: Development of Elementary Education:

- a) Nature and focus of elementary education after-independence
- b) Relevance of elementary educational thought of Tarabai Modak, Gigubhai Badheka, Montessori and Frobel.
- c) Right to education as fundamental right: provision in Right To Education (RTE) Act and related issues.
- d) Elementary Child Care Education (ECCE) in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National plan of action for children: 1992 and 2005.
- e) ECCE in global perspective: United Nations convention on rights of the child (UNCRC, 1989), millennium development Goals (2000) and global monitoring report (UNESCO) 2007 - Concerns and issues.

Unit – III: Universalization of Elementary Education (UEE)- Objectives and Challenges:

- a) Concept, objectives, meaning and justification of UEE.
- b) Critical appraisal of current status of UEE (access enrolment, land retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- c) Access and enrolment of different types of learner-issues and challenges.
- d) Enrolment and dropout : meaning and assessment and related issues and dropout
- e) Achievement levels of different types of learners-status and issues.
- f) Differently abled children-types, access, issues and challenges; critical appraisal of inclusive educational as a solution.

Unit IV- Strategies and Programmes in Elementary Education:

- a) Panchayatraj and community involvement in education planning and management related issues
- b) Participation of NGOs in achieving goals of UEE.
- c) Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- d) District primary education programme-goals and strategies.
- e) Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention / participation and achievement, and monitoring, research and evaluation of mid-day meals, different incentive schemes and achievement.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Recods-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Critical study of existing elementary education curriculum of a state
 2. Comparative study of one aided and non-aided elementary school.
 3. Study of enrolment and drop-out problems in elementary education
 4. Critical analysis of Mid-day meal scheme.

References

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
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- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universalization of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
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Course: SC-304

B) ELEMENTARY SCHOOL LEVEL CURRICULUM, PEDAGOGY AND ASSESSMENT

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the Characteristics and general principles to curricular approach of elementary Education.
- To understand the programmes in Elementary Education.
- To understand the training programmes and researches in elementary education.
- To understand the evaluation process of elementary education.
- To understand curriculum approaches and resources in elementary education.

Unit - I: Curriculum Development at Elementary Education:

- a. Curriculum development: concept, components and determinants of elementary education Curriculum.
- b. Principles of curriculum construction criteria for selection, organization of content, learning activities, different perspectives to curriculum and their synthesis - behaviorist, cognitive e and construction.
- c. Curriculum, objectives, planning organization and evaluation of language, mathematic, environmental, studies, natural science, social science in elementary Education.
- d. Preparation and use of different types of curricular material.
- e. The relevance National Curriculum Framework (NCF) 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit – II: Curriculum Approaches and Recourses for Elementary Education:

- a) Curriculum for school readiness – physical, cognitive, socio-emotional dimension; characteristics of learning experiences and approaches
- b) Supports of workforce: teachers, parents and community supports in functioning of Elementary Child Care Elementary (ECCE) centres.
- c) General principles to curricular approaches – activity based / play – way, child – centered, theme-based, holistic, joyful , inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as method in primary and early primary stages – meaning, rational, method of transaction in specific contexts.
- d) Local specific community resources – human and material & their integration to curricular activities; preparation & use of leaning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes

Unit III – Training, Research & Evaluation in Elementary Child Care Education (ECCE):

- a) Need and significance of personnel involved in ECCE programme.
- b) Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems
- c) Areas of research studies in ECCE.
- d) Evaluation of ECCE programmes, methodology and implications
- e) Role of SCERT in elementary education

Unit IV – Educational Evaluation – Tools and Techniques:

- a) Meaning nature and function of evaluation, difference between measurement, and evaluation – formative, diagnostic and summative evaluation, assessment, testing, appraisal and examination, type of evaluation – formative, diagnostic and summative evaluation, continuous and comprehensive evaluation.
- b) Testing and non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records question bank, grading
- c) Characteristics of good test-objectivity, validity, usability, written, oral and observation, planning of tests; content- analysis, writing objective in behavioral terms; construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key / scheme of Evaluation; try out and item analysis, difficulty value and discrimination power, construction of a diagnostic test-steps and guidelines
- d) Construction of achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results – norm-referenced and criterion-referenced, use of tests.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Case study of any one Elementary School
 2. Study of present status of Elementary Education in a State//District
 3. Writing of journal articles on different issues on Elementary Education
 4. Survey of play materials and comparing with the socio-cultural set-up
 5. Survey of child rearing practices in different cultures

References:

- Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi.
- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
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- NCERT (2005). National Curriculum Framework, New Delhi.
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- UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
- UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.
- World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.
- UNESCO (2007): Strong Foundations: Early Childhood Care and education. Paris.

Course: SC-305

A) SECONDARY SCHOOL LEVEL STATUS, ISSUES AND CONCERNS

Credit: 04 Hours: 85 Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the nature, scope and systems of secondary.
- To examine the status of development of secondary and senior secondary education in India after Independence
- To understand the problem and challenges related to secondary and senior secondary education
- To understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- To understand Co-curricular activities in Secondary.
- To understand Support System and Innovation in Secondary Education.

Unit - I: Perspectives and Context of Secondary Education:

- a. Secondary Education: Nature, scope, function and system of secondary education.
- b. General objectives of Secondary Education.
- c. Status of Secondary Education in Indian Education System.
- d. Developmental characteristics and norms-physical, cognitive process and abilities of Secondary level Students.
- e. Language development process of secondary students.
- f. Socio-emotional development of adolescent (only implications for theories to be referred)

Unit- II: Problems and Challenges of Secondary Education:

- a) Problems and challenges related to secondary education.
- b) Problems and strategies of alternative schooling at secondary stage.
- c) Problems / challenges/ strategies / intervention in relation to access enrolment, dropout, achievement equality of educational opportunities.
- d) Problems of education for girls, disadvantaged and differently abled children and show learners and interventions to solve the problem.
- e) Classroom problems discipline, under achievement, lack of motivation slow learners, delinquency and maladjustment.
- f) Issues of quality in secondary education: management system of secondary education, department of education, directorate, inspectorate and private agencies

Unit- III: Co-curricular activities in Secondary and Higher Secondary Education:

- a) Place of Co-Curricular Activities in Secondary and Higher Secondary Education
- b) Objectives of Co-Curricular Activities;
- c) Principles underlying the Organization of Co-Curricular Activities
- d) Type of Co-Curricular Activities
- e) Management of Co-Curricular Activities
- f) Place of Co-curricular activities in CCE

Unit - IV: Support System and Innovation in Secondary Education:

- a) Support System: Interactive Technologies, Teleconferencing, E-learning, Designing of E-learning Content.
- b) Challenges and limitation of interactive technologies' of INSET
- c) Innovation in teaching and learning at secondary education.
- d) Area of research structures in Secondary Education.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement
 2. preparing a report on the existing status of the teachers, method of recruitment of salary structure
 3. conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest improvement there of
 4. visits of different types of secondary schools and preparation of school profiles
 5. conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.

References

- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
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- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi

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- Linda Darling, Hammond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
- Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
- Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
- Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

Course: SC-306

B) SECONDARY SCHOOL LEVEL CURRICULUM, PEDAGOGY AND ASSESSMENT

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To develop an understanding of underlying principles of curriculum development and evaluation at Secondary Stage
- To understand the need and importance of work experience, art education, health physical education and working with the community.
- To understand the importance of teaching of language science and mathematics at secondary level
- To develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
- To develop research insight for curriculum development in secondary education.
- To understand the nature and uses of different types of tools and techniques of evaluation in secondary education
- To acquire the skill to construct the achievement and diagnostic tests
- To administer the tests and interpret the best scores and its implication to students and parents

Unit - I: Curriculum Development at Secondary Education:

- a. Curriculum development: concept, components and determinants of secondary Education Curriculum.
- b. Principles of curriculum construction criteria for selection, organization of content, learning activities, different perspectives to curriculum and their synthesis - behaviorist, cognitive and construction.
- c. Curriculum, objectives, planning organization and evaluation of language, mathematic, environmental, studies, natural science, social science in Secondary Education.
- d. Preparation and use of different types of curricular material.
- e. The relevance National Curriculum Framework (NCF) 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit II Language and Social Science Curriculum at Secondary Education:

- a) **Language Curriculum:** Focus on three (3) language formula emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction English needs to find its place along with other Indian languages -Multilingual character of the classroom.
- b) **Social Science Curriculum:**
 - Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on social issues
 - At secondary stage social science comprise history, geography, sociology, political science and economics.

Unit III Science and Mathematics Curriculum at Secondary Education:

- a) **Science Curriculum:**
 - Science as a composite discipline at secondary stage
 - Systematic experimentation as a tool to discover / verify theoretical principles and working on locally significant projects involving science and technology.
 - Introduction of science as separate discipline such as physics, chemistry, mathematics, biology etc. with emphasis on experiments / technology and problem solving.
- b) **Mathematics Curriculum:**
 - Introduction of Mathematics as separate discipline.
 - Co-relation of Mathematics with different secondary school subjects.

Unit IV Educational Evaluation – Tools and Techniques:

- a) Meaning nature and function of evaluation, difference between measurement, and evaluation – formative, diagnostic and summative evaluation, assessment, testing, appraisal and examination, type of evaluation – formative, diagnostic and summative evaluation, continuous and comprehensive evaluation.
- b) Testing and non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records question bank, grading.
- c) Characteristics of good test-objectivity, validity, usability, written, oral and observation, planning of tests; content- analysis, writing objective in behavioral terms; construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key / scheme of Evaluation; try-out and item analysis, difficulty value and discrimination power, construction of a diagnostic test-steps and guidelines.
- d) Construction of achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results – norm-referenced and criterion-referenced, use of tests.

Transactional Mode:Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects,Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Critical appraisal/analysis of existing syllabi and textbooks on secondary education developed by state government.
 2. Evolving criteria for development of syllabi and textbooks
 3. Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
 4. Evaluation of syllabus related to secondary education (any one)viz. language, science, mathematics, and social science.
 5. Critical analysis of a curriculum conducting continuous evaluation in scholastic and non-scholastic areas preparation, administration and interpretation of a diagnostic test

References

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.

- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
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- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

Course:PC-307

Practicum and Internal Semester Break

INTERNSHIP RELATED TO SPECIALIZATION COURSES

Credits: 04

Hours: 136

Maximum Internal Marks: 100

This part involves associating it with a field site relevant to the area of specialization.

Following Activities may be completed during Internship

- Lesson Observation of School Teachers (Min. 02 Lessons)
- Observation of School Administration and Management
- Study of School Curriculum
- Observe and Study the Slow and Advance Learner (Any One)
- Work as a Teacher Educator/ Supervisor in School.

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Lesson Guidance	30
02	Observation of School Administration and Management	10
03	Observe and Study the Slow and Advance Learner	20
04	Study of School Curriculum	20
05	Lesson Observation of B.Ed. Pupils & School Teachers	20
TOTAL MARKS		100

Course:PC-308

Practicum and Internal Semester Break

YOGA EDUCATION

Credits: 02

Hours: 68

(Internal Theory: 30 Marks)

Unit 1: Introduction to Yoga and Personality development.

- a. Yogic concepts of personality
- b. Dimensions of integrated personality
- c. Yoga for integrated personality development

Unit 2: Introduction to Yogic Texts

- Concept of Stress
- Stress - a yogic perspective
- Yoga as a way of life to cope with stress
- Yogic practices for stress management
- Cyclic meditation for stress management

Unit 3: Yoga and Health

- Concept and nature of self-development
- The concept of Values and value education
- Spirituality and its role in human self-development-*yaman* and *niyamas*
- Helping children develop values
- Yoga and human excellence

Practicum: Practical will be based on the above three units(20 Marks)

Evaluation:

Particular	Marks
Internal Theory Exam	30 Marks
Internal Practical Exam	20 Marks
Total	50 Marks

References:

- Basavaraddi, I.V. (ed) (2013). A Monograph on Yogasana, New Delhi: Moraji Desai Institute of Yoga.
- Muktibodhananad, Swami (1993). Hatha Yoga Pradipika: Light on Hatha Yoga. Munger: Yoga Publication Trust.
- Udupa, K.N. (1985). Stress and Its Management by Yoga, Delhi: Motilal Banarsidass.
- Yoga Education (2015) Master of Education Programme, NCTE, New Delhi

Syllabus prescribed for M.Ed. Semester-IV (Specialization Course) (Effective from Summer 2017 Exam)

(Specialization Area: Educational Management and Planning Course EC-401

A) EDUCATIONAL PLANNING AND MANAGEMENT

Credit: 04 Hours: 85 Max. Marks: 100 (Theory-75 + Internal-25)

Objectives

- To identify the need, scope and purpose of educational planning and management in terms of national and community needs.
- To develop the skills in planning and using a variety of planning techniques.
- To help them determine and implement objectives of planning and management on the basis of individual needs of the students.
- To understand the various approaches of educational planning.
- To understand educational expenditure at elementary and secondary levels.

Course Content

Unit I- Concept, Need and Process of Educational Planning:

- Concept and nature of Educational Planning.
- Need and importance of Educational Planning.
- Types of Educational Planning; Process of District level planning including Micro level planning exercise; Institutional planning.
- Critical view of Educational Planning in India.

Unit II- Principles and Techniques of Educational Planning:

- Guiding principles of educational planning
- Methods and techniques of planning.
- Approaches to Educational Planning:
 - Social demand approach
 - Man-power approach
 - Return of Investment approach

Unit III- Educational Management:

- a) Concept of Educational Management
- b) Nature and scope of educational management
- c) Theories of Administration
 - Scientific Management : F.W Taylor
 - Bureaucratic Model : Max Weber
 - Human Relations and Human Resources Model : Elton Mayo
 - Political and Decision making model
 - Contingency Model

Unit IV- Educational Expenditure:

- a) Educational Expenditure: meaning and types
- b) Concept of Cost of Education and Expenditure on Education
- c) The Determinants of Expenditure on Education
- d) Grant-in-Aid Policy at Elementary and Secondary Education

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Recods-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Preparation of institutional plan.
 2. Evaluation of management activities in secondary/ elementary school.
 3. Preparation of plan for instructional management in a secondary school.
 4. Critical analysis of an educational project.

Essential Readings

- Bell & Bell (2006): *Education, Policy and Social Class*. Routledge.
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Semester IV (Specialization Course)

Specialization Area: Educational Management and Planning

Course EC-402

B) LEADERSHIP AND HUMAN RESOURCES MANAGEMENT IN EDUCATION

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the concept of leadership in educational management.
- To understand the importance of the leadership behaviour in educational management.
- To understand the women role in the educational leadership.
- To know the concept of power and politics in leadership.
- To understand the concept and processes of Human Resource management in education.
- To understand the process of recruitment and selection in educational organization.

Course Content

Unit-I Leadership in Education:

- a) Leadership: Concept and types.
- b) Power and Politics in Leadership: Concept, bases and tactics of power
- c) Leadership and Motivation: Motivation process and strategies of motivating educational personnel

Unit-II Women in Educational Leadership:

- a) Status of women in leadership
- b) Status of women in educational leadership
- c) Need and importance of women in Leadership positions
- d) Barriers faced by women in leadership position
- e) Strategies adopted by women administrators

UNIT-III Meaning and Concept of Human Resource Management:

- a) Meaning and concept of Human Resource management
- b) Nature of Human Resource management
- c) Functions and objectives of Human Resource management
- d) Skills for HR professionals: Meeting skills, Time management skills, Presentation skill and Team building skills.

UNIT-IV Educational Supervision:

- Meaning and Nature
- Functions of supervision
- Supervision v/s inspection
- Planning, Organizing and Implementing Supervisory Program
- Issues and challenges in Educational Supervision.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Recods-05 =10 Marks)

- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. A study of the functioning contribution of PTA.
 2. Study of conflict resolution studies adopted by heads in two schools.
 3. Panel discussion on corporate punishment in schools.
 4. Prepare a plan for the mobilization of different types of resources form the community.
 5. Study of leadership qualities of Principal.

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Semester IV (Specialization Course)

Specialization Area: Educational Management and Planning

EC-403

C) ISSUES IN PLANNING, MANAGEMENT AND FINANCING OF EDUCATION

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand issues related to planning and management of education.
- To understand the organizational behavior in education.
- To Reflect on the conflict and stresses in school organization and techniques of managing these.
- To understand the policies of educational finance and its implications of efficiency of the system.
- To understand the process of recruitment and selection in educational organization.
- To understand the processes of performance management and performance appraisal within an educational organization.

Course Content:

Unit I- Organizational Behavior in Education:

- a) Organizational Behavior and Organizational effectiveness.
- b) Factors influencing Organizational Culture in schools
- c) Role of school Principal in creating school culture, leadership, decision making, human relations and communication.
- d) Conflict and stress-conflict management, motivation and morale.
- e) Critical review of educational planning in India.
- f) Intra and Inter Personal Communication and group Dynamics.

Unit II-Recruitment and selection of Human Resource:

- a) Sources of recruitment
- b) Factors affecting recruitment
- c) Recruitment procedure at Elementary and secondary level
- d) Issues in recruitment
- e) Selection : meaning and process of selection
- f) Barriers to effective selection

Unit-III Performance Management and Performance Appraisal:

- a) Meaning and concept of Performance Management
- b) Need and Importance of Performance Management
- c) Performance Management Process
- d) Meaning and concept of Performance Appraisal
- e) Appraisal Process at elementary and secondary level
- f) Appraisal Methods
- g) Concept of Academic Audit

Unit IV- Problems and Issues of Educational Finance:

- a) Tuition fees: merits and demerits of uniform tuition fees.
- b) Additional resources for education.
- c) Grant-in-aid policy of the state government with special reference to secondary education.
- d) The factors affecting increasing the financial burden on local governments.
- e) Ways and means of controlling funds.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Cost benefits analysis of education at primary level.
 2. Preparation of a plan of action for development of low cost equipment and apparatus in a primary school.
 3. Evaluation of management of SSA activities in a district.
 4. Evaluation of recruitment and selection criteria for teacher in aided and non-aided institutes.

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Specialization Area: Environmental Education

Course EC-404

A) SUSTAINABLE DEVELOPMENT AND ENVIRONMENT EDUCATION

Credit: 04 Hours: 85 Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the concept and Dimensions of Sustainable Development.
- To Identify the role of Environmental education for Sustainable Development.
- To understand National and International initiatives towards Sustainable Development.
- To understand concept and ways of Conservation of Natural Resources.
- To know about Environmental movements.
- To identify Role of Education in Conservation of Natural Resources

UNIT- I Sustainable Development

- Sustainable Development : Meaning & dimensions (natural, social & economic) -
- Strategies for Sustainable Development: suggested in Agenda –
- Guiding Principles for Sustainable Development
- Mahatma Gandhi’s concept of Sustainable Development
- Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development
- Role of Environmental Education in Sustainable Development-Need of an Inter- disciplinary Approach.

UNIT- II Committees on Sustainable Development:

- International commitments to Sustainable development: International conferences, Treaties and programmes across the Globe
- National initiatives: Governmental policies towards sustainable development
- Innovations for sustainable development
- Brutland commission on sustainable development

UNIT- III Environmental Education

- Environmental Education : Meaning, need and scope
- Historical perspective of Environmental Education
- Need of Environmental Education for School Teachers and Teacher Educators
- Guiding Principles of Environmental Education
- Study of curriculum of Environmental Education at Primary & Secondary levels of Education currently implemented in Maharashtra : objectives, content Areas, teaching – learning and modes of Evaluation as prescribed in the curriculum

UNIT- IV Education for Conservation of Natural Resources

- Conservation of Natural Resources : Concept , need and Importance
- Ways of Conservation of Natural Resources : Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape
- Environmental Movements:- i) Chipko, Apiko, Silent Valley, Narmada Bachao and Western Ghat Bachao ii) Role of Environmental Movements in Environmental Conservation
- Environmental Acts :- Water Act (1974), Air Act (1981), Environmental Protection Act (1986), Code of Practice regarding Noise Pollution as given by Central Pollution Control board
- Role of Education in Conservation of Natural Resources.

Transactional Mode:Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects,Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)

- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Survey of water pollution at local level and submit the report.
 2. Study about any one Environmental act for conservation of environment and submit the report.
 3. Visit to an organization related to environment and presentencing the report.
 4. Collecting information about environmental education for sustainable development and prepare report.
 5. Conducting an interview of a renown environmental activist on sustainable development and submit the report.

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Semester IV (Specialization Course)
Specialization Area: Environmental Education
Course EC-405

B) DISASTER MANAGEMENT AND ENVIRONMENTAL MANAGEMENT

Credit: 04 Hours: 85 Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the concept of Disaster and Disaster Management.
- To understand the training process of Disaster Management.
- To identify the role of national and International agencies in Disaster Management.
- To understand the role of Education in Disaster Management.

Course Content

Unit I: Disaster Management:

- a) Disaster: Concept & Types
- b) Disaster Cycle
- c) Disaster Management
- d) Disaster Preparedness
- e) Role of National & International Agencies in Disaster Management

UNIT- II Environmental Disasters and Disaster Management:

- a) Environmental Disasters: meaning, natural & manmade disasters and their management
- b) Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood & Draught: their causes, effects and management
- c) Pollution as a Manmade Disaster: Causes, effects & control of - Air pollution, Water pollution, Land pollution and Sound pollution.

UNIT- III Education for Environmental Management:

- a) Environmental Management : Meaning, need and importance
- b) Systems Approach to Environmental Management
- c) Land Management and Water Management
- d) Management of Biotic Resources and Energy Resources
- e) Management of Waste
- f) Role of Education in Environmental Management

UNIT- IV Training for Disaster Management:

- a) Government Institution of Disaster Management
- b) Training at various levels of Education: Primary, Secondary and Higher Secondary
- c) Awareness development for Disaster Management
- d) E-Content Development for Disaster Management.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Prepare the Multimedia presentation on Environmental Disaster Management.
 2. Study about any one natural disaster and write project of it.
 3. Identify and visit to the local agency of Environmental Management & prepare report.
 4. Prepare the Awareness development programme for Disaster Management and submit it.

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Semester IV (Specialization Course)

Specialization Area: Environmental Education

Course EC-406

C) PEDAGOGY AND CURRENT ISSUES IN ENVIRONMENT

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the concept & types of environment.
- To understand the concept & importance of Environmental Health.
- To understand teaching strategies for Environmental Education.
- To identify and understand the role of various agencies in Environmental Education.
- To understand the issues of Environment and their solutions.

Course Content

Unit I: Introduction of Environment:

- a) Environment : Meaning & types
- b) Natural, Social & Economic environment : interdependence & interaction among them
- c) Relation between human and Environment
- d) Environmental Health – meaning and importance.

Unit- II Teaching – Learning and Evaluation in Environmental Education:

- a) Teaching – Learning Strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Role Play, Dramatization and Games.
- b) Evaluation in Environmental Education Use of Observation, Self-reporting techniques (attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education.
- c) Training For Environmental Education – (Preparing an Environmental Education Teacher) Major components of the Training Programme.
- d) Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework for Teachers and Teacher Educators (2005) given by NCTE.

Unit- III Role of Various Agencies in Environmental Education:

- a) Role of Educational Institution & Role of a Teacher - Characteristics and Responsibilities of Environmental Education Teacher.
- b) Role of Family in Developing proper attitudes, values, skills and behavior patterns.
- c) Role of Central & State Government in Environmental Education
- d) Role of NGOs in Environmental Education (with reference to two National & two Local NGOs)
- e) Role of Media in Environmental Education – Print Media, Posters, Slides, Television, Radio and Computer (Internet).
- f) International Conferences for Environmental Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002).
- g) United Nations Environmental Programme (UNEP) – Objectives & Functions

Unit- IV Environmental Issues:

- a) Environmental Issues: Population, Climate Change, Global Warming, Deforestation, Overpopulation, Industrial and Household Waste, Acid Rain, Ozone Layer Depletion, Genetic Engineering, Urban Sprawl.
- b) Solutions of Current Environmental Issues.
- c) Role of Teachers about Environmental Issues.
- d) Role of Educational Institutions about Environmental Issues.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Preparation and Use of a strategy for teaching Environmental Education at school level / college level.
 2. Planning & Conducting an Environmental Awareness Programme for a class (5th to 10th std.) in any one school and submission of its reports.
 3. Identify local Issues of Environment and prepare report.
 4. Collect the information about local Environment agencies work and prepare the report.
 5. Analysis of any one text book from std. 5th to 10th with respect to environment.

References:

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Semester IV (Specialization Course)
Specialization Area: Inclusive Education
Course EC-407

A) SPECIAL EDUCATION AND PEDAGOGY

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the concept and nature of Special Education.
- To understand the modes and approaches of Special Education and approaches of Identification for Special children.
- To understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

Course Content

UNIT- I Concept and Nature of Special Education:

- 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) Classification of exceptional children, relevance of special education.
- f) Legal aspect of Special Education: Constitutional provisions and act, facilities for special education

UNIT- II Education for Mentally Retarded:

- a) Meaning & Characteristics of Mentally Retarded
- b) Causes and types of Mentally Retarded
- c) Educational Programmes for Mentally Retarded
- d) Prevention and Rehabilitation for Mentally Retarded
- e) Teaching strategies for Mentally Retarded

UNIT- III Education for Visually Impaired:

- a) Meaning & Characteristics of Visually Impaired
- b) Types and Causes of Visually Impaired
- c) Educational Programmes for Visually Impaired
- d) Prevention and Rehabilitation for Visually Impaired
- e) Teaching strategies for Visually Impaired

UNIT- IV Education for Hearing Impaired:

- a) Meaning & Characteristics of Hearing Impaired
- b) Types and Causes of Hearing Impaired
- c) Educational Programmes for Hearing Impaired
- d) Prevention and Rehabilitation for Hearing Impaired
- e) Teaching strategies for Hearing Impaired.

Transactional Mode:Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects,Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Visit to the special Education school and write a report
 2. Study of Hearing Impaired students and submit the report.
 3. Write your own views on Teaching strategies for Visually Impaired
 4. Case study of a Mentally Retired student.

References

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Semester IV (Specialization Course)
Specialization Area: Inclusive Education
Course EC-408

B) INCLUSIVE STRATEGIES AND EDUCATION FOR CHILDREN WITH DIVERSE NEEDS

Credit: 04 Hours: 85 Max. Marks: 100 (Theory-75 + Internal-25)

Objectives

- To understand the concept and importance of inclusive education.
- To understand the educational approaches and strategies for enrichment of inclusive education.
- To understand the curriculum adaptation and evaluation for children with diverse need.
- To understand the teacher preparation for inclusive education.

Course Content

Unit I- Introduction to Inclusive Education:

- a) Concept and importance of inclusive education.
- b) Historical perspectives on education of children with diverse needs.
- c) Difference between special education, integrated education and inclusive education.
- d) Advantages of inclusive education for education for all children.

Unit II-Preparation for Inclusive Education:

- a) Concept and meaning of diverse needs.
- b) Educational approaches and measures for meeting the diverse needs: Remedial education, special education, integrated education and inclusive education.
- c) Effectiveness of inclusive strategies: Eenrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.
- d) Facts and myths and of inclusive education with reference to Indian context.

Unit III-Curriculum adaptations and evaluation for children with diverse needs:

- a) Concept meaning and need for curriculum adaptations for children-
 - Sensory (hearing, visual and physically challenged);
 - Intellectual (gifted, talented and children mentally challenged children); Developmental disabilities (autism, cerebral palsy, learning disabilities);
 - Social and emotional problems;
 - Scholastic backwardness, underachievement, slow learners;
 - Children with special health problems;
 - Environmental/ecological difficulties and children belonging to other marginal groups.
- b) Guidelines for adaptation for teaching/ practicing: Science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, and drama in inclusive settings.
- c) Techniques and methods used for adaptation of content, laboratory skills and play material

Unit IV-Teacher preparation for Inclusive Education:

- a) Review existing educational programmes offered in secondary school (general, special education).
- b) Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- c) N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- d) Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- e) Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Observation and submission report on inclusive teaching strategies.
 2. Identify suitable research areas in inclusive education.
 3. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
 4. Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

References

- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training: Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.*
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Semester IV (Specialization Course)
Specialization Area: Inclusive Education
Course EC-409

C) LEARNING DISABILITY AND ISSUES OF SPECIAL NEEDED CHILDREN

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the global and national commitments towards the education of children with diverse needs,
- To understand appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- To develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- To understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- To analyze special education, integrated education, mainstream and inclusive education practices, .

Course Content

Unit I- Learning Disability:

- Concept and nature of learning disability
- Dyslexia: Concept, nature, characteristics, and its types.
- Dysgraphia: Concept, nature, characteristics, and its types.
- Dyscalculia: Concept, nature, characteristics, and its types.
- Diagnosis and remedy for learning disabled children

Unit II- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity:

International Initiatives

- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- The World Declaration on Education for all and its Framework for Action to meet Basic -Learning needs, 1990(Article 3 Clause 5).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- The Asian and Pacific decade of Disabled Persons, 1993-2002.
- The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002).
- International Year of the disabled persons (IYDP, 1981)

Unit-III Current Laws and Policy Perspectives supporting IE for children with diverse needs:

- The Mental Health Act 1987.
- Rehabilitation Council of India Act, 1992
- The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
- The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Unit IV- Supportive Services for Inclusion and Research:

- Concept, importance and types of supportive services (medical rehabilitative and educational).
- Early identification and available referral services for support.
- Myths and facts of supportive services for inclusive learning.
- Role of teacher and teacher educators in utilizing support services for inclusion.
- Role of technology for meeting diverse needs of learners.

Transactional Mode:Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects,Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Evaluation of text books from the perspective of differently abled children.
 2. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
 3. Survey the locality for early identification of children with disabilities.
 4. Visit to special, integrated and inclusive classrooms .Reflective journal writing.
 5. Review of literature related to education of children with diverse needs presentation of reports in a seminar.

References

- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.*
- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
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Semester IV (Specialization Course)
Specialization Area: Guidance and Counseling
Course EC-410

A) INTRODUCTION TO GUIDANCE AND COUNSELING

Credit: 04 Hours: 85 Max. Marks: 100 (Theory-75 + Internal-25)

Objectives:

- To understand the meaning, nature and scope of guidance and counseling.
- To understand the meaning of and the need for group guidance
- To recognize the role of guidance in attaining the goals of education
- To develop acquaintance with various techniques of group guidance
- To understand the essential services in educational guidance programme
- To analyze the relationship between guidance and counseling
- To understand the concept and process of counseling in group situation
- To recognize the different techniques and approaches of counseling.

Course Content

Unit I- Understanding Guidance and Counseling:

- a) Concept, scopes and principles of guidance
 - b) Characteristics of guidance
 - c) Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization.
 - d) Meaning, nature and scope of counseling
 - e) Objectives of counseling: resolution of problems, modification of behaviour, promotion of mental health.
- a) Relationship between guidance and counseling

Unit II: Needs and Types of Guidance:

- a) **Need of Guidance**
 - i. Changing Conditions of home, society, population, labour & industry, leisure time.
 - ii. Changing religious and moral values.
 - iii. Individual Needs
- b) **Types of Guidance**
 - i. Educational Guidance.
 - ii. Vocational Guidance and Vocational development.
 - iii. Personal/Individual Guidance
 - iv. Group Guidance

Unit III - Essential Services in Educational Guidance Programme:

- a) Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation
- b) Resources required for organizing guidance services
- c) School guidance committee: constitution, roles and functions
- d) Placement services
- e) Role of principal and teachers in school guidance programmes.

Unit IV- Techniques and Approaches of Counseling:

- a) Counseling Techniques-person centered and group centered cognitive interventions, behavioral interventions, and systematic interventions strategies.
- b) Counseling Approaches (main features, uses, and limitations):
 - i. Directive counselling
 - ii. Non-Directive counselling

- iii. Eclectic counselling
c) Process and area of counseling: Family, parental, adolescent and special groups.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
 2. Design a questionnaire for conducting follow-up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.
 3. Develop a scheme of career information suitable for class XIIth students.
 4. Prepare a detailed outline of a class talk on 'Need for guidance services in schools'.
 5. Administer and score a 'Students Problem Checklist' and prepare a report.

References

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- Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors. New Delhi" NCERT.

Semester IV (Specialization Course)
Specialization Area: Guidance and Counseling
Course EC-411

B) ORGANIZATION, ADMINISTRATION AND MEASUREMENT OF GUIDANCE AND COUNSELING

Credit: 04 Hours: 85 Max. Marks: 100 (Theory-75 + Internal-25)

Objectives

- To understand the organizational patterns for guidance services.
- To understand the planning and executing guidance service throughout the year.
- To develop understanding about the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
- To understand the nature and causes of behavioral problems of students.
- To understand different techniques of psychological assessment; their nature, scope and application in guidance and counseling
- To develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment for providing guidance and counseling
- To develop skills for administering, scoring, interpreting and analyzing test results.

Course Content

Unit I Organizational Patterns for Guidance Services:

- a) Organization of Guidance Programme : Need, Nature and Objectives
- b) Principles of organization
- c) Types of organizational patterns
- d) Organizing guidance services: Orientation, information, counselling, placement, follow-up, research and evaluation.

Unit-II: Administration of Guidance services:

- a) Planning and executing Guidance Services throughout the year.
- b) Establishment of Guidance Centre in the school Need, Objectives, Infrastructure, Guidance services, Modes of functioning.
- c) School guidance committee: Role and function
- d) Skill, qualities and professional ethics of an effective counsellor.

Unit-III Guidance and Assessment of Students with behavioral Problems:

- a) Nature and causes of behavioral problems; guidance of students
- b) Underachievement; guidance of students
- c) School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.- guidance of students
- d) Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,
- e) Promoting psychological well-being and peace through school based guidance programmes.

UNIT IV Qualitative Techniques for Assessment & Assessing Individual Differences:

- a) Need and importance of qualitative assessment
- b) Tools for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, sociometry
- c) Procedure of development, administration, scoring and interpretation through qualitative assessment.
- d) Use of psychological tests in guidance and counselling.
Tools and Techniques of Psychological Measurement with reference to guidance and counselling: Intelligence (IQ and EQ), Aptitude, Interest, Achievement and Personality.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 1. Draw a plan for the assessment of ability, aptitude, interest or personality of students.
 2. Explore two tests, one each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
 3. Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
 4. Prepare a sociometric test. Administer the test on a group of students.
 5. Draw a sociogram and describe in details the group climate.

References

- Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper saddle River. NJ: Prentice Hall.
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Semester IV (Specialization Course)

Specialization Area: Guidance and Counseling

Course EC-412

C) CAREER DEVELOPMENT AND GUIDANCE

Credit: 04

Hours: 85

Max. Marks: 100 (Theory-75 + Internal-25)

Objectives

- To understand the concept and theories of career development and their utility in understanding Career Behavior of students,
- To acquire knowledge and skills of collecting, compiling and disseminating career information,
- To understand the concept of career pattern in relation to life stages,
- To understand the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
- To understand the process of career development to identify a typical development pattern in a particular socio-cultural context,
- To develop the ability to use or adopt career theories in understanding career behavior of students in career counseling situations,
- To understand the sources of career information and variety of forms of in which the career information is available from different sources with its merits and limitations.

Course Content

Unit I - Understanding Career Development:

- Concept of Work: physical, psychological and sociological; work as a way of life;
- Work and human motives
- Career development needs of students (at different stages of education)
- Career development process; factors affecting career development

Unit II- Perspectives on Career Development:

- Theories of career development (some basic concepts, applicability and limitations of each theory)
- Trait Factor Theory
- Roe's theory of personality development and career choice
- Holland's career theory of personality types and work environment
- Super's life span/life space approach to career development

Unit III Understanding Career Information:

- Importance of career information;
- Dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc.
- Primary and secondary sources of information; Filing of career information
- Dissemination of career information: Group techniques-objectives, advantages and limitations.
- Group activities: career talks, career conference/exhibition, displays field trips, film shows etc.
- Integration of career information into teaching of subject matter.

Unit IV- Career Patterns, Adjustment and Maturity:

- Concept of career pattern, career awareness, career exploration and career preparation.
- Career pattern of men and women and implications for counseling.
- Economic development and career opportunities.
- Concept of career adjustment and career maturity
- Factors affecting career maturity
- Assessment of career maturity.

Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.

Sessional Work (Total 25 Marks)

- Preparation and presentation of seminar on any one topic from the above units.
(Presentation-05 + Written Records-05 =10 Marks)
- Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks)
- The students will undertake any **two** of the following activities: (5 X 2 =10 Marks)
 - Visit district vocational guidance and counseling center and submission of its report.
 - Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
 - Design a questionnaire for conducting follow up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.
 - Develop a scheme of career information suitable for class XIIth students.

References

- Gupta, N. (1991). *Career maturity of Indian school students*. New Delhi: Anupam Publications.
- Isaacson, L. E. & Broen, D: *Career information, career counseling and career development (5th ed.)*. Boston: Allyn & Bacon.
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- Schmitt-Rodermund, E. & Silbereisen, R. K. (1998). Career maturity determinants: individual development, social context perspective. *The Career Development Quarterly*, 47, 16 – 31.
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- Swanson, J.L. & Fouad, N. A. (1999). *Career theory and practiced; Learning through case studies*. Sage Publications.

Course:PC-413

Practicum and Internal Semester Break
CASE STUDY OF SPECIAL CHILDREN

Credits: 02

Hours: 68

Maximum Internal Marks: 50

Objectives: To understand real problems of special children in learning-teaching process and in society.

Procedure:

A case study is an account of an activity, event or problem that contains a real or hypothetical situation and includes the complexities students would encounter in the workplace.

This part involves case study of any two special children.

The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Selection of caseswith justification	10
02	Methodology	20
03	Report Writing	10
04	Examination	10
TOTAL MARKS		50

Course:PC-414

Practicum and Internal Semester Break
SELF DEVELOPMENT

Credits: 02

Hours: 68

Maximum Internal Marks: 50

Objectives: To motivate students for self-development.

Procedure: Arrange two day workshop on Self Development.

In workshop:

- To help students to understand the conceptual information about Self Development. (Concept, Components, Types with examples)
- Arrange activities for Self Development of students.
- Motivate students to complete a project on Self Development.
- Focus on the Inclusive Education, Life Skills, Interview preparation and Yoga skills etc.
- PowerPoint Presentation (PPT) is compulsory to present the information in workshop for Professors.

The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of Self Development	10
02	Project work	10
03	Report Writing	10
04	Examination	20
TOTAL MARKS		50

Course: PC-415

Practicum and Internal Semester Break
INSTITUTIONAL STUDY PROJECT

Credits: 01

Hours: 34

Maximum Internal Marks: 25

Objectives:

- To study an institution/its vision and its mission.
- To understand institutional climate and its various functions.
- To assess institutional strengths and achievements.
- To understand the historical evolution and growth of an institution.
- To examine the contributions made by an institution

Procedure: First student will identify institution for undertaking this programme. A candidate shall work in a group.

A detailed format may be worked out in consultation with the teacher educators.

Course: PC-416

Practicum and Internal Semester Break

DISSERTATION: DATA COLLECTION AND ANALYSIS OF DATA

Credits: 01

Hours: 34

Maximum Internal Marks: 25

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Data collection schedule	05
02	Actual data collection Process	05
03	Use of technology for collection and analysis of data	05
04	Selection of statistics for analysis and understanding	05
05	Actual data analysis process	05
TOTAL MARKS		25

Course: PC-417

Practicum and Internal Semester Break

DISSERTATION: REPORT WRITING, EVALUATION AND VIVA COCE

Credits: 04

Hours: 136

Maximum External Marks: 100

- The Dissertation must be typed and be limited to 75 to 150 pages of A4 size. The font size is 12 points in Times New Roman (14 points for Marathi and Hindi language) with single and half line space. The left margin: 1.5" and remaining right, margins shall be 1.0". The references should be according to the American Psychological Association (APA).
- Dissertation work shall be evaluated by an external and one internal examiner which are followed by presentation of work and Viva-Voce.
- The Viva-Voce shall be conducted by Sant Gadge Baba Amravati University, Amravati.

The evaluation of dissertation report followed by viva-voce is as follows:

Sr. No.	Particular Points	Marks
01	Preliminary section (Title page, certificates, acknowledgement, contents, list of tables / graphs / diagrams / abbreviations etc.)	05
02	Chapter I (Introduction, objectives, need, importance, scope, limitations, operational definitions, assumptions, hypothesis, research questions etc.)	05
03	Chapter II (Related literature & research, similarity and differences, online references etc.)	05
04	Chapter III (Research procedure, population, sampling, tools, validity/reliability of tools, pilot study etc.)	05
05	Chapter IV (Data collection, analysis, interpretation, hypothesis testing etc.)	05
06	Chapter V (summary, conclusions, recommendations, topics for further research etc.)	05
07	References and Bibliography (APA style)	05
08	Enclosures/Appendices	05

09	Research dissertation typing and biding	05
10	Overall impact of dissertation	05
11	Viva-Voce followed by Power Point Presentation (PPT)	50
Total		100
