

SHIVAJI UNIVERSITY, KOLHAPUR



Structure and Syllabus for

**Degree of Master of Education
M. Ed. Regular TWO YEAR Semester Course**

(Introduced from June, 2015 onwards)
(Subject to the modifications made from time to time)

Shivaji University, Kolhapur

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Preamble

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

Ed.R.1. Duration of the course

The M.Ed. programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. A candidate shall be allowed to keep terms for subsequent semesters irrespective of number of heads of failure in the semester. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

The Terms and vacations of the course shall be as prescribed by the University from time to time.

Ed.R.2. Eligibility

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in following programmes:

- i. B.Ed.

- ii. B. A. B.Ed. / B.Sc. B.Ed.
- iii. B.El. Ed.
- iv. D.El. Ed. with an undergraduate degree (with 50% marks in each.)

Relaxation of minimum percentage of marks for candidates from the reserved category will be as per the State Government and University rules.

Further, all the candidates should have been declared passed in the M.Ed. CET conducted by the Government of Maharashtra and which is subject to revision by the Government of Maharashtra and University from time to time.

Provisional admission of candidates shall be given, based on the qualifying examination marks as well as entrance test marks following the reservation policy of the Government of Maharashtra and the guidelines issued by the university in this respect from time to time.

Fees:

The institution shall charge only such fees as prescribed by the affiliating body/ State Government concerned in accordance with provisions of National Council for Teacher Education (NCTE).

Ed.R.3 Intake for the course shall be as prescribed by the NCTE from time to time.

Ed.R.4 The Examination for the Degree of M.Ed. course shall be by Papers, Practicum , Field based experience, Dissertation and Viva-Voce, Activity reports.

A candidate desiring to appear for the M.Ed. examination must attend the University Department/ M.Ed. college recognized for this purpose by the Shivaji University and NCTE.

Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:

(To be completed within the 3 - year period from the date of admission.)

1. The candidate must apply to the Head of Institution((Department/ College) giving the reason(s) for absence within 8 days of the conduct of the **examination** along with the necessary documents and testimonials.

2. If the candidate is absent for participation in **practical activities** (Practicum) authenticated by the Head of the institution, the Head of the institution shall generally grant permission to the candidate to complete the activities.
3. The Head of the institution, on scrutiny of the documents and testimonials, may grant the permission to the candidate to appear for the additional examination activities.
4. A candidate who is absent for all class tests and also absent for the assignment, the learner will be allowed to appear for all class tests.
5. A learner who is absent for all the class/tests / assignment as the case may be, the learner will be allowed to take admission for next semester

Nature of Question Paper for External Examination

Max. Marks: 75

Credits: 03

Time: 3 Hours

- | | |
|---|--------------------------------|
| Q. 1. Multiple Choice (a/b/c/d). : 10 Questions. | 10 Marks |
| Q. 2; Q. 3. and Q. 4 Long answer Question -: With Internal Choice for each Question. | 15 Marks each |
| Q. 5. Short Notes - 4 out 6 . | 20 Marks (5 Marks each) |

Ed.R.5 Working days and Attendance

There shall be at least two hundred and four working days each year, exclusive of the period of admission and examination and inclusive of classroom transaction, practicum, field study. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Course and Practicum and 90% for Field Attachment, subject to the general provisions existing in the University for condonation of attendance.

STANDARD OF PASSING

The M.Ed. degree in the Faculty of Education will be conferred on a candidate who has pursued a Regular course of study for Four semesters of two academic years as prescribed in the Scheme of examination.

SCHEME OF EXAMINATION AND CLASSIFICATION OF SUCCESSFUL STUDENTS

1. Four semester - end examinations will be held during the Two year M.Ed. Regular course.
2. Each theory paper will be of 100 marks of which 75 marks will be for External examination and 25 marks will be for Internal evaluation throughout the Semester, based on the attendance , performance and activity reports.
3. Minimum for pass in each paper/activity shall be 40% marks obtained in the External examination and internal evaluation separately and 50% in aggregate of four semester put together.
4. Internal examination Includes: Test, assignment, seminar and /or any other evaluation technique.
5. The declaration of class shall be on the aggregate of the total marks of Four Semesters put-together as follows :

Table No. 1
CLASSIFICATION OF RESULTS

Aggregate of Total Marks	Letter Grade of Four Semesters	Class
75-100	O	Distinction
65-74	A+	First Class
60-64	A	First Class
55-59	B+	Higher Second Class
50-54	B	Second Class/Pass Class
49 and less	F	Fail

Note: Marks obtained in decimal of point five and above should be rounded to one.

Credits: As shown in the structure of the course. Maximum Credits: 104 (Four Semesters put together)
Minimum Credits for PASS : 52 (Four semesters put together)

Note: Credit may be acquired in decimal points also.

**Table No.2: Overview of the
M.Ed. Two - Year Semester Course Structure**

Sr.No.	Component	Marks/Credits				Total
		Semester I	Semester II	Semester III	Semester IV	
1	Compulsory Papers	300 Marks (12 Credits)	300 Marks (12 Credits)	300 Marks (12 Credits)	100 Marks (4 Credits)	1000 Marks (40 Credits)
2	Optional Papers (Any One)	100 Marks (4 Credits)	100 Marks (4 Credits)	-	-	200 Marks (8Credits)
3	Specialization Papers (Ele.Edu./Sec.Edu.) (Any one)	-	-	100 Marks (4 Credits)	300 Marks (12 Credits)	400 Marks (16 credits)
4	Ability / Skill Enhancement Courses					
i)	Comm.Skill ; Aca. Writing; Expository Writing; Self Development	75 Marks (3 Credits)	25 Marks (1 Credit)	-	-	100 Marks (4 Credits)
ii)	ICT &E-Education	100 Marks (4 Credits)	100 Marks (4 Credits)	-	-	200 Marks (8 Credits)
5	Dissertation	25 Marks (1 Credit)	50 Marks (2 Credits)	50 Marks (2 Credits)	100 Marks (4 Credits)	225 Marks (9 Credits)
6	Educational Tour/Visits	-	25 Marks (1 Credit)	-	-	25 Marks (1 Credit)
7	*Internship (Teacher Education) - I&II	-	50 Marks (2 Credits)	50 Marks (2 Credits)	-	100 Marks (4 Credits)
8	**Internship (Specialization) –I&II (Ele.Edu./Sec.Edu.)	-	-	50 Marks (2 Credits)	50 Marks (2 Credits)	100 Marks (4 Credits)
9	Practicum (Specialization)-I &II (Ele.Edu./Sec.Edu.)	-	-	50 Marks (2 Credits)	50 Marks (2 Credits)	100 Marks (4 Credits)
10	Viva-voce (Dissertation)	-	-	-	50 Marks (2 Credits)	50 Marks (2 Credits)
Total Marks/Credits		600 (24 Credits)	650 (26 Credits)	600 (24 Credits)	650 (26 Credits)	2500 (100 Credits)
Total Hours		612	646 + ***Additional hrs. of Edu. Tour	612	612	2482 Hrs. + *** Additional hrs. of Edu.Tour
Inter Semester Break (ISB)		ISB-I 1 Credit (Exp. Writing)	ISB-II 1 Credits (Aca. Writing)	ISB-III 2 Credits (Dissertation)	4 Credits	
Total of Semester I,II,III &IV and ISB						2500 Marks (104 Credits)

* Internship (Teacher Education) and ** Internship (Specialization) Programmes will be under the observation/supervision of the teachers.

*** Additional Number of Hours of Educational Tour is subject to change each year depending on the number of Tour days .

Department of Education
Shivaji University, Kolhapur.
M.Ed. Two -Year Semester Course Structure
Table No. 2 : Overview-II

Semester I						
Component	Code	Title	Marks	Credits	Total Hours	Hours/week
A) Compulsory Papers	CP - I	Philosophy of Education	100	4	85	5
	CP -II	Psychology of Learner and Learning Process	100	4	85	5
	CP -III	Basics of Educational Research and Statistics	100	4	85	5
B) Optional Papers(Any One)	OP -IV-A OP -IV-B	A) Educational Guidance & Counselling B) Educational Management	100	4	85	5
•Ability /Skill Enhancement Courses	COM-SK	Communication Skills	25	1	34	2
	EXP-WRT- I	Expository Writing-I	25	1	34	2
	SL-DEV	Self-Development	25	1	34	2
	ICT-SK	ICT and Education	100	4	136	8
D) Dissertation	DIST-FRP	Formulation of Research Proposal	25	1	34	2
Total of Semester I (A+B+C+D)			600	24	612	36
Inter-Semester Break (ISB) – I						
Expository Writing-II	EXP-WRT -II	Expository Writing-II	---	1	34	---

Overview - II continued...

Semester II						
A) Compulsory Papers	CP - V	Educational Studies	100	4	85	5
	CP-VI	Teacher & Teaching Process	100	4	85	5
	CP-VII	Advance Educational Research and Statistics	100	4	85	5
B) Optional Papers (Any One)	OP -VIII-C OP -VIII-D OP -VIII-E	C) Comparative Education D) Educational Measurement & Evaluation E) Inclusive Education	100	4	85	5
C) Ability/Skill Enhancement Courses	AC-WRT- I	Academic Writing-I	25	1	34	2
	EED-SK	E- Education	100	4	13	
D) Educational Tour/Visits	EDTR /VST	Educational Tour/Visits	25	1	Duration will be within the limits laid by Shivaji University.	
E) Dissertation	DIST-PRP	Presentation of Research Proposal	25	1	34	2
	DIST-PRP	Preparation of the Tool/s for Data Collection	25	1	34	2
F)*Internship- (Teacher Education)- I	INT-TE-I	Internship (Teacher Education)- I	50	2	68	Two Weeks in the whole Semester
Total of Semester II (A+B+C+D+E+F)			650	26	646 +**Ad ditional Hrs of Edu. Tour	34
Inter-Semester Break (ISB) - II						
Academic Writing-II	AC- WRT-II	Academic Writing-II	---	1	34	--

* Internship (Teacher Education) Programme will be under the observation/supervision of the teachers.

**Additional Number of Hours of Educational Tour is subject to change each year depending on the number of Tour days .

Overview - II continued...

Semester III						
Component	Code	Title	Marks	Credits	Total Hours	Hours / week
A) Compulsory Papers	CP-IX	History and Political Economy of Education	100	4	85	5
	CP-X	Sociology of Education	100	4	85	5
	CP-XI	Teacher Education	100	4	85	5
B) Specialization Papers (Any one) (Ele.Edu./Sec.Edu.)	SP-XII-A	A) Perspectives in Elementary Education	100	4	85	5
	SP-XII-B	B) Perspectives in Secondary Education				
C) Dissertation	DIST-PFDRR	Preparation and Presentation of the First Draft of the Research Report	50	2	68	4
D) Internship--(Teacher Education)-II	INT-TE-II	Internship (Teacher Education)-II	50	2	68	Two Weeks in the whole Semester
E)**Internship-(Specialization)- I (Ele.Edu./Sec.Edu.)	INT-SPE-I	Internship (Specialization)- I	50	2	68	Two Weeks in the whole Semester
F) Practicum-(Specialization) -I (Ele.Edu./Sec.Edu.)	PRA-SPE-I	Practicum(Specialization) - I	50	2	68	4
Total of Semester III (A+B+C+D+E+F)			600	24	612	28
Inter Semester Break-II						
Dissertation	DIST	Dissertation	-----	2	68	--

Overview - II continued...

Semester IV						
A) Compulsory Papers	CP-XIII	Curriculum Studies	100	4	85	5
B) Specialization Papers (Ele.Edu./Sec.Edu.) (Any one)	SP-XIV-A	A) Curriculum & Evaluation in Elementary Education	100	4	85	5
	SP-XIV-B	B) Curriculum & Evaluation in Secondary Education				
	SP-XV-A	A) Teaching -Learning Process in Elementary Education	100	4	85	5
	SP-XV-B	B) Teaching -Learning Process in Secondary Education				
	SP-XVI-A SP-XVI-B	A) Elementary Teacher Education B) Secondary Teacher Education	100	4	85	5
C)*Internship-(Specialization)- II (Ele.Edu./Sec.Edu.)	INT-SPE-II	Internship-(Specialization)-II	50	2	68	Two Weeks in the whole Semester
D) Practicum-(Specialization) -I (Ele.Edu./Sec.Edu.)	PRA-SPE-II	Practicum(Specialization)-II	50	2	68	4
E) Dissertation & Viva-Voce	DIST-PFDRR	Preparation of the Final Draft of the Research Report	100	4	136	8
	VVD	Viva -Voce of Dissertation	50	2	----	---
Total of Semester IV (A+B+C+D+E)			650	26	612	32
Total of Semester I,II,III, &IV			2500	100	2482 + *Additio nal Hrs of Edu. Tour	
Inter Semester Break I,II &III			---	4	136	---

*Internship ((Specialization) Programme will be under the observation / supervision of the Teachers

Department of Education
Shivaji University, Kolhapur
Table No. 2

M.Ed. Two -Year Semester Course Structure

Semester I													
Code	Title	Marks			Credits			Total Hours			Hours Per week		
		Internal	External	Total	Inte rnal	Exte rnal	Total	Theory	Pract.	Total	Theory	Pract.	Total
A) Compulsory Papers (Theory - Credits – Marks &Hours)													
CP - I	Philosophy of Education	25	75	100	1	3	4	51	34	85	3	2	5
CP -II	Psychology of Learner and Learning Process	25	75	100	1	3	4	51	34	85	3	2	5
CP -III	Basics of Educational Research &Statistics	25	75	100	1	3	4	51	34	85	3	2	5
B) Optional Papers (Theory - Credits – Marks &Hours)													
OP -IV (Any One)	A) Educational Guidance & Counselling B) Educational Management	25	75	100	1	3	4	51	34	85	3	2	5
C) Ability/Skill Enhancement Courses (Practicals - Credits – Marks &Hours)													
COM-SK	Communication Skills	25	-----	25	1	--	1	--	34	34	---	2	2
EXP-WRT-I	Expository Writing-I	25	-----	25	1	---	1	---	34	34	---	2	2
SL-DEV	Self-Development	25	-----	25	1	---	1	---	34	34	---	2	2
ICT-SK	ICT and Education	50	50	100	2	2	4	---	136	136	--	8	8
D) Dissertation (Practicals - Credits – Marks &Hours)													
DIST-FRP	Formulation of Research Proposal	25	-----	25	1	--	1	---	34	34	---	2	2
Total of Semester I (A+B+C+D)		250	350	600	10	14	24	204	408	612	12	24	36
Inter-Semester Break (ISB) – I (Practicals - Credits – Hours)													
EXP-WRT -II	Expository Writing-II	----	-----	---	1	--	1	---	34	34	---	---	---

For Theory: 01 hr.=01 Credit; Practical: 02 hrs.=01 Credit ; Internal/External Exam. : 25 marks =01 Credit

Semester II

Code	Title	Marks			Credits			Total Hours			Hours Per week		
		Internal	External	Total	Internal	External	Total	Theory	Pract.	Total	Theory	Pract.	Total
A) Compulsory Papers (Theory - Credits – Marks &Hours)													
CP - V	Educational Studies	25	75	100	1	3	4	51	34	85	3	2	5
CP-VI	Teacher &Teaching Process	25	75	100	1	3	4	51	34	85	3	2	5
CP-VII	Advance Educational Research and Statistics	25	75	100	1	3	4	51	34	85	3	2	5
B) Optional Papers (Theory - Credits – Marks &Hours)													
OP – VIII (Any One)	C) Comparative Education D) Educational *** Measurement & Evaluation E) Inclusive Education	25	75	100	1	3	4	51	34	85	3	2	5
C) Ability/Skill Enhancement Courses (Practicals - Credits – Marks &Hours)													
AC-WRT-I	Academic Writing-I	25	-----	25	1	--	1	----	34	34	----	2	2
EED-SK	E- Education	50	50	100	2	2	4	---	136	136	---	8	8
D) Educational Tour/Visits													
EDTR /VST	Educational Tour/Visits	25	-----	25	1	--	1	Duration of Edu. Tour will be within the limits laid by Shivaji University					
E) Dissertation (Practicals - Credits – Marks &Hours)													
DIST-PRP	Presentation of Research Proposal	25	-----	25	1	--	1	---	34	34	--	2	2
DIST-PRP	Preparation of Tool/s for Data Collection	25	-----	25	1	--	1	---	34	34	--	2	2
F)*Internship (Teacher Education)-I (Practicals - Credits – Marks &Hours)													
INT-TE-I	Internship (Teacher Education)-I	25	25	50	1	1	2	----	68	68	Two Weeks in the whole Semester		
Total of Semester II (A+B+C+D+E+F)		275	375	650	11	15	26	204	442	646 + **Addit ional Hrs of Edu.	12	22	34

Inter-Semester Break (ISB) – II (Practicals - Credits – Hours)										Tour			
AC- WRT- II	Academic Writing-II	---	----	-----	1	---	1	----	34	34	---	--	---

* Internship (Teacher Education) Programme will be under the observation/supervision of the teachers.

**Additional Number of Hours of Educational Tour is subject to change each year depending on the number of Tour days .

*** Syllabus will be prepared on demand

Semester III													
Code	Title	Marks			Credits			Total Hours			Hours Per week		
		Internal	External	Total	Internal	External	Total	Theory	Pract.	Total	Theory	Pract.	Total
A) Compulsory Papers (Theory - Credits – Marks &Hours)													
CP-IX	History and Political Economy of Education	25	75	100	1	3	4	51	34	85	3	2	5
CP-X	Sociology of Education	25	75	100	1	3	4	51	34	85	3	2	5
CP-XI	Teacher Education	25	75	100	1	3	4	51	34	85	3	2	5
B) Specialization Paper (Ele.Edu./Sec.Edu.)(Theory - Credits – Marks &Hours)													
SP-XII (Any One-A/B)	A) Perspectives in Elementary Education B) Perspectives in Secondary Education	25	75	100	1	3	4	51	34	85	3	2	5
C) Dissertation (Practicals - Credits – Marks &Hours)													
DIST-PFDRR	Preparation and Presentation of the First Draft of the Research Report	50	----	50	2	--	2	--	68	68	--	4	4
•*Internship (Teacher Education)-II (Practicals - Credits – Marks &Hours)													
INT-TE-II	Internship (Teacher Education)-II	25	25	50	1	1	2	----	68	68	Two Weeks in the whole Semester		
E)**Internship (Specialization)-I (Ele.Edu./Sec.Edu.)(Practicals - Credits – Marks &Hours)													
INT-SPE-I	Internship- (Specialization)-I Ele.Edu./Sec.Edu.	25	25	50	1	1	2	----	68	68	Two Weeks in the whole Semester		

F) Practicum (Specialization)-I (Ele.Edu./Sec.Edu.) (Credits – Marks &Hours)													
PRA-SPE-I	Practicum (Specialization)-I Ele.Edu./Sec.Edu.	50	--	50	2	--	2	----	68	68	--	4	4
Total of Semester III (A+B+C+D+E+F)		250	350	600	10	14	24	204	408	612	12	16	28
Inter Semester Break-II (Practicals - Credits – Hours)													
DIST	Dissertation	-----	-----	-----	2	--	2	--	68	68	--	---	---

***Internship (Teacher Education) and ** Internship (Specialization) Programmes will be under the observation / supervision of the teachers.**

Semester IV													
Code	Title	Marks			Credits			Total Hours			Hours Per week		
		Internal	External	Total	Internal	External	Total	Theory	Pract.	Total	Theory	Pract.	Total
A) Compulsory Papers (Theory - Credits – Marks &Hours)													
CP-XIII	Curriculum Studies	25	75	100	1	3	4	51	34	85	3	2	5
B) Specialization Papers (Ele.Edu./Sec.Edu.) (Any One) (Theory- Credits –Marks &Hours)													
SP-XIV	A) Curriculum & Evaluation in Elementary Education B) Curriculum & Evaluation in Secondary Education	25	75	100	1	3	4	51	34	85	3	2	5
SP-XV	A)Teaching -Learning Process in Elementary Education B) Teaching -Learning Process in Secondary Education	25	75	100	1	3	4	51	34	85	3	2	5
SP-XVI	A) Elementary Teacher Education B) Secondary Teacher Education	25	75	100	1	3	4	51	34	85	3	2	5
•*Internship(Specialization)-II (Ele.Edu./Sec.Edu.)(Practicals - Credits – Marks &Hours)													
INT-SPE-II	Internship-(Specialization)-II Ele.Edu./Sec.Edu.	25	25	50	1	1	2	----	68	68	Two Weeks in the whole Semester		
D) Practicum (Specialization)-II (Ele.Edu./Sec.Edu.) (Credits – Marks &Hours)													
PRA-SPE-II	Practicum (Specialization)-II Ele.Edu./Sec.Edu.	50	--	50	2	--	2	----	68	68	--	4	4

E) Dissertation and Viva-voce (Practicals - Credits – Marks &Hours)													
DIST	Preparation of the Final Draft of the Research Report	50	50	100	4	--	4	---	136	136	---	8	8
VVD	Viva -Voce of Dissertation	25	25	50	2	--	2	----	----	----	----	---	---
Total of Semester IV (A+B+C+D+E)		250	400	650	13	13	26	204	408	612	12	20	32
Total of Semester I,II,III, &IV		1025	1475	2500	48	52	100	816	1670	2482 + *Additi onal Hrs of Edu. Tour	----	---	---
Inter Semester Breaks I,II &III		----	----	--	4	--	4	--	136	136	-----	----	----

- *Internship ((Specialization) Programme will be under the observation / supervision of the teachers.

M.Ed. Semester -I
Compulsory Theory Paper
CP-I Philosophy of Education

Total Credits : 04

Total Hours : 85 (5 Hrs. Per week)
 (in 17 Weeks / 102 Days)

Theory : 51 (3 Hrs. Per week)

Practicum : 34 (2 Hrs. Per week)

Maximum Marks : 100

Internal Examination Marks : 25

External Examination Marks : 75

External Examination Duration : 03 Hrs.

Objectives :

On completion of this course students will be able to :

- Understand the nature of Philosophy and Philosophy of Education
- Critically analyze Eastern and Western Schools of Philosophy
- Understand the implications of Eastern and Western Schools of Philosophy to Education
- Critically analyze and appreciate the Thoughts of Great Thinkers with reference Concept of Man and his Development , Aims of Education, Curriculum, Teaching and Learning and Role of the Teacher

Course Content

Unit-I Philosophy and Philosophy of Education (12 hrs.)

- a) Philosophy- Meaning, Scope, Need and Importance (2hrs.)
- b) Functions of Philosophy – Speculative, Normative and Analytical (1hr.)
- c) Major Branches of Philosophy - Metaphysics, Epistemology and Axiology (1hr.)
- d) Relationship of Philosophy and Education (1hr.)
- e) Philosophy of Education – Meaning, Scope, Need and Importance, Functions (2hrs.)
- f) Teaching Philosophy Statement – Meaning , Need and Importance (1hr.)
- f) Philosophy of Indian Constitution and role of Education (4 hrs.)

Unit-2 Critical Analysis of Eastern Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education (13 hrs.)

- a) Upanishadic (3hrs.)
- b) Jain (3hrs.)
- c) Buddhist (3hrs.)
- d) Islam (3hrs.)
- e) Vision derived from synthesis of different schools (1 hr.)

Unit-3 Critical Analysis of Eastern Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education (13 hrs.)

- a) Idealism (2 hrs.)
- b) Naturalism(2hrs.)
- c) Realism(2hrs.)
- d) Pragmatism(2hrs.)
- e) Reconstructionism (1hr.)
- f) Existentialism(2 hrs.)
- g) Essentialism (1 hr.)
- h) Vision derived from synthesis of different schools - Open, Flexible or Prescriptive nature (1hr.)

Unit-4 Critical Analysis and Appraisal of Thoughts of Great Thinkers (13 hrs.)

- a) Swami Vivekananda b) Rabindranath Tagore c) Yogi Aurobindo d) Mahatma Gandhi
- e) Plato and f) John Dewey

with reference to

- i) Concept of Man and his Development
- ii) Aims of Education, Curriculum, Teaching and Learning , Role of the Teacher

Transactional Mode :

Seminars , Assignments and Group Discussions

Practicum: (34 hours)

- Self-reading of literature on an identified theme and presentation of a paper in Seminar followed by critical discussion
- Critical Analysis of the thoughts of a Great Thinker/s and Presentation in groups

Essential Readings

Altekar A.S. (1975). *Education in Ancient India (7 th Ed.)*. Varanasi : Monohar Prakashan.

Ambedkar , B.R., (1956). *Goutam Buddha and His Dhamma*. Delhi : Government Press.

Bhuvanbhansoorishwarji, Acharyadeo (1987) *A Handbook of Jainology*. Gujrat: Shri Vishvakalyan Prakashan Trust

Broudy, H.S.(1997) *Types of knowledge and Purpose of Education*. In R.C.Anderson, R.J.,Spiro and W.E. Montanaque (eds) *Schooling and the acquisition of knowledge* PP.Hillsdale,NJ: Erlbaum.

Bruner, J.S.(1996), *The Culture of Education* .Cambridge, M.A.: Harward University Press.

Das S. K. (Ed.)(1996) *English Writtings of Rabindranath Tagore*.New Delhi: Sahitya Academy

- Dearden R.F. (1984). *Theory and practice in Education*. United Kingdom :Routledge.
- Dewey, John (1930) *Democracy and Education : An introduction to the Philosophy of Education*. New York: Macmillan.
- Dewey, John. (1929) *Human Nature and Conduct*. New York: Modern Library
- Dupuis Adrian and Bordberg Robert (1968) *Philosophy and Education* Milwaukee : The Bruce Publishing Company.
- Gandhi M. K.(1983) *An Autobiography Or The Story of My Experiments With Truth* Ahemadabad: Navjeevan Pub. House
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M.Ed. Semester-I
Compulsory Theory Paper
CP-II Psychology of the Learner and Learning Process

Total Credits: 04	Maximum Marks	: 100
Total Hours: 85	Internal Exam Marks	: 25
Theory :51 (3 hrs. Per week)	External Exam Marks	: 75
Practicum :34 (2 hrs. Per week)	External Examination Duration	: 3 hrs.

Objectives:

On completion of this course the students will be able to:

1. Understand the framework for how children learn
2. Visualize multiple dimensions and stages of learner's development and their implications on learning
3. Understand the learner in terms of various characteristics
4. Learn the factors affecting learner's environment and assessment
5. Conceptualize a framework for understanding and evaluating teaching learning situation as well as the method of analyzing and reflecting upon learning episodes
6. Understand the concept of mental health and adjustment

Unit - I - Learner and Learning Environment (12 hrs)

- a) Learner and its development - Definition of learner, approaches for learning: Knowledge centeredness, Learner centeredness, Environmental centeredness and Assessment centeredness. **(3 hrs)**
- b) Learning Environment - Physical environment instructional time, discipline and participatory management **(2 hrs)**
- c) Diversity in learning context - oversized classroom, ethnic and social diversities and different types of disadvantage that the children suffer **(2 hrs)**
- d) Inclusive environment in the classroom for all types learners **(2 hrs)**
- e) Partnership between school and parents and community for learning- identification of barriers and strengthening partnership **(2 hrs)**
- f) Learning Styles **(1 hr)**

Unit - II - Understanding the process of knowledge Construction (12 hrs)

- a) Cognition and Learning: cognitive process - perception, attention, memory development of concept, logical reasoning, critical thinking, problems solving **(4 hrs)**
- b) Different forms of learner's engagement in the process of knowledge construction - observation demonstration, exploration discovery, analysis, contextualization collaboration, multiple interpretation and critical reflection based on observation, selected reading and discussion. **(3 hrs)**
- c) Use of local knowledge and children's out of the school experience in learning **(3 hrs)**
- d) Use of learning resources **(2 hrs)**

Unit - III – Neuropsychology of learning (12 hrs)

- a) Concept and principles of brain-based learning **(3 hrs)**
- b) Strategies for brain- compatible classrooms **(3 hrs)**
- c) Role of motivation and approaches to motivation: humanistic and cognitive, Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner). **(3 hrs)**
- d) Learning disabilities **(3 hrs)**

Unit – IV : Mental Health and Social Development (15 hrs.)

- a) Concept of adjustment and mental health, school and classroom practices for enhancing adjustment and mental health among the students **(2 hrs)**
- b) Concept of stress, sources of stress, categories of stressors, strategies of coping with stress. its positive and negative effects. **(2 hrs)**
- c) Frustration, conflict, and anxiety – meaning and management. **(2 hrs)**
- d) Interrelation and interdependence between individual and group in classroom and social context & Social skills required for maintaining human relations in the classroom **(2 hrs)**
- e) Nature of socio-cultural environment- physical, economic conditions, cultural practices, shape of technology, social security and health facilities, educational facilities, influence of media, influence of democratic polity- their impact on school and classroom. **(3 hrs)**
- f) Concept and meaning of social conformity, social identity and its impact on school and classroom. **(2 hrs)**
- g) School violence: Violence and conflict among groups, conflict resolution techniques. **(2 hrs)**

Transaction Mode:

Lecture cum discussion, Assignment, Seminar, Library study, Project work, Group discussion,

Practicum : (34 hrs)

The student teachers may undertake any two of the following activities:

1. Use of children's out of the school experience and local knowledge during construction of knowledge in any school subject and preparation of report.
2. Case study of one student with adjustment problems and presenting the report in the group
3. Studying the personality characteristics of some successful individuals and presenting the report in the group
4. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report

Essential readings:

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M.Ed. Semester-I Theory Paper

CP-III Basics of Educational Research & Statistics

Total Credits: 04	Maximum Marks	: 100
Total Hours: 85	Internal Exam Marks	: 25
Theory :51 (3 hrs. Per week)	External Exam Marks	: 75
Practicum :34 (2 hrs. Per week)	External Examination Duration	: 03 hrs.

Objectives :

On completion of this course, the students will be able to :

1. describe the nature, purpose, scope, areas, and types of research in education.
2. explain the characteristics of quantitative, qualitative and mixed research.
3. select and explain the method appropriate for a research study.
4. conduct a literature search and develop a research proposal.
5. convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation.
6. examine relationship between and among different types of variables of a research study

Course Content

Unit – I : Research in Education : Conceptual Issues (13 hrs)

- a. Meaning, purpose and areas of educational research. **(1hr)**
- b. Kinds of educational research : basic & applied research, evaluation research and action research, and their characteristics. **(1 hr)**
- c. Sources of knowledge generation : historical perspective, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, theory, nature and functions, the principle of evidence, scientific methods applied to researches in social science and education. **(3 hrs)**
- d. Research paradigms in education : quantitative, qualitative, mixed and their characteristics. **(1 hr)**
- e. Planning the research study : sources of research problems, review of the literature purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources. **(2 hrs)**
- f. Identification and conceptualization of research problem : statement of problem,

purposes, and research questions in qualitative and quantitative research. **(2 hrs)**

- g. Formulation of Hypotheses. **(1 hr)**
- h. Preparation of a research proposal; framework of the research proposal and strategies for writing the research proposals. **(2 hrs)**

Unit – II : Quantitative and Qualitative Methods of Research (13 hrs.)

- a) Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and co-relational research; cross-sectional, longitudinal and retrospective. **(3 hrs)**
- b) Experimental Research **(4 hrs)**
 - Nature of experimental research, variables in experimental research independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding and extraneous variables.
 - Experimental research designs : single group pre-test post-test design, pre-test post-test control group design, post-test only control group design, and factorial design.
 - Quasi experimental designs : nonequivalent comparison group design, and time series design.
 - Internal and external validity of results in experimental research.
- c) Qualitative research : meaning, steps and characteristics. **(1 hrs)**
- d) Qualitative research : approaches-phenomenology, ethno-methodology, naturalistic enquiry : case studies and grounded theory. **(2 hrs)**
- e) Historical research : meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source. **(2 hrs)**
- f) Mixed research : meaning, fundamentals. principles, strengths and weaknesses, types and limitations. **(1 hrs)**

Unit – III : Methods of Data Collection (12 hrs.)

- a) Tests, inventories and scales : types and construction and uses identifying a tool using reliability and validity information. **(2 hrs)**
- b) Questionnaire : forms, principles of construction and their scope in educational research, administration of questionnaires. **(3 hrs)**
- c) Interview : types, characteristics and applicability, guidelines for conducting interviews. **(3 hrs)**
- d) Qualitative process and quantitative process, observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion. **(3 hrs)**
- e) Secondary (existing) data : sources. **(1 hr)**

Unit – IV : Descriptive Analysis of Quantitative Data (13 hrs.)

- a) Data types : Nominal, Ordinal, Interval and Ratio Scale, data levels : individual and group graphical representation of data. **(2 hrs)**
- b) Description and comparison of groups : measures of central tendencies and dispersion, assumptions, uses and interpretation. **(3 hrs)**
- c) Normal distribution : theoretical and empirical distributions, deviation from

normality and underlying causes, characteristics of normal probability curve and its applications. **(3 hrs)**

d) Relative positions : percentile rank z-scores. **(2 hrs)**

e) Examining relationships : Scatter plots and their interpretation product moment, rank, only concepts of biserial, point-biserial, tetra-choric, partial and multiple correlations, concept of regression, regression equation, regression line and their uses. **(3 hrs)**

Transaction Mode

Lecture-cum-Discussion, brain storming, group discussion, presentations : Panel discussion; Seminar presentations.

Practicum : (34 hrs) 25 Marks

The students should undertake the following activities :

- 1 Preparation, try out and finalization of a tool.
- 2 Identification of variables of a research study and their classification in terms of functions and level of measurement.
- 3 Preparation of a sampling design given the objectives and research questions/ hypotheses of a research study.
- 4 Preparation of a review article.
- 5 Use of computers in literature review/review of a dissertation.
- 6 Review of research report.

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- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York : Routledge.
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- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi : Vohra Publishers and Distributors.
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- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks : C. A. : Sage.
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- Van Dalen, Debonald, B. and Meyer, William J. (1979). *Understanding Educational Research :An Introduction*. New York : McGraw Hill.

**M.Ed. Semester-I
Optional Theory Paper**

OP-IV A) Educational Guidance & Counseling

Total Credits: 04	Maximum Marks	: 100
Total Hours: 85	Internal Exam Marks	: 25
Theory :51 (3 hrs. Per week)	External Exam Marks	: 75
Practicum :34 (2 hrs. Per week)	External Examination Duration	: 03 hrs.

Objectives:

On completion of this course, the students will be able to :

1. Understand the meaning, nature and scope of guidance.
2. Understand the meaning of and the need for group guidance.
3. Recognize the role of guidance in attaining the goals of education.
4. Appreciate the need for guidance.
5. Develop acquaintance with various techniques of group guidance.
6. Appreciate the need for goals of counseling.
7. Understand the concept and process of counseling in group situations.
8. Recognize the different areas of counseling.
9. Understand the various stages involved in the process of counseling.
10. Become acquainted with the skills and qualities of an effective counselor.
11. Understand the essential services involved in school guidance programme.
12. Be aware of about the constitution, role and function of the school guidance committee.
13. Develop insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities.
14. Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling.
15. Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment for providing guidance and counseling.
16. Develop skills for administering, scoring, interpreting and analyzing test results.

Course Content

Unit – I : Understanding Educational and Career Guidance (12 hrs.)

- a) Meaning, definitions, need and scope of guidance. (2 hrs)
- b) Objectives of Guidance : Self-understanding, self-discovery, self-reliance, self-direction, self-actualization. (2 hrs)
- c) Organization of guidance programmes in schools. (2 hrs)
- d) Career development needs of the students and factors affecting career development. (2 hrs)
- e) Types of Guidance : Educational, vocational career and personal individual guidance and group guidance; advantages of group guidance. (2 hrs)
- f) Group Guidance Techniques : class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play. (2 hrs)

Unit – II : Essential Services in Educational Guidance Programme (13 hrs.)

- a) Types of Guidance Services : Orientation, information, counseling, placement, follow up, and research and evaluation. (4 hrs)
- b) Resources required for organizing guidance services. (3 hrs)
- c) School Guidance Committee : Constitution, roles, functions and role of principal and teachers in school guidance programmes. (3 hrs)
- d) Nature and importance of assessment and appraisal in guidance and counseling; tools for quantitative and qualitative assessment. (3 hrs)

Unit – III : Understanding Counseling (13 hrs.)

- a) Meaning, nature and scope of counseling. (2 hrs)
- b) Objectives of Counseling : resolution of problems, modification of behaviour, promotion of mental health. (2 hrs)
- c) Types and Areas of Counseling : family, parental, adolescent, girls and special children. (2 hrs)
- d) Stages of the counseling process. (2 hrs)
- e) Counseling Techniques (3 hrs)
- f) Skills and qualities of an effective counselor and counseling professional ethics. (2 hrs)

Unit – IV : Guidance of Students with Behavioural Problems and Specialties (13 hrs.)

- a) Nature and causes and types of behavioural problems and guidance for them. (3 hrs)
- b) School discipline problems – problems of violence, bullying, drug abuse, truancy, drop outs and developing coping skills. (4 hrs)
- c) Concept and types of students with special abilities. (2 hrs)

- d) Guidance for gifted & creative, socio and economically disadvantaged, physically and mentally challenged and juvenile delinquents. (4 hrs)

Transactional Mode:

Group discussion, lecture-cum-discussion, panel discussion, reading of research journals, school visits, presentation of case studies , Seminar, Assignment, organization of counseling session and observation of the activities, projects .

Practicum (34 hrs.)

The student may undertake any two the following activities :

1. Identification of the cases of counseling and organization of counseling sessions.
2. Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.
3. Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
4. 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.

Essential Readings:

Anastasia, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper Saddle River. NJ : Prentice Hall.

Bhatnagar, Asha and Gupta Nirmala (Eds.)(1999). Guidance and Counseling. Vol. 1 : A Theoretical Perspective, New Delhi : Vikas.

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- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling. Vol. II : A Practical

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Glickman, C. & Wolfgang, C. (1981). Solving Discipline Problems : Strategies for Classroom Teachers. Boston : Allyn and Bacon.

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Gupta, N. (1991). Career Maturity of Indian School Students. New Delhi : Anupam Publications. Isaacson, L. R. & Broen, D. , Career Information. Career Counseling and Career Development (5th Ed.). Boston : Allyn & Bacon.

Joneja, G. K. (1997). Occupational Information in Guidance. New Delhi : NCERT. Mohan, Swadesh (Ed.) (1998). Building Personal and Career Consciousness in Girls. New Delhi : Vikas Publishing House.

Osipow, S. H. & Fitzgerald, L. F. (1996). Theories of Career Development (4th Ed.). Boston : Allyn and Bacon.

Saraswat, R. K. & Gaur, J. S. (1994). Manual for Guidance Counselors. New Delhi : NCERT. Schmitt-Rodermund, E. & Silbereisen, R. K. (1998). Career Maturity Determinants: Individual Development, Social Context Perspective. The Career Development Quarterly, 47, 16-31.

Sharf, R. S. (2005). Applying Career Development Theory to Counseling. Wadsworth Publishing Co.

Swanson, J. L. & Fouad, N. A. (1999). Career Theory and Practiced : Learning through Case Studies. Sage Publications.

M.Ed. Semester -I

Optional Theory Paper

OP-IV B- Educational Management

Total Credits : 04

Total Hours : 85 (5 Hrs. Per week)
(in 17 Weeks / 102 Days)

Theory : 51 (3 Hrs. Per week)

Practicum : 34 (2 Hrs. Per week)

Maximum Marks : 100

Internal Examination Marks : 25

External Examination Marks : 75

External Examination Duration : 03 Hrs.

Objectives

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

- identify the need, scope and purpose of educational planning in terms of national and community needs.
- develop the skills in planning and using a variety of administrative strategies,
- explain the role and contribution of different agencies/ contribution in educational planning,
- help them determine and implement objectives of planning on the basis of individual needs of the students.
- acquaint with concept and types of Educational structure.
- develop Management Skills and manage educational project.

Course Content

Unit I- Concept, Need and Process of Educational Planning

(13 Hrs)

- (a) Concept and nature of Educational Planning. (1 hr)
- (b) Need and importance of Educational Planning. (1 hr)
- (c) Types of Educational Planning; Process of District level planning including Micro level planning exercise; Institutional planning. (2 hrs)
- (d) Critical view of Educational Planning in India. (1 hr)
- (e) Guiding principles of educational planning (1 hr)
- (f) Methods and techniques of planning. (1 hr)
- (g) Approaches to Educational Planning. (5 hrs)
 - ⌚ Social demand approach
 - ⌚ Man-power approach
 - ⌚ Return of Investment approach

Unit II Planning Mechanisms and machineries

(12 Hrs)

- (a) Perspective planning at central, state and local levels: concepts of macro and micro planning. (3 hrs)
- (b) Priorities to be given at central and state levels. (2 hrs)
- (c) Perspective plan for education in contemporary Five Year plan. (2 hrs)
- (d) District level planning: recent initiatives in planning at district level. (2 hrs)
- (e) Institutional Planning. (1 hrs)
- (f) Institutional structures and functions: NUEPA, SIEMATs, SCERTs and DIETs. (2 hrs)

Unit III -Organizational Structure	(12 Hrs)
(a) Basic Concepts and Types of Organizational Structure.	(3 hrs)
(b) Leadership and its importance for organizational development	(1 hr)
(c) School as a Social Organization.	(1 hrs)
(d) School effectiveness and Total Quality Management	(2 hrs)
(e) Learning Organizations	(2 hrs)
(f) School improvement and Reforms	(2 hrs)
(g) Capacity building.	(2 hrs)

Unit V: Management Skills and Management of Educational Project (13 Hrs)

(a) Meeting skills	(3 hrs)
⌚ Why of meetings	
⌚ Delegating responsibility	
⌚ Prepare for and organize meetings	
⌚ Chairing and minuting	
⌚ Following-up	
⌚ interaction	
(b) Time Management	(2 hrs)
⌚ Planning	
⌚ Dealing with stress	
⌚ Systems for time Management.	
(c) Presentation Skills	(2 hrs)
⌚ Planning	
⌚ Delivery use of media	
⌚ External representation of organization	
(d) Team Building	(4 hrs)
⌚ Working under pressure	
⌚ Working with people	
⌚ Negotiating	
⌚ Team processes (storm, norm, etc.)	
⌚ Taking responsibility	
⌚ Handling conflict	
(e) Management of Educational Project	(2 hrs)

Transactional Mode

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

Practicum: The students may undertake any two of the following activities:

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.
3. Study of conflict resolution studies adopted by Heads in two schools.
4. Prepare a plan for the mobilization of different types of resources form the community.
5. Analysis of School Education Act of a state.
6. Case studies of School Education Act of state high results at the secondary/senior secondary levels.
7. Critical study of an educational project.

8. A visit to DIET to study the structure and functions.
9. A study of leadership style among Primary/Secondary/Higher secondary school Principal .

Essential Readings

- Bell & Bell (2006): *Education, Policy and Social Class*. Routledge.
- Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
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- Hough J.R. (1990): *Education, Policy-An International Survey*. Croom Helm, London.
- Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational, Tecnomics*.
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- Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning*. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
- Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32.
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- Scheerens, Jaap (2000): *Improving School Effectiveness*. Paris: International Institute for Educational Planning.
- Tilak, J.B.G. (1988). *Cost of Education In India*: International Journal of Educational Development
- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.
- UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.

Semester- I

C) Ability/Skill Enhancement Course (Practicum)

COM-SK: COMMUNICATION SKILLS

Total Credit: 01	Internal Examination	: 01 hour
	Maximum Marks	: 25
Total Hours: 34	a. Written/ Oral/ Performance	: 20 Marks
	b. Record of activities	: 05 Marks

Objectives –

After completion of this course students will able to:

1. write official letters.
2. report official events.
3. follow Mannerisms, etiquette and netiquettes.
4. face and conduct interviews.
5. conduct official programme.

- 1. Writing Official Letters- English and Marathi (2 hrs)**
 - i) Leave application to H.O.D.
 - ii) Request for Bona fide to Registrar
- 2. Interview Skills - Conduct & face, download Interview Video and Write a reflective note (4 hrs)**
- 3. Welcome Speech of an Event (2 hrs)**
e.g. - Education Day
- 4. Comparing the Programme/Master of Ceremony (2 hrs)**
- 5. Proposing Vote of Thanks (After Programme) (2 hrs)**
- 6. Basics of reporting an activity (3 hrs)**
e.g. – Educational Tour Report
- 7. News Paper Reporting of Programme (4 hrs)**
e.g. – Conference, Seminar etc.
- 8. Preparing a programme of an Event (2 hrs)**
e.g. – Teachers Day, Talents Day etc.

- | | |
|---|----------------|
| 9. Writing ‘Thank You’ letters after a visit to an institution. | (2 hrs) |
| 10. Writing ‘Acknowledgement’ in Research Report | (4 hrs) |
| 11. Mannerisms, Etiquettes and Netiquettes | (3 hrs) |
| 12. On-line Communication: e-mail (official), e-mail (personal)
e. g. – Placement, Classmates | (4 hrs) |

Semester -I
Ability/Skill Development Course
Expository writing-I

Total Hours -34
Total Credits-01

Maximum Marks -25

Objective: After completion of Expository writing course students will be able

- to do writing that is used to explain, describe, give information, or inform.
- organized around one topic and developed according to a pattern or combination of patterns.

Expository writing is writing that seeks to explain, illuminate or *expose* (which is where the word, 'expository' comes from). This type of writing can include essays, newspaper and magazine articles, instruction manuals, textbooks, encyclopedia articles, and other forms of writing, so long as they seek to explain. Expository writing differs from other forms of writing, such as fiction and poetry.

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

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

This includes,

- i) articles
- ii) biographical writing
- iii) 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)
- iv) writing a review or a summary of the text, with comments and opinions (individual task)
- v) newspaper or magazine articles on topics of contemporary interest.

Evaluation 15 marks in writing and 10 marks internal viva voce.

Semester- I

C) Ability/Skill Enhancement Course (Practicum) **SL-DLV: SELF DEVELOPMENT**

Total Credit: 01	Internal Examination	: 01 hour
	Maximum Marks	: 25
Total Hours: 34	a. Written/ Oral/ Performance	: 20 Marks
	b. Record of activities	: 05 Marks

Objectives:

After complete of this course, students will be able to:

1. fix Goals and plan one's life.
2. identify ones strengths and weakness and take appropriate measures to develop oneself.
3. mange time for all essential activity.
4. manage the workload and balance personal and professional life by distressing.
5. activity done for concentration.
6. develop positive thinking by choosing and reading good books and also develop reading habit.

1. Goal Fixing	(4 hrs)
2. SWOC Analysis	(4 hrs)
3. Time Management	(4 hrs)
4. Stress Management	(6 hrs)
5. Yoga for : a. Concentration b. Stress Management	(8 hrs)
6. Reading selected books for development of Positive thinking	(8 hrs)

M.Ed. Semester-I
C) Ability/Skill Enhancement Course
(Practicum)
ICT- SK : ICT and Education

Total Credit : 04	External Practical Examination : 01 hr 30 min.
Total Marks : 100	(Oral/Performance)
Total Hours : 136 (per week 8 hrs)	External Maximum Marks : 50
	Internal Practical Examination : 01 hr 30 min.
	External Maximum Marks : 50
	a. Written/ Oral/ Performance : 25 Marks
	b. Record of activities : 25 Marks

Objectives:

On completion of this course, the students will be able to

1. understand and apply Fundamentals of ICT in education.
2. apply ICT in education.
3. understand the computer and other e-Technologies used in instructions and evaluation.
4. use of ICT to the conduct of the research and research communication.

Unit :I Fundamentals of ICT in Education (34 hrs)

- a) Concept of ICT and its nature.
- b) Application Softwares: Concept and introduction of some useful soft wares Word Processor : Ms word, Spread Sheet Package : MS Excel, Presentation Package : Power Point, Painting Tool : Paint.
- c) Use of Internet: Use of different search engines, Web Browsers.
- d) Utility Softwares: Virus Scanning.
- e) Cyber crime and cyber law.

Unit – II : ICT Application in Education (34 hrs)

- a) Multimedia packages – installation and use.
- b) Critical analysis of multimedia content, educational implications of media and interactivity.
- c) Websites with educational content : Search, locate and maintain lists of educational websites.
 - i. Critically examine the content of websites; using the web as a teaching learning resource.
 - ii. Academic and Research content on the web: Online journals and abstraction services.
- d) Communication through the web: Interpersonal communication through the e - mail, Web forms and chatting groups (different Social Websites).
- e) Use of Repositories and Consortiums for preparation of a seminar of the ICT and Education paper.

Unit – III: Computer and Other e-Technologies in Instruction and Evaluation (34 hrs)

- a) Visit to a institute for practicing Technological Aids in Instructions: Simulation (Computer based), Language Laboratory, Team Teaching (Online) and writing it's report.
- b) Different Types of Usages (Concept) in Instruction :
Critical Analysis of Different Instructional Systems-Computer Aided Learning, Computer Assisted Learning, Computer Managed Learning, Computer Based Training Computer Assisted Instruction.
- c) Use of Interactive White Board for Teaching.
- d) Use of Handheld Technologies for Teaching – Learning, e.g. Mobile, Tab, Kindle, I-pod etc.
- e) Visit to a Examination Center for knowing online evaluation and other type of Evaluation through computer, use of OCR, OMR systems for examination, Preparation of result through computers, announcement of Result through Internet and writing it's report.

Unit – IV: Use of ICT in the conduct of Research and Research Communication (34 hrs)

- a) Downloading of international standard references and bibliography, books/journals from internet for the review of related literature and research.
- b) Use of different websites for citation management.
- c) Use of ICT in Research for creating research tools.
- d) Use of ICT for Quantitative Data Analysis and Interpretation.
- e) Use of ICT for Qualitative Data Analysis and Interpretation.

Transaction Mode

Lecture cum demonstration and hands on experiences on the use of personal Computer/laptop/palmtop. Analysis of the different application software packages with reference to its use in education. Preparation of a project report by using various application software packages and its critical appraisal. Lecture cum demonstration and hands on experiences on the preparation of database using spreadsheet and other statistical softwares like SPSS, etc., demonstration and practical experience in use of various statistical software, discussion with data analysis experts creating database and working with database files, preparation and presentation of research data analysis and its interpretation. Demonstration and practical experience in the use of LMS software and online testing. Visit to local institute where the online testing is in practice for online learning and face-to face learning.

Essential Readings

Adam, D. M. (1985). *Computers and Teacher Training : A Practical Guide*, The Haworth Pren. Inc., N. Y.

Alexey, Semenov, UNESCO (2005). *Information and Communication Technologies in Schools : A Handbook for Teachers*.

Bose, K. Sanjay (1996). *Hardware and Software of Personal Computer*.

Conrad, Kerri (2001). *Instructional Design for Web based Training* HRD Press.

Intl. Teach to the Future – Beginner's Curriculum 2000.

Deitel, H. M., Deitel, P. J. et. Al. (2003). *Internet & Word Wide Web How to Program*, 3rd Ed., Prentice Hall.

Gupta, Vikas (2001). *Computer Course Kit*, Dream Tech Publications, New Delhi.
Hillman, David, *Multimedia Technology of Applications*.

Mallik, Utpal et. Al. (2001). *Learning with Computers Level – III*. NCERT. New Delhi.

Sinha, P. K. (1990). *Computer Fundamental*.

Mayer, Richard E. (2001). *Multimedia Learning*, Cambridge University Press. UK.

Norton Peter (2000). *Introduction to Computers*, Tata McGraw Hill Publications. New Delhi.

Schwartz & Schultz (2000). *Office 2000*, BPB Publications. New Delhi.

Sinha, P. K. (1992). *Computer Fundamentals*. PBP Publication. New Delhi.

Sportack, M. A. (1998). *Networking Essentials*, TechMedica. New Delhi.

Lowery Joseph W. (2006). *Dreamweaver & Bible*, Wiley Publication.

Stephen, M. A. and Stanley, R. (1985). *Computer Based Instruction : Methods and Development*, NS : Prentice Hall.

Web Addresses :

<http://www.librareis.psu.edu/>

<http://www.searchenginewatch.com>. (ALTA ViSTA, EXCITE, HOTBOT, INFOSEEK)

<http://www.teacher.net>.

DISSERTATION

Total Credits: 13

Total Marks: 275

1. Title of the dissertation should be submitted to the Department of Education, Shivaji University for approval at the end of first semester of the course.
2. The dissertation shall be on an educational topic approved by the scrutiny committee consisting of Chairman Board of Studies in Education, Head, Department of Education and three post graduate senior teachers, approved he/she will be at liberty to suggest another provided that in all such cases the topic is got approved by the committee. Each student shall work under guidance of a recognized post graduate teacher for his/her dissertation.
3. Each student shall work under the guidance of a recognized post-graduate teacher for his/her dissertation.
4. The Dissertation shall be of 13 credits and shall carry 275 marks. Two copies of the dissertation should be submitted in the Department of Education, Shivaji University, Kolhapur. When submitted shall be accompanied by a certificate signed by the guiding teacher.
5. Dissertation submission should be on or before 15th March to the Department/Institution. If the 15th March is a holiday then the dissertation could be submitted on the next working day. Last Date for sending the dissertations to the Department of Education will be 22nd March.
6. The assessment of the dissertation will be spread over various stages, viz. i) Formulation of research proposal ii) Presentation of research proposal iii) Preparation of tool iv) Preparation and presentation of the first draft and v) Finalisation of dissertation and presenting it in viva voce.
7. Each dissertation shall be examined by an external referee appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Head, Department of Education, Shivaji University, Kolhapur.
8. Viva-voce examination on the dissertation will be held jointly by the external and internal examiners and the marks for the dissertation will be awarded jointly by the external and internal examiners on the basis of the dissertation and viva-voce performance.

Inter Semester Break I

Expository writing-II

Students need to submit one expository writing during semester break on one of the following area.

- i) Article
- ii) Biographical writing
- iii) 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)
- iv) Writing a review or a summary of the text, with comments and opinions (individual task)
- v) Newspaper or magazine articles on topics of contemporary interest.

M. Ed. Semester –II
Compulsory Paper
CP - Educational Studies

Total Credits : 04
 Total Hrs : 85 (5 hrs per week)
 Theory : 51 (3hrs /week
 Practicum : 34(2hrs/week)

Internal Exam Marks :100
 External Exam : 25
 External Exam :75
 Duration : 3 hrs

Objectives

To understand the nature of education as a discipline/an area of study.

- To examine issues related to education as interdisciplinary knowledge.
- 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 Understand education as social phenomena, practice and field of study
- To examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
- To develop analytical and critical understanding about the contemporary concerns of education policy and practice the field of education
- To discuss the emerging dimensions of school and teacher education.
- To understand social ,psychological and global dimensions of Educational Studies

Unit-1 Theoretical perspectives of education as a discipline

- a. Critical analysis of education as discipline/area of study.
- b. Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc. and their linkage to pedagogy and practices.

- c. School education: contemporary challenges
- d. Procedure of linking :
 - Content knowledge with pedagogy knowledge
 - School knowledge with life outside the school
 - School knowledge with community knowledge
 - Experiential knowledge with empirical knowledge
 - Knowledge on action and reflection on outcome of action
 - Theoretical knowledge and contextual knowledge.
 - Universal knowledge and contextual knowledge.
- e. Need for developing a vision of school education and teacher education:
 - Emerging dimensions of school education and teacher education;

Unit II- 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 value, aesthetics in education.
- d. Dynamic relationship of education with the political process.
- e. Issues related to planning, management and monitoring of school and teacher education.
- f. Human development Index(HDI)

Unit III- Changing political context of education and analysis of Policies :

- a. Multiple schools context-rural/urban, tribal, schools affiliated to different boards.
- b. Changing role of person in school management: teachers, headmaster, and administrators.
- c. School as site of curricular engagement.
- d. Teacher's autonomy and academic freedom.
- e. Educational Institutions as sites for struggle and social change.

- f. Policies on Girls and Women's Education : National policy for empowerment for women (NPEW(2001,National Plan of Action for children 2005(ICDS),National Programme for Education of Girls,2010(RUSA)
- g. Policies on Inclusive Education : Integrated Education for Disabled Children (IEDC),Inclusive Education in RUSA ,Child with special needs challenges (CWSN)

Unit IV – Support system of education and Public Finance :Efficiency and Equity

- a. Principles and guidelines in organizing the supports systems
- b. Department of public instruction, ministry and other government agencies, academic institutes : role, involvements, issues related to control and autonomy.
- c. Complementarily in participation of different stakeholders in school education-role of media, use of technology, NGOs, civil society groups, teacher organization, family and local community.
- d. Supports to curricular engagement in schools
- e. Monitoring an evaluation of schools.
- f. Concepts of Economics in Education
 - Cost of Education
 - Return of Education
- g. Growth and Deemed Universities

Transactional Mode :

- Observational studies –observation of various instructional situation in real classrooms ,various activities in the school ,the role of teachers etc ; preparation of reflective diaries and of documents and referees ,interaction with field staff and reflective interaction with the peer discussions with the peers and teachers;
- Seminar reading –presentation by students on selected themes individually and collectively leading to discussions;
- Library readings on selected theme followed by group discussion; reviewing relevant literature
- Study of documents and references ,interaction with field staff and reflective interaction with the peer group
- Workshops ,seminars ,assignments and groups discusiions around issues and concepts studies in the theory
- Web-based and PPT presentations

Sessional Work: The following are only exemplars. The University department/Institute may devise similar activity : The student-teacher may undertake any one of the following activities:

- 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, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group
- A survey of educational values, institutions and practices

Essential Readings

- Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harvard University Press.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005). *National curriculum framework*, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay.
- Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
- Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.

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- **Bartlett, S. & Burton, D. (2012):** Introduction to Education Studies, Third Edition, *SAGE Publications Ltd*
- Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
- Banrs, J.A. (1996), *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.) Boston: Allynand, Becon.
- Bruubacher, John S.; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
- Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
- Delors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century*, UNESCO.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New London, Macmillan Education.
- *International Encyclopedia of Education*. (1994) 2nd edition. Vol.10. Perganon Press.
- Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.
- Slatterry, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, LondonYork: Continuum.
- Freire, P. and Shor, I. (1987). *A Pedagogy of liberation*.

M.Ed. Semester-II
Compulsory Paper
 CP-VI Teacher and Teaching Process

Total Credits: 04	Maximum Marks
: 100	
Total Hours : 85 (5 Hrs. Per week)	Internal Exam Marks : 25
(in 17 weeks/102 Days)	External Exam Marks
: 75	
Theory : 51 (3Hrs./week)	External Examination Duration : 3
hrs.	
Practicum:34 (2Hrs./week)	

Objectives:

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

1. Acquaint with the process of becoming a good teacher.
2. Understand the process of teaching
3. Train the trainees to apply innovating teaching techniques in classroom
4. Understand the thought processes of teacher and student,
5. Develop commitment and accountability within self and among the trainees.
6. Develop professionalism within self and among the trainees.

Unit : I Becoming a Teacher (12 hrs)

- a) Contexts of becoming a teacher (2 hrs)
- b) Profile of a teacher-changing perspective (3hrs).
- c) Changing roles and responsibilities of teacher (3hrs)
- d) Characteristics of a good teacher (2 hrs).

Unit : II Teaching Process (13 hrs)

- a) Concept of teaching (1hrs)
- b) Theories of teaching - Behavioristic, Cognitive, Constructivist (3 hrs)
- c) Models of teaching (2 hrs)
- d) Innovative methods of teaching-Group discussion, Brain storming, problem solving, Activity based teaching (4 hrs)
- e) Reflective Teaching (1 hrs)
- f) Inter relation between learning and Teaching (2 hrs)

Unit : III Thought Processes in Teaching-learning (13 hrs)

- a) Perception, Planning and performance cycle is teaching (2 hrs)
- b) Modeling in teaching (2 hrs)
- c) Teacher thought Process (3 hrs)
- d) Student thought Process (3 hrs)
- e) Decision making (3 hrs)

Unit : IV Teaching as a Profession (13 hrs)

- a) Concept of Profession (2 hrs)
- b) Teaching as a Profession (2 hrs)
- c) Professional ethics of a teacher (2 hrs)
- d) Professional development of a teacher (3 hrs)
- e) Teacher commitment and accountability (4 hrs)

Transaction Mode

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar

Practicum : (34 hrs) 25 Marks

The student may undertake the following activities

1. Interviews of two teachers- One performing routine teaching task and one experimental/innovative teacher and preparation of report of characteristics.
2. Interview of two teachers of different subjects for determination of thought process and perception of teaching.

Essential Readings

- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.

References

- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.

**M.Ed. Semester-II
Theory Paper**

CP-VII Advance Educational Research & Statistics

Total Credits: 04	Maximum Marks	: 100
Total Hours: 85	Internal Exam Marks	: 25
Theory :51 (3 hrs. Per week)	External Exam Marks	: 75
Practicum :34 (2 hrs. Per week)	External Examination Duration	: 03 hrs.

Objectives :

On completion of this course, the students will be able to :

1. explain a sampling design appropriate for a research study.
2. explain the importance of documentation and dissemination of researches in education.
3. explain or predict values of a dependent variable based on the values of one or more independent variable.
4. estimate the characteristics of populations based on their sample data.
5. test specific hypotheses about populations based on their sample data.
6. use appropriate procedures to analyze qualitative data.
7. demonstrate competence in the use of statistical packages for analysis of data.

Course Content

Unit – I : Sampling in Qualitative, Quantitative and Mixed Research (12 hrs.)

- a) Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples. **(4 hrs)**
- b) Random sampling techniques : simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling. **(3 hrs)**
- c) Non Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case. **(3 hrs)**
- d) Determining the sample size when using random sampling. **(2 hrs)**

Unit – II : Inferential Analysis of Quantitative Data-I (13 hrs.)

- a) Estimation of a parameter – Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean. **(3 hrs)**
- b) Testing of hypotheses – testing of null hypotheses, types of error, levels of significance, testing the significance of difference between the following statistics for independent and correlated samples : Proportions, means (including small samples) and variances. **(4 hrs)**
- c) Analysis of variance and co-variance (ANOVA and ANCOVA) concept, assumptions and uses. **(3 hrs)**

d) Non-parametric statistics : assumptions and uses of sign test, rank test and median test, analysis of frequencies using Chi-square. (3 hrs)

Unit – III : Data Analysis in Qualitative and Mixed Research (13 hrs.)

- a. Data Reduction (1 hr)
- b. Data Display (1 hr)
- c. Conclusion Drawing and Verification (1 hr)
- d. Removing (1 hr)
- e. Categorization and Clarification (2 hrs)
- f. Analysis of Visual Data, Enumeration (2 hrs)
- g. Identifying Relationship Among Categories (1 hr)
- h. Context Analysis (1 hr)
- i. Corroborating (1 hr)
- j. Establishing Credibility (2 hrs)

Unit – IV : Computer for Data Analysis and Preparation of Research Report (13hrs.)

- a. Use of computer for data analysis (6 hrs)
 - i. Knowledge Of Different Types Of Software For Statistical Analysis,
 - ii. SAS –Statistical Analysis System
 - iii. SPSS- Statistical Package For Social Sciences
 - iv. Excel.
- b. Data Preparation Logging the Data Checking the Data For Accuracy (1 hrs)
- c. Developing a Database Structure Entering the Data into the Computer (1 hrs)
- d. Data Transformations (1 hrs)
- e. use of computer for preparing research report (4 hrs)

Transaction Mode

Presentation, demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

Practicum : (34 hrs) 25 Marks

The student may undertake the following activities

1. A critical assessment of statistical techniques used in a research report. (5Marks)
2. Preparation of graphic designs of data obtained in a research study. . (5Marks)
3. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis. . (10Marks)
4. Analysis of data using statistical package. .(10Marks)

References

- Conover, W. J. (1971). Practical Non-Parametric Statistics. New York : John Wiley & Sons Inc.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education. New York : McGraw Hill.
- Gibbons, J. D. (1971). Non-Parametric Statistical Inference. New York : McGraw Hill.
- Glan, G. V., & Hopkins, K. D. (1996). Statistical Methods in Education and Psychology, (3rd Edition). Boston : Allyn & Bacon.
- Guilford, J. P. and B. Fruchter (1987). Fundamental Statistics in Education and Psychology. Tokyo : McGraw Hill (Student Sixth Edition)

- Henry, G. T. (1995). *Graphing Data : Techniques for Display and Analysis*. Thousand Oaks. CA : Sage.
- Howell, D. C. (1997). *Statistical Methods for Psychology*. Belmont, CA : Duxbury Press.
- Huck, S. W. (2007). *Reading Statistic and Research*. Boston : Allyn & Bacon.
- Popham and Sirohic (1993). *Educational Statistics – Use and Interpretation*. New York : Harper and Row.
- Siegel, S. (1956). *Non-Parametric Statistics for Behavioural Science*. New York : McGraw Hill.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative Data Analysis : An Expanded Sourcebook*. Thousand Oaks. CA : Sage.
- Van Leeuwen, T. & Jewitt, C. (Eds) (2001). *Handbook of Visual Analysis*. London :Sage.

M.Ed. Semester -II
Optional Theory Paper
OP VIII-C- Comparative Education

Total Credits : 04

Total Hours : 85 (5 Hrs. Per week)
 (in 17 Weeks / 102 Days)

Theory : 51 (3 Hrs. Per week)

Practicum : 34 (2 Hrs. Per week)

Maximum Marks : 100

Internal Examination Marks : 25

External Examination Marks : 75

External Examination Duration : 03 Hrs.

Objectives :

On completion of this course, students will be able to :

- acquaint with concept, scope, Need, History and development of Comparative Education.
- acquaint with the methods of Comparative Education .
- study the Problems of Education in World perspective.
- understand the factors and forces and forces influencing practice of Education.
- create awareness and develop understanding of system of Education in developing and developed countries.
- develop the sense of international understanding.
- acquaint students with the current trends and problems in world in world Education.

Unit- 1 Concept , Types and Approaches to Comparative Education (12 Hrs)

- (a) Concept, scope, Purpose, and Need of Comparative Education. (4hrs)
- (b) History and Development of comparative Education. (2hrs)
- (c) Types of Comparative Studies in Education. (2hrs)
- (d) Approaches to comparative education: Historical, Philosophical, Sociological and Problem Approach. (4hrs)

Unit-2 Methods of Comparative Education (13 Hrs)

- (a) Area Studies (Descriptive and Interpretation) (2hrs)
- (b) Comparative Study (Description of Educational System Juxtra position Comparison) (2hrs)
- (c) Distinction between Comparative education and International Education. (3hrs)
- (d) Interpretative and Explanatory Methods (6hrs)
- (i) Historical Approach
- (ii) Sociological Approach
- (iii)Philosophical Approach
- (iv)Scientific Approach (Quantities).

Unit -3 Problems to be studied in world Perspective (13 Hrs)

- (a) Women Education (2hrs)
- (b) Teacher Education and Teachers' Status (2hrs)
- (c) Education of Exceptional Children (2hrs)
- (d) Technical & Vocational Education (2hrs)
- (b) Factors and Forces Influencing theory and Practice of Education in Country (5hrs)
 - (i) Racial
 - (ii) Linguistic
 - (iii) Technological
 - (iv) Scientific
 - (v) Historical
 - (vi) Sociological
 - (vii) Political
 - (viii) Economical
 - (ix) Religious

Unit- 4 Study of education in Developed Countries- U.K., U.S.A. and Australia with reference to the following problems: (12 Hrs)

- (a) Historical Background and Geography of the country. (2hrs)
- (b) Aims and objectives of Education. (2hrs)
- (c) Administration of Education. (2hrs)
- (d) Present system of primary, Secondary and Higher Education. (4hrs)
- (e) Influence of Culture on Education . (3hrs)

Transactional Mode

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

Practicum: The students may undertake any two of the following activities (34 Hrs)

- 1) Status of Women Education in the World based on secondary data.
- 2) Critically analyse the Present system of primary, Secondary and Higher Education in USA.
- 3) Critically analyse the Present system of primary, Secondary and Higher Education in UK.
- 4) Critically analyse the Present system of primary, Secondary and Higher Education in Australia.
- 5) Influence of Culture on Education in USA/UK/Australia. (Report writing and group presentation)

Essential reading

T. Neville Postlethwaite (1988) The Encyclopedia of Comparative Education and National Systems of Education (Advances in Education) , Publisher: Pergamon Pr; 1st edition.

References

George, F., Berday Holt, Rinehard and Wistoninc (1964) *Comparative Methods in Education*, New York.

Priestlay K.E. (1963) *Education in China*, Eurasia Publishing House.

Developing of Education in Asia (1971) UNESCO- /Mineda's/Paris.

Louis Cohen; Lawrence Manion; Keith Morrison (2000) *Research Methods in Education*, London Routledge Falmer.

Keith Watson (2003) *Comparative and International Research in Education: Globalisation, Context and Difference.*, London ,Publisher: Routledge Falmer. *Improving Learning Environments: Richard Arum , Melissa Velez (Editors) (2012) School Discipline and Student Achievement in Comparative Perspective*, Publisher: Stanford University Press.

Dieter Meyer - Editor, William L. Boyd - Editor(2001) *Education between States, Markets, and Civil Society: Comparative Perspectives*. Mahwah, Lawrence Erlbaum Associates.

Ciaran Sugrue , Christopher Day (Editors) (2001) *Developing Teachers and Teaching Practice: International Research Perspectives.*, London Publisher: Routledge

Carlos Alberto Torres , Adriana Puiggros (Editors) (1997) *.Latin American Education:Comparative Perspectives*. Boulder, Westview Press.

R. Murray Thomas (1998) *Conducting Educational Research:A Comparative View*, Westport, CT Bergin & Garvey.

M.Ed. Semester-II Optional Theory Paper OP-VIII E) Inclusive Education

Total Credits : 04	Maximum Marks	: 100
Total Hours : 85	Internal Exam Marks	: 25
Theory :51 (3 hrs. Per week)	External Exam Marks	: 75
Practicum :34 (2 hrs. Per week)	External Examination Duration	:03 hrs.

Objectives:

On completion of this course, the students will be able to :

1. understand the global and national commitments towards the education of children with diverse needs;
2. appreciate the need for promoting inclusive practice and the role and responsibilities of all concerned personnel;
3. develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education;
4. understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools;

5. analyze special education, integrated education, mainstream and inclusive education practices;
6. identify and utilize existing resources for promoting inclusive practice;
7. developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs;
8. appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned;
9. developing a positive attitude and sense of commitment towards actualizing the right to education of all learners;
10. preparing a conducive teaching learning environment in varied school settings;
11. develop the ability to conduct and supervise action research activities;
12. identifying and utilizing existing support services for promoting inclusive practice
13. seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content

Unit – I : Special Education (12 hrs.)

- a) Meaning, scope and need of special education. **(3 hrs.)**
- b) Difference between special education, integrated education and inclusive education with their advantages and limitations. **(3 hrs.)**
- c) Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations. **(3 hrs.)**
- d) Current Laws and policy perspectives supporting IE for children with diverse needs. **(3 hrs.)**

Unit – II : Preparation for Inclusive Education (13 hrs.)

- a) Concept and meaning of diverse needs. **(2 hrs.)**
- b) Building inclusive learning friendly classrooms, overcoming barriers for inclusion. **(3 hrs.)**
- c) Creating and sustaining inclusive practices. **(2 hrs.)**
- d) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs. **(2 hrs.)**
- e) Creating conducive environment in inclusive schools : material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community and managerial

skills for mobilizing appropriate resources. **(4 hrs.)**

Unit – III : Children with Diverse Needs and Utilization of Resources(13 hrs.)

- a) Definition and characteristics of children : with sensory challenges (Hearing and Visual); physically challenged; intellectual challenges (gifted, talented and children mentally challenged children); developmental disabilities (autism, cerebral palsy, learning disabilities); social and emotional problems; scholastic backwardness; underachievement; slow learners. **(4 hrs.)**
- b) Importance of early detection, functional assessment for development of compensatory skills and intervention programs. **(3 hrs.)**
- c) Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual and learning disabled.
(3 hrs.)
- d) Role of technology for meeting diverse needs of learners. **(3 hrs.)**

Unit – IV : Curriculum Adaptation, Teacher Preparation and Evaluation for Inclusive Education (13 hrs.)

- a) Concept, meaning and need for curriculum adaptations for children with sensory (Hearing and Visual); physically challenged; intellectual challenged (gifted, talented and children mentally challenged children); developmental disabilities (autism, cerebral palsy, learning disabilities); social and emotional problems, scholastic backwardness, underachievement and slow learners; techniques and methods used for adaptation of content, laboratory skills and play material. **(5 hrs.)**
- b) Utilization of records/case profiles for identification, assessment and intervention for inclusive classrooms. **(3 hrs.)**
- c) Skill, competencies, role, responsibilities and professional ethics of an inclusive education teacher and teacher educators. **(3 hrs.)**
- d) Planning and conducting research activities related to special and inclusive education. **(2 hrs.)**

Transactional Mode:

Group discussion, lecture-cum-discussion, panel discussion, reading of research journals, school visits, presentation of case studies , Seminar, Assignment, projects, field Visit etc

Practicum: (34 hrs.)

The students may undertake any two of the following activities :

1. Conduct a survey in the local area to ascertain the prevailing attitudes/practices towards social, emotional and academic inclusion of children with diverse needs.
2. 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.
3. Identify suitable research areas in inclusive education.
4. Observation of Inclusive teaching strategies and discussion.

Essential Readings:

Ainscow, M., Booth, T. (2003). *The Index for Inclusion : Developing Learning and Participation in Schools*. Bristol : Center for Studies in Inclusive Education.

Ahuja, A., Jangira, N. K. (2002). *Effective Teacher Training : Cooperative Learning Based Approach* : National Publishing House, 23, Daryaganj, New Delhi.

Jangira, N. K. and Mani, M. N. G. (1990). *Integrated Education for Visually Handicapped*. Gurgaon, Old Subjimandi, Academic Press.

Jha, M. (2002). *Inclusive Education for All : Schools Without Walls*. Heinemann Educational Publishers, Multivista global Ltd., Chennai, India.

Sharma, P. L. (1990). *Teachers Handbook on IED-Helping Children with Special Needs*. NCERT Publication.

Sharma, P. L. (2003). *Planning Inclusive Education in Small Schools*. R. I. E., Mysore.

References

- Ainscow, M., Booth, T. (2003). *The Index for Inclusion : Developing Learning and Participation in Schools*. Bristol : Center for Studies in Inclusive Education.
- Ahuja, A., Jangira, N. K. (2002). *Effective Teacher Training : Cooperative Learning Based Approach* : National Publishing House, 23, Daryaganj, New Delhi.
- Jangira, N. K. and Mani, M. N. G. (1990). *Integrated Education for Visually Handicapped*. Gurgaon, Old Subjimandi, Academic Press.
- Jha, M. (2002). *Inclusive Education for All : Schools Without Walls*. Heinemann Educational Publishers, Multivista global Ltd., Chennai, India.
- Sharma, P. L. (1990). *Teachers Handbook on IED-Helping Children with Special Needs*. NCERT Publication.
- Sharma, P. L. (2003). *Planning Inclusive Education in Small Schools*. R. I. E., Mysore.

Semester -I Ability/Skill Development Course Academic Writing -I

Total Hours -34

Maximum Marks -25

Total Credits-01

Objective: After completion of Academic Writing course students will be able

-to do wide range of popular educational writing in the form of well-written essays, extracts of chapters form authors who deal with themes from educations, schooling, teaching or learning.

The academic writing component is meant to focus on questions such as: What are the different kinds of writings and writing styles? What are the essential requirements of academic writing? What distinguishes a good academic writing from others? What are academic sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source? How to edit one's own writing?

Different kinds of writing, writing styles, essential requirements of academic writing etc.

Students should engage in following activity and prepare a writing of the following Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts of chapters form authors who deal with themes from educations, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this unit

Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs) analyzing the structure of the argument – identifying main ideas, understanding topic sentence of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) discussion of the theme, sharing Reponses and points(s) of view (small group discussion) writing a response paper

(individually or in pairs) presentations of selected papers, questions and answers (large group)

Students are supposed to write an academic writing in the workshop out of the following topics-

This includes,

1. Well-Written Essays
2. Extracts Of Chapters
3. Note-Making
4. Combining Sources
5. Paraphrasing
6. Summary Writing

Evaluation 15 marks in writing and 10 marks internal viva voce.

M.Ed. Semester-II
C) Ability/Skill Enhancement Course
(Practicum)
EED- SK : E-Education

Total Credit : 04
Total Marks : 100
Total Hours : 136 (per week 8 hrs)

External Practical Examination : 01 hr 30 min.
 (Oral/Performance)
External Maximum Marks : 50
Internal Practical Examination : 01 hr 30 min.
External Maximum Marks : 50
 a. **Written/ Oral/ Performance** : 25 Marks
 b. **Record of activities** : 25 Marks

Objectives

On completion of this course, the students will be able to

1. understand the Fundamentals of e-education.
2. design e-content for e-teaching.
3. use web sources for effective e-teaching & e-learning.
4. create and use of LMS and LOR.

Unit – I: Fundamentals of e-education (34 hrs)

- a) Visiting the Virtual Classroom and writing its report.
- b) Creating a Rubric on Characteristics of e-learning, e-teaching, e-evaluation, and Virtual classroom.
- c) Creating e-portfolio of B.Ed./D.Ed./School Students.
- d) Critically examination of the standards required for e-learning.

Unit – II: Designing Instructions for e-teaching (34 hrs)

- a) Reviewing different Instructional Designing Models.
- b) Selecting the Model as per objectives of ID.
- c) Designing Content for Multimedia: Story Board and Instructional Designing.
- d) Designing e-content for D.Ed./B.Ed./M.Ed. Lectures by using ADDIE model.

Unit – III: Use of Web Sources for e-teaching and e-learning. (34 hrs)

- a) Creation and use of Synchronies and Asynchronies sources for teaching and learning.
- b) Creation and use of Multimedia based sources / Authoring tools for teaching and learning.
- c) Use of Open Educational Sources (OER) for teaching and learning.
- d) Applying blended mode and flipped classroom approach to B.Ed./D.Ed./School Students.

Unit – IV: E-education Management Systems (34 hrs)

- a) Critically examination of the Learning Management System (LMS) and Learning Content Management Systems (LCMS).
- b) Critically examination of the Multimedia Based Courseware Management Systems (MBCMS).
- c) Critically examination of the Web Based Course Ware Management Systems (WBCMS).
- d) Preparation of a LOR related to a teaching subject and hands on (e.g. Moodle/Mooc or any other) Open e-education management system.

Transaction Mode

Lecture cum demonstration and hands on experiences on the preparation of e-Content. Demonstration and practical experience in the use of LMS software and online testing. Visit to local institute where the e-Learning is in practice. Creating web resources by using Wikipedia and Wikieducator. Participation in online learning programmes. Analysis of the different online courses and offline courses. Analysis of e-Content developed by various organizations. Critical analysis of e-Learning projects with reference to teaching learning process.

Essential Readings:

Conrad, Kerri (2001). Instructional Design for Web – Based Training HRD Press.

Deitel, H.M. Deitel, P.J et al. (2003). Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.

Graham (1998). HTML 4.0 Sourcebook, Wiley Publications.

- Gaurav Chadha, S.M. Nafay Kumail (2002). E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
- Gagne, R. M., Leslie, J. B. & Walter, W. W. (1987). Principles of Instructional Design Word worth Publishing Co.
- Harasim, L. (1990). Online Education : Perspectives on a New Environment. New York : Presser.
- Harasim, L. (1993). Global Network Computers and International Communication. Cambridge; NIT Press 5.
- Joseph W. Lowrey (2006). Dreamweaver 8 Bible, Wiley Publication.
- Khan, BoH (1977). Web based Instruction. Englewood Cliffs : Educational Technology Publications.
- Lee, William W, Diana, L. Owens (2001). Multimedia – Based Instructional Design : Computer Based Training. Jossey –Bass.
- Michael W. Allen, Michael Allen (2002). Guide to E-Learning, Wiley Publication, 2002. Ian S.
- Phillips. R. (1997). Interactive Multimedia London : Kogan Page.
- Rejeseakaran S. (2007): Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
- Ray West, Tom Muck (2002). Dreamweaver MX: The Complete Reference, Mc Graw Hill Publications.
- Rosenberg, M. J. (2001). E-learning. New York : McGraw Hill.
- Schank, R. C. (2001). Virtual Learning. McGraw Hill.
- Sallis, E. & Jones, G. (2002). Knowledge Management in Education. London : Kogan Page Ltd.
- Srinivasan, T. M. (2002). Use of Computers and Multimedia in Education. Horton, W.(2001).
- Singh, P.P. Sandhir Sharma (2005). E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
- Vaughan, T. (1999). Multimedia Making it Work. New Delhi : Tata McGraw Hill (Fourth Edition).

Educational Tour/Visits

Educational Tour/Visits – is a Compulsory Component of M.Ed. Two Years Semester Course. It will be conducted in II Semester and its duration will be within the limits laid by Shivaji University, Kolhapur.

The Marks for this component will be 25 with 01 Credit for Participating and Reporting.

Internship- Teacher Education (INT-TE) I & II

Total Credits: 04

Total Marks: 100

Internship –Teacher Education is a compulsory component of M.Ed. Two Years Semester Course. It carries 100 marks for 4 credits. It will be conducted in Semester II and III; the duration will be 4 weeks (68 Hrs.)

It will comprise following activities

- 1) Conducting Lectures in D.El.Ed. and B.Ed. Colleges
- 2) Observation of Lecture of Student-Teacher/ Teacher Educator
- 3) Participation in the Activities conducted in the D.El.Ed. / B.Ed. Colleges
- 4) Guidance, Observation and Feedback for Practice Teaching
- 5) Administration, Scoring and interpretation of Psychological Test
- 6) Organization of any one activity in D.El.Ed. /B.Ed. College
- 7) Visit to Inservice Training Centre/ SCERT / Text Book Bureau
- 8) Observation of Inservice Teacher Education Programme

The student is required to prepare separate reports of all the sub-components of Internship- Teacher Education mentioned above

Inter Semester Break I

Academic Writing -II

Students need to submit one academic writing during semester break on one of the following area.

1. Well-Written Essays
2. Extracts Of Chapters
3. Note-Making
4. Combining Sources
5. Paraphrasing
6. Summary Writing

M.Ed. Semester -III

Compulsory Theory Paper

CP-IX History and Political Economy of Education

Total Credits : 04

Total Hours : 85 (5 Hrs. Per week)
(in 17 Weeks / 102 Days)

Theory : 51 (3 Hrs. Per week)

Practicum : 34 (2 Hrs. Per week)

Maximum Marks : 100

Internal Examination Marks : 25

External Examination Marks : 75

External Examination Duration : 03 Hrs.

Objectives :

On completion of this course, students will be able to :

- understand the concept of History of Education
- concept and relationship of Politics of Education.
- concept , role of Educational Policy.
- Economics and the Economics of Education.
- acquaint with the Basics of the Economic Model.
- understand Political Economy and Educational Process.
- analyse Five years plan and Education with Reference to India.
- understand Political Economy of investment in Education

Course Content

Unit-I History of Education(13 Hrs)

- | | |
|---|--------|
| a) Origin of Education | (2Hrs) |
| b) i) Muslim Education ii) Buddhist Education | (2Hrs) |
| c) Education in Ancient and Medieval India | (2Hrs) |
| d) Education in India : | |
| a) Pre Independence (1854-1947) | (2Hrs) |
| b) Post Independence (1947-1994) | (2Hrs) |
| c) Post Globalization (1994 onwards). | (3Hrs) |

Unit-2 Politics and Education

(12 Hrs.)

- a) Politics and Education: Concept and relationship of Politics of Education in India. (3Hrs)
- b) Concept of Educational Policy and Evolution of Educational Policy in India. (3Hrs)
- c) Role of Centre and State in Education. (3Hrs)
- d) Educational Planning in India. (3Hrs)

Unit-3 Unit-III Economics of Education (13 Hrs.)

- a) An Introduction to Economics and the Economics of Education (2Hrs)
- b) The Basics of the Economic Model (2Hrs)
- c) Cost of Education: Concept, Components and Classification. (3Hrs)
- d) Economics of Education and Employment (2Hrs)
- e) Financing Higher Education (2Hrs)
- f) Demand and Supply of Human capital (2Hrs)

Unit-4 Political Economy of Education (12 Hrs.)

- a) The political economy of Education and Development. (2Hrs)
- b) The Political Economy and Educational Process. (1Hr)
- c) Five years plan and Education with Reference to India. (4Hrs)
- d) The Political Economy of investment in Education (2Hrs)
- e) The Political Economy of Public Spending on Education, Inequality, and Growth. (3Hrs)

Transactional Mode

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

Practicum: The students may undertake any two of the following activities.
(34 Hrs)

1. A Study of Cost of Education of Education at various levels of Education
2. Critically analysing five year plan (any one).
3. Preparation of report on Financing Higher Education in India .
4. Critical analyses of Investment in Education.(Report writing and group presentation)
5. Critical analyses Role of Centre and State in Education. (Report writing and group presentation)

Essential Readings :

Biswas A., Agrawal S.P (1985) Development of Education in India, New Delhi, Concept Publishing Company.
Vaizey John (1973) The Economics of Education, London, The Macmillan Press Ltd.
M. Blaug (1985) Where Are We Now in the Economics of Education? . *Economics of Education*

Review, 4(1):17–28.

Mukherji S.N (1966) History of Education in India, Baroda, Achari Book Depot.

References:

Kishan R.N (2011) Economics of Education, New Delhi, APH Publishing Corporation.

Narula Manju (2006) Quality in School Education, Delhi, Shipra Publications.

Mehrotra Santosh (2006) The Economics of Elementary Elementary education in India, New Delhi, Sage Publications Pvt. Ltd.

Pawar K.B (2005) Quality in Higher Education, New Delhi, Anamaya Publishers.

Mishra Bhawana (2008) Handbook of Higher Education New Delhi, Mohit Publications.

Mathew E.T (1991) Financing Higher Education, New Delhi, Concept Publishing Company.

Web resources:

<http://elibrary.worldbank.org/doi/pdf/10.1596/1813-9450-3162>

www.planningcommission.gov.in/

www.nuepa.org/

M.Ed. Semester-III

Compulsory Theory Paper

CP-X Sociology of Education

Total Credits : 04 **Maximum Marks : 100**

Total Hours : 85 (5 hrs. Per Week) **Internal Exam Marks : 25**

(in 17 Weeks/ 102 Days)

Theory	:51 (3 hrs. Per week)	External Exam Marks	: 75
Practicum	:34 (2 hrs. Per week)	External Examination Duration	: 3 hrs.

Objectives:

On completion of this course the students will be able to:

7. Understand the concept of Sociology of Education and Sociology of Education.
8. Understand the Socio-cultural context of Education in India.
9. Critically analyze the role of Education in resolving social issues.
10. Understand the changing nature of Society and Education in 21st Century.
11. Critically analyze the role of Education in Sustainable Development and Creating a culture of Peace

Course Content

Unit -I Sociology and education (12 hrs.)

- a) Meaning and need of Sociology and Sociology of Education. **(1 hr.)**
- b) Education as a Sub-system of Society; School as a Social System. **(2 hrs.)**
- c) Social Stratification, Social Mobility and Education **(2 hrs.)**
- d) Social Change : Meaning of social change, factors affecting social change, Barriers in social change, Role of Education in social education, School as a site of Social change **(3 hrs.)**
- e) Process of Socialization and acculturation of the child- Critical appraisal of the role of School, Parents, Peer group and Community **(2 hrs.)**
- f) **Parent Education-** concept, need, objectives and practices. **(2 hrs.)**

Unit -II Socio- Cultural Contexts of Education in India (13 hrs.)

- a) Social purposes of Education. **(1 hr.)**
- b) Role of Education with reference to: Democratic, Secular, Socialistic and humane society. **(3 hrs.)**
- c) Understanding diversities in Contemporary Indian Society: multilingual and multi cultural, Role of Education in multicultural society. **(2 hrs.)**
- d) Equality of Educational Opportunity and Social Justice- Role of Education **(2 hrs.)**
- e) Education for Naturalism and International Understanding **(2 hrs.)**

- f) Role of Education in resolving social issues: Terrorism, Addiction, Corruption, Environmental degradation. (3 hrs.)

Unit-III The Changing Nature of Society and Education in 21st Century (13 hrs.)

- a) Impact of Science & Technology on Society and Education (2 hrs.)
 b) Modernity & Postmodernity: Concepts of Modernity and Postmodernity, Role of Education under modernity and postmodernity (4 hrs.)
 c) Globalization: Meaning and Scope, Challenges before Education (2 hrs.)
 d) Learning Society: Concept, characteristics and Role of Education. (2 hrs.)
 e) Education for Global Citizenship: Meaning and nature of Global Citizenship, Role of Education in Global Citizenship (3 hrs.)

Unit-IV Education for Sustainable Development and Peace (13 hrs.)

- f) Sustainable Development: concept, dimensions and principles (1 hr.)
 g) Education for Sustainable Development: concept, need, aims, curriculum, teaching-learning and role of the teacher, need of an Interdisciplinary approach (3 hrs.)
 h) Education for Gender Equity –need and importance with special reference to India, Role of education in Women Empowerment (2 hrs.)
 i) Human Rights Education: Concept, need, Role of education with reference to Human Rights, Concept of right Based Schools. (2 hrs.)
 j) Education for Peace: Concept and need of Peace and Peace Education, Role of Education, Role of Education in developing a culture of Peace. (4 hrs.)

Practicum (34 Hrs)

- 1) Visit to an NGO working for resolving Social issues and report.
- 2) Study of impact of Science and Technology on the School Environment. (Any one School)
- 3) Interview of Socio-culturally different parents (any three) with reference to the Socialisation of the Child and report.

Essential Reading

Charles K. Selvi A. (2012) Peace and Value Education New Delhi: Neelkamal Publications.

Gore, Desai and Chitnis (1967) Papers in the Sociology of Education in India, New Delhi: NCERT

Gore, M.S. (1984) Education and Modernization in India , Rawat Publishers, Jaipur

Haralambos and Holborn (2000) 5th Educational Sociology- Themes and Perspectives

London: Harper Collins Publishers

Indian Social Institute (1998) Human Rights Education New Delhi: ISI

Iyer Gopal (1996) Sustainable Development – Ecological and Socio-cultural Dimension
New

Delhi: Vikas publishing House.

Kamat, A.R. (1985) Education and Social Change in India , Bombay Samaiya

Publishing Co.

Maubnhein K.(1962) An Introduction to sociology of Education, Routledge and

Kegan Paul, London

M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of

Education, New Delhi

Mossish, Loor (1972), Sociology of Education: An introduction . George Lalen and

Unwin, London

References

Pandey, K.P.(1983) Perspective in Social Foundations of Education , Amita

Prakashan, Gaziabad

Saiyadiin, K.G. (1948) Education for International Understanding Bombay: Hind Kitab.

Saxena, S.((2001) Philosophical and Sociological Foundations of Education, Meerut:
Surya publications.

Saxena, Shankuntala (1975) Sociological Perspectives in Indian Education New Delhi:

Ashajanak Publications.

Sharma, Yogendra (2003) Foundations in Sociology of Education on New Delhi:

Kanishka Publishers.

Singh, B.N.(2005) Education: Social Change and Economic Development, Jaipur: RBSA

Publishers.

Sodhi, T.S.& Suri, Aruna (1998) Philosophical and Sociological Foundations of
Education, Patiala: Bawa Publication

Taj. Haseen (2005) Current Challenges in Education Hyderabad: Neelkamal Publications.

M.Ed. Semester-III
Compulsory Paper
 CP-XI Teacher Education

Total Credits: 04	Maximum Marks
: 100	
Total Hours : 85 (5 Hrs. Per week)	Internal Exam Marks : 25
(in 17 weeks/102 Days)	External Exam Marks
: 75	
Theory : 51 (3Hrs./week)	External Examination Duration : 3
hrs.	
Practicum :34 (2Hrs./week)	

Objectives:

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

7. Understand the nature, concept, objectives and structure of teacher education.
8. Critically examine the development of teacher education in India.
9. Critically analyze the curriculum of pre service teacher education.
10. Critically analyze the present in-service teacher education programmes.
11. Understand the issue and researches in the area of teacher education.

Course Content

Unit : I Teacher Education: Concept, Meaning Modes and Development (12 hrs)

- e) Concept, Meaning and Nature of teacher education (2 hrs)
- f) Aims and objectives of teacher education. (2 hrs)
- g) Various modes of teacher education-Full time, Part time, ODL, & Integrated mode. (3 hrs)
- h) Development of teacher education in India. (2 hrs)
- i) Recommendations of various National & International commissions related to teacher education. (3 hrs)

Unit : II Pre service Teacher Education (12 hrs)

- g) Components of Pre service teacher education. (2 hrs)
- h) National Curriculum Framework- 1978,1988,1998,2000 & 2015 (2 hrs)
- i) Teacher education curriculum at different levels(2 hrs)
- j) Curriculum transactional strategies - Interactive lectures, Demonstration, Workshops, assignments, Projects. (3 hrs)
- k) Management of school experiences and Internship. (2 hrs)
- l) Assessment and evaluation of each component of Curriculum. (2 hrs)

Unit : III In-service Teacher Education(13 hrs.)

- f) Concept & Importance of continual professional development of teachers. (2 hrs)
- g) Modes and of in-service teacher education- Face to face, distance, cascade model (2 hrs)

- h) Planning and Organization of in-service teacher education Programme- Need Analysis, Curriculum formulation, Preparation of Training material & Transactional modes(6 hrs)
- i) Evaluation of in-service teacher education programme -tools & techniques, follow up studies. (3 hrs)

Unit : IV Researches in Teacher Education. (13 hrs.)

- f) Areas of researches in teacher education. (3 hrs)
- g) Issues in teacher education and related researches. (3 hrs)
- h) Research Trends in teacher education. (3 hrs)
- i) Future of Teacher Education. (3 hrs)

Transaction Mode

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar

Practicum : (34 hrs) 25 Marks

The student may undertake the following activities

3. Analysis of curriculum of teacher education at any level with respect to the objectives of that level of teacher education given by NCTE
4. Preparation of a tool for identifying the training needs of teachers and prepare a content for the training (This practical is to be conducted in groups of 5 students through a workshop)

Essential Readings

- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.

References

- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.

- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.

**M.Ed. Semester –III
Specialization Paper
SP-XI Perspectives in Elementary Education**

Total Credits :04

Total Hours : 85

Theory : 51 (3 hrs Per Week)

Maximum Marks : 100

Practicum :34 (2hrs per week)

Internal Exam Marks : 25

External Exam Marks :75

External Examination : 03hrs

Duration:

Objectives

On completion of this course the students will be able to:

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence
- reflect on the relevance of strategies and programmes of UEE.

Course Content

Unit I- Context of Elementary Education – (13hrs)

- a. Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred) **(3 hrs)**
- b. Influence of home, school and community related factors on child's development. **(2hrs)**
- c. Nature and focus of Elementary Education after independence. **(2 hrs)**
- d. Relevance of educational thought of Mahatama Gandhi and Tagore and Badheka to elementary education. **(2hrs)**
- e. Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right) **(2hrs)**
- f. Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005. **(2hrs)**

Unit II- UEE, Objectives and Challenges (12hrs)

- a. Concept, objectives, meaning and justification of UEE. **(3hrs)**
- b. Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population. **(3hrs)**
- c. Access and enrolment of different types of learners-issues and challenges.**(3hrs)**
- d. Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution. **(3hrs)**

Unit III – Implementation Strategies of UEE (13hrs)

- a. Panchayatraj and community involvement in educational planning and management related issues **(3hrs)**
- b. Participation of NGOs in achieving goals of UEE **(3hrs)**
- c. ECCE programme, women empowerment as support services **(3hrs)**
- d. Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts. **(4hrs)**

Unit IV- Programmes in Elementary Education(12 hrs)

- a. District primary education programme-goals and strategies. **(4hrs)**
- b. Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. **(4hrs)**
- c. Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.**(4hrs)**

Transaction mode

Lecture-cum -discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

Practicum : The student teacher may undertake **any two** of the following activities:

1. Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to
2. Classroom process, access and enrolment
3. Retention/participation
4. Dropout and learning achievement and present in a seminar.

Essential Readings

- MHRD (2001): Convention on the Right of the child. New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

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.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.

- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- 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): Universatisation 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.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

M.Ed. Semester-III

Theory Paper

Specialization (Group-B): Secondary & Senior Secondary Education

SP-XII B) Perspectives In Secondary & Senior Secondary Education

Total Credits: 04	Maximum Marks	: 100
Total Hours: 85	Internal Exam Marks	: 25
Theory :51 (3 hrs. Per week)	External Exam Marks	: 75
Practicum :34 (2 hrs. Per week)	External Examination Duration	: 03 hrs.

Objectives

On completion of the course the student-teachers will be able to:

- understand the nature-scope and systems of secondary and senior secondary education
- understand the problem and challenges related to secondary and senior secondary education
- understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- identify the problems issues of secondary school teachers Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
- Understand the nature of education for multiple intelligence
- Learn the modalities of educational projection

Course Content

UNIT-I NATURE, SCOPE & STATUS OF SECONDARY AND SENIOR SECONDARY (13 hrs.)

- Nature, Scope, function and systems of Secondary and Senior Secondary Education **(2 hrs.)**
- Status of Secondary and Senior Secondary **(2 hrs.)**
- Process of teaching-learning of adolescent **(2 hrs.)**
- Exposure to integrated and subject specific streams guidelines and counseling strategies to meet changing physiological and sociological requirements. **(3 hrs.)**

- Education for Multiple Intelligence (2 hrs.)
- Educational Projection (2 hrs.)

Unit II- CONTEXT OF SECONDARY EDUCATION – (13hrs)

- Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during adolescent (only Implications from theories to be referred) (4 hrs)
- Influence of home, school and community related factors on child's development. (2hrs)
- Nature and focus of SECONDARY Education after independence. (2 hrs)
- Constitutional provision for education and Directive Principles related to Secondary education and their implications (2hrs)
- Secondary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005. (3hrs)

UNIT-III PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION

(13 hrs.)

- Problems and challenges related to universalisation of Secondary Education (2 hrs.)
- Problems and Strategies of Alternative Schooling at Secondary Stage (2 hrs.)
- Problems / challenges / strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities (3hrs.)
- Problems of education for girls, disadvantaged and differently abled children and show learners and interventions to solve the problem (2 hrs.)
- Classroom problems discipline, under achievement, lack of motivation slow learners, delinquency and maladjustment (2 hrs.)
- Issues of quality in secondary and senior secondary education Management System of secondary education, Department of Education, Directorate, Inspectorate and Private Agencies (2 hrs.)

Unit IV- STRATEGIES AND PROGRAMMES IN SECONDARY EDUCATION (12 hrs.)

- Madhyamic Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. (4hrs)
- Vocationalisation of education (2 hrs.)
- Development of attitude ,critical & creative thinking, Values among children (3 hrs.)
- Monitoring, research and evaluation of specific programmes (3 hrs.)

Transactional Mode

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.

Preparing a training plan (design) for the in-service training of specified target group on a specified theme

Demonstrating a training technique with peers

Constructing a tool for evaluation of specified skills/understanding/attitudes

Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

Preparation of a plan for INSET of the teachers of school.

Construction of Tools for identification of Training needs in different subject areas.

Identification of Training needs of a group of teachers of a school.

Preparation of self-learning material/e-content for primary or secondary school teachers.

Appraisal of a training programme organised by DIET/IASE/CTE.

Practicum : (34 hrs) 25 Marks

(Any Two)

- preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement.
- preparing a report on the existing status of the teachers, method of recruitment of salary structure.
- conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest remedies
- visits of different types of secondary schools and preparation of school profiles.
- conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.

Essential Readings

NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.

NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.

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

The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.

Report of the Education Commission (1964-66).

Report of the National Commission on Teachers (1983-85).

National Curriculum Frameworks for Teacher education, 2009

Report of the Delors Commission, UNESCO, 1996
 National Policy of Education 1986/1992.
 National Curriculum Framework on school education, 2005.

Govt. of India, MHRD (2005). *Universilisation of Secondary Education : Report of the CUBE Committee*, New Delhi

References

- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.
- NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*. New Delhi.
- Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
- Linda Darling, Harmmond & 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.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role*. India, NCTE.
- Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
- Mohammad Miyan (2004). *Professionalisation of Teacher Education*. Mittal Publications. New Delhi.
- NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE 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
- Chopra, R.K. (1993) *Status of Teachers in India*, NCERT, New Delhi

Govt. of India (1953) Report of Secondary Education Commission, New Delhi

Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi

Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education

M.Ed. Semester III & IV
Specialization Practicum

Total Credits: 04

Total Marks: 100

1. Analysis of Policy and Financing of education in India.
2. Comparison of policy and financing of education in India.
3. Educational planning: Approaches and alternatives
4. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
5. Select any one current practice in Elementary/Secondary teacher education and trace the background of its formulation as a policy.
6. A review of researches in any one area of research in Elementary/Secondary and write the policy implications.
7. A review of a research article in Elementary/Secondary teacher education and write implications for practitioner.

M.Ed. Semester-IV
Compulsory Paper
CP-XIII Curriculum Studies

Total Credits: 04	Maximum Marks	: 100
Total Hours : 85 (5 Hrs. Per week)	Internal Exam Marks	: 25
(in 17 weeks/102 Days)	External Exam Marks	: 75
Theory : 51 (3Hrs./week)	External Examination Duration : 3 hrs.	
Practicum:34 (2Hrs./week)		

Objectives:

On completion of this course, the students will be able to

12. understand the concept, nature, components and factors affecting on the curriculum.
13. augment with the approached and models of curriculum
14. analyze any curriculum with respect to context, issues and factors.
15. evaluate any curriculum.
16. Understand the process of curriculum development.

Course Content

Unit : I Curriculum-concept, Nature and components (12 hrs)

- j) Curriculum - meaning, concept, nature
- k) Components of curriculum.
- l) Levels of curriculum-Global, National, State, regional -----
- m) Relation among Curriculum, Syllabus, Text-book & Learning Environment.

Unit : II Curriculum Constriction (13 hrs)

- m) Factors to be Considered in Curriculum - Social, Political, Economic (3)
- n) Sociocultural, multicultural contexts and curriculum constriction (2)
- o) Critical issues in curriculum constriction-environment gender, inclusive, value (3)
- p) Principles of curriculum construction. (2)
- q) Hidden curriculum.(2)

Unit : III Development of curriculum (13 hrs)

- j) Setting of goals, Aims and objectives.
- k) Selection of knowledge and organization of content & Learning Resources (3)
- l) Approaches of curriculum constriction (3)
- m) Models of curriculum development (2)
- n) Curricular engagement (1)

Unit : IV Evaluation of curriculum and curriculum Mapping (13 hrs)

- j) Transaction of curriculum (1)
- k) Continual evaluation of curriculum (2)
- l) Feed back from Learner, Teacher, Administrate for & society. (3)
- m) Review & Revision of curriculum (3)
- n) Curriculum mapping (4)

Transaction Mode

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar

Practical Work: (34 hrs)

Preparing 1 is compulsory, between 2 & 3 select any one.

5. Analysis of any Higher Education level curriculum with respect to the issues in India. (5)
6. Preparation of a tool for evaluation a curriculum at any level of education, collection of feed back from one principal, 5 Teachers, 5 parents and 5 students and report (20)

7. Conducting a workshop of curriculum mapping for at least five teachers at elementary/secondary level/teacher educators and report.

Essential Readings

- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.
- NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.

References

- 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.
- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- McKernan, James (2007): *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge. U.K.
- NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.

M. Ed. Semester –IV
Specialization Paper
SP –XIV A & II
Curriculum and Evaluation in Elementary Education

Total credits : 4 Contacts Hrs per week
 Total Hrs :85
 Theory :51(3hrs per weeks)
 Practicum : 34 (2hrs per week)

Internal Exam Marks -25
 External Exam : 75
 External Exam :03 hrs
 Duration :

Objectives On completion of this course the students will be able to

- develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- reflect on the need and importance of work experience, art education and health and physical education
- understand the importance of teaching of language and mathematics at elementary level
- develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS elementary level
- develop research insight for curriculum development in elementary education.

Course Content

Unit I– Principles of Elementary School Curriculum (13 hrs)

- a. Concept, components and determinants of curriculum (2hrs)
- b. principles of curriculum construction, criteria for selection and organisation of content and learning activities (3hrs)
- c. different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist (3hrs)
- d. evaluation of curriculum – formative and summative(2hrs)
- e. techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges. (3hrs)

Unit II – Curriculum of Languages in EE (12 hrs)

- a. Place of language in elementary school curriculum (1hr)
- b. objectives of teaching mother-tongue/language(s) - listening, reading, speaking and writing (2hrs)
- c. psycho-linguistic and socio-linguistic aspects of language learning and factors influencing language development (3hrs)
- d. listening skills: nature, types, guidelines for teaching listening – listening sessions and activities; speaking skills: attention to speaking skills, instructional setting and situations; reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills (4hrs)
- e. Evaluation and remedial teaching with reference to the above language skills (2hrs)

- f. Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching (3hrs)
- g. Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit (2hrs)
- h. Evaluation of learning in Science, Social Science and mathematics; diagnosis and remediation of difficulties in learning mathematics (3hrs)

Unit III – Curriculum of Environmental Studies/ Social Sciences and Natural Sciences and Mathematics (13 hrs)

- a. Need for developing environmental awareness, population awareness, family welfare awareness (2hrs)
- b. place of environmental studies/social sciences and natural sciences and mathematics in elementary school curriculum (2hrs)
- c. objectives, content and process in learning, organization of learning experiences (2hrs)

Unit IV – Work Experience, Art Education and Health & Physical Education (12 hrs)

- a. Place of Work Experience in curriculum, objectives, planning and organization of learning experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas (4hrs)
- b. Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education – issues (4hrs)
- c. Evaluation of different programmes in elementary schools – work experience, art education, health & physical education (4hrs)

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

Sessional Work: The student teacher may undertake any one of the following activities:

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programme as existing in any school

Essential Readings

- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.

- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.

References

- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practitce. Rand Menally & Co., Chicago.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N.York.
- The Study of Primary Education – A Source Book, Volume I & II, 1984
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

M.Ed. Semester-IV

Theory Paper

Specialization (Group-B): Secondary and Higher Secondary Education

SP-XIV B) Curriculum and Evaluation in Secondary Education

Total Credits: 04	Maximum Marks	: 100
Total Hours: 85	Internal Exam Marks	: 25
Theory :51 (3 hrs. Per week)	External Exam Marks	: 75
Practicum :34 (2 hrs. Per week)	External Examination Duration	: 03 hrs.

Objectives

On completion of this course the students will be able to:

1. develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
2. understand the importance of teaching of language science and mathematics at secondary level

3. develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
4. develop research insight for curriculum development in secondary level education.
5. understand the nature and uses of different types of tools and techniques of evaluation in education
6. acquire the skill to construct the achievement and diagnostic tests
7. administer the tests and interpret the best scores and its implication to students and parents

Course Content

Unit I– Principles of School Curriculum Development at Secondary and Senior Secondary Level (13 hrs.)

- a. Concept, components and determinants of curriculum (1 hr.)
- b. Principles of curriculum construction (1 hr.)
- c. Criteria for selection and organisation of content and learning activities(2 hrs.)
- d. Designing integrated and interdisciplinary learning experiences(2 hrs.)
- e. Different – Principles of School Curriculum Development at Secondary and Senior Secondary Level (2 hrs.)
- f. Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist (2 hrs.)
- g. Evaluation of curriculum – formative and summative (1 hr.)
- h. The relevance to ncf, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges. (2 hrs.)

Unit II Language, Science & Social Science Curriculum (13 hrs.)

- a. **Language Curriculum(4 hrs.)**
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. **Science Curriculum (5 hrs.)**
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, Boilogy etc with emphasis on experiments/technology and problem solving.
Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi.
Need to identify core topics of a discipline at +2 level taxing into account recent advances in the field.

c. **Social Science Curriculum (4 hrs.)**

Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on social issues.

At secondary stage social sciences comprise history, geography, sociology, political science and economics

At + 2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced.

Unit III Educational Evaluation - Meaning ,nature, functions and Types(12 hrs.)

- a. Meaning, nature and functions of evaluation (2 hrs.)
- b. difference between measurement, and evaluation, assessment, testing, appraisal and examination (3 hrs.)
- c. Types of evaluation - formative, diagnostic and summative evaluation. (4 hrs.)
- d. Continuous and comprehensive evaluation. (3 hrs.)

Unit III Educational Evaluation - Tools and Techniques (13 hrs.)

- a. 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. (3hrs.)
- b. Characteristics of good test-objectivity, reliability, validity, usability (2 hrs.)
- c. 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; tryout and item analysis, difficulty value and discrimination power (4 hrs.)
- d. Construction of a diagnostic test-steps and guidelines (1hr.)
- e. Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results (2 hrs.)
- f. Norm-referenced and criterion-referenced, use of tests. (1hr.)

Transaction mode Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.. Hands- on-experiences at work situation and observation of training sessions and presentation etc

Practicum : (34 hrs) 25 Marks

The students may undertake any two of the following activities:

1. Evolving criteria for Critical appraisal/analysis of syllabi / textbooks
2. Critical appraisal/analysis of existing syllabi / textbooks on teacher education developed by various agencies at national/state/local levels.
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 teacher education of any state either at senior secondary level.
5. preparation, administration and interpretation of a diagnostic test
6. critical analysis of examination papers

Essential Reading

Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

References

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi
- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- 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.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.

M .Ed Semester IV
Specialization Paper
SP- XV Teaching Learning Process in Elementary Education

Total Credits : 04	Maximum Marks :100
Total Hours : 85 (5 hrs per week) (in 17 weeks/102 days)	Internal Examination Marks : 25
Theory : 51 (3hrs /week)	External Examination Marks : 75
Practicum : 34(2hrs/week)	External Examination Duration : 3 hrs

Objectives:

On completion of this course students will be able to:

1. Understand the concept, nature and aspects of learning at Elementary level
2. Acquire pedagogical skills required for teaching at elementary level
3. Identify, Select, Prepare And Use Learning Resource
4. Design Constructivist Teaching And Learning

Unit I : Learner and Learning Process at Elementary Level (13hrs.)

- a. Characteristics of childhood (Early and Late) and Early adolescence: Physical, Social, Emotional, Psychological and cognitive development (3hrs.)
- b. Concept of Learning: Processes and Product, Learning of skills, Assessing Learning (2hrs.)
- c. Nature of learning, Learning styles, Learning Pace/ Speed and different ways of learning. (3hrs.)
- d. Learners in context: Situating learner in the sociopolitical and cultural contexts. (2hrs)
- e. Language and motor development of children, Development of communication skills (3hrs.)

Unit II: Pedagogical Practices and Process of Learning (13hrs.)

- a. Child Centered School Environment (2hrs.)
- b. Child Centered Pedagogies: Inquiry based learning, Project based learning, Activity based pedagogy, Art pedagogy and Techno pedagogy, (2hrs.)
- c. Sculpture specific pedagogies (1hrs.)
- d. Play and its educational implication: Meaning, Types and functions of Play. (3hrs.)
- Linkages of Play with physical, Social, Psychological and cognitive development (3hrs.)

Unit III : Resources of Teaching Learning (12hrs.)

- a. Meaning and planning for different resources: Money, time, material. human, school structure and nature as resources (3hrs.)
- b. Physical Resources: Planning, Preparation and Use (2hrs.)
- c. ICT mediation as a relevant resources (Including Film) (3hrs.)
- d. Art and Aesthetic sense as resources (2hrs.)
- e. Stories, Songs and Comics as resources (2hrs.)

Unit IV: Constructivist Approach to Teaching Learning	(12hrs.)
a. Concept of Constructivism- Cognitive, Social and Radical	(2hrs.)
b. Constructivist Learning Strategies- Learning Designs and Tasks, Cooperative and Collaborative learning, 5-E Model	(4hrs.)
c. Teacher as a Facilitator	(1hrs)
d. Assessment of Knowledge Construction	(3 hrs.)
e. Reflective Practices in teaching and learning	(2hrs.)

Transactional Modes:

Group discussion, lecture-cum-discussion, panel discussion, reading of research journals, school visits, presentation of case studies , Seminar, Assignment, organization of counseling session and observation of the activities, projects .

Practicum:

1. Preparation and use of a tool for measuring the characteristics of five children (any one area - Physical/ Social/ Emotional/ Psychological/ Cognitive)
2. Planning, Preparation and Used of ICT mediated resource for conducting one lesson of elementary level

Essential Readings

- NCERT. (2008). *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 and 4.
 NCERT. (2006). *National Focus Group Position Paper on Aims of Education*.
 NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education*.

References:

- Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.
- Bhat, V.D. (2004). Teacher accountability to self, system and community. In Murthy, C.G.V. et al. (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
- Csikszentmihalyi, M. (2005). *Thoughts about Education*. www.newhorizons.org
- Dewey, J. (1952). *The School and the Child*, New York: The Macmillan Company.
- Erikson, E. H. (1972). *Play and Development*. New York: W.W. Norton.
- Friere, P. (1992). *Pedagogy of hope*. London, UK: Continuum pub. Co.
- Gagnon, George & Collay, Michelle.(2006). *Constructivist Learning Design*. California: Corwin Press
- Holt, J. (1995). *How Children Fail*. Addison-Wesley Pub. Co.
- Illich, I. (1970). *Deschooling Society*, London, UK: Marion Boyars.
- Kumar, K. (1988). *What is worth teaching*. New Delhi: Orient Longman.
- Kuranyangi, T. (1993). *Totochan*. New Delhi, India: National Book Trust.
- Miller, R. (2006). *What is Education For?* www.pathsoflearning.net
- Mukunda, K. V. (2009). What did you ask in school today? *A Handbook on child learning*. Noida: Harper Collins. pp. 79-96.
- Mythili, R. (2008). A Study based on Karnataka School Quality Assessment Organisation's 2006 Performance Reports. Bangalore: KSQAO.
- Murthy, C.G.V. et al. (2004). *Quality education in schools: A handbook for teachers*. Mysore:

- Regional Institute of Education.
- Murthy, C.G.V. *et al.* (2004). Quality assurance of professional practice of classroom practitioners through action research. In In Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
- Murthy, C.G.V. (2004). Professional development of teachers: What, why and how. In Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
- Nagaraja, C.G. (2004). Effective school administration and management: A prerequisite for quality education. In Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
- Neill, A S. (1992). *Summerhill School – A new view of childhood*. New York: St. Martin’s Griffin.
- Novak, Joseph & Gorwin, B.(2010). *Learning how to Learn*. New York: Cambridge University Press
- Rao, A.V.G. (2004). School community linkage and quality of education. In Murthy, C.G.V. *et al.*(2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
- Sibia, A. (2006). *Life at Mirambika: A free progress school*. New Delhi: NCERT.
- Sridhar, Y.N. (2004). Networking of teachers for quality maintenance.
- Sykes, M. (1988). *The story of Nai Taleem*. Vardha: Nai Taleem Samiti, Sevagram.
- Tagore, R. (1918). *The parrot story*. www.parabaas.com

M .Ed Semester IV
Specialization Paper
SP- XV Teaching Learning Process in Secondary
& Senior Secondary Education

Total Credits	: 04	Maximum Marks	:100
Total Hours	: 85 (5 hrs per week) (in 17 weeks/102 days)	Internal Examination Marks	: 25
Theory	: 51 (3hrs /week)	External Examination Marks	: 75
Practicum	: 34(2hrs/week)	External Examination Duration	: 3 hrs

Objectives:

On completion of this course students will be able to:

1. Understand the concept, nature and aspects of learning at Secondary & Senior Secondary level
2. Acquire pedagogical skills required for teaching at elementary level
3. Identify, Select, Prepare And Use Learning Resource
4. Design Constructivist Teaching And Learning

Unit I : Learner and Learning Process at Secondary & Senior Secondary Level (13hrs.)

- a. Characteristics of childhood adolescence: Physical, Social Emotional, Psychological and

- cognitive development (3hrs.)
- b. Concept of Learning: Processes and Product, Learning of Knowledge & skills, Assessing Learning & Levels of Learning (2hrs.)
- c. Nature of learning, Learning styles, Learning Pace/ Speed and different ways of learning. (3hrs.)
- d. Learners in context: Situating learner in the sociopolitical and cultural contexts. (2hrs)
- e. Development of Personality, Development of communication skills (3hrs.)

Unit II: Pedagogical Practices and Process of Learning (13hrs.)

- a. Student Centered School Environment (2hrs.)
- b. Student Centered Pedagogies: Inquiry based learning, Problem based learning, Activity based pedagogy, Art pedagogy and Techno pedagogy, (2hrs.)
- c. Sculpture specific pedagogies (1hrs.)
- d. Project , Visits and its educational implication:
- e. Projects & Functions of Projects . (3hrs.)
- Linkages of Projects with physical, Social, Psychological and cognitive development (3hrs.)

Unit III : Resources of Teaching Learning (12hrs.)

- a. Meaning and planning for different resources: Money, time, material. human, school structure and nature as resources (3hrs.)
- b. Physical Resources: Planning, Preparation and Use (2hrs.)
- c. ICT mediation as a relevant resources (Including Film) (3hrs.)
- d. Resources for development of values, attitudes, skills & higher level thinking (2hrs.)
- e. Curricular Material: Preparation & use as resources (2hrs.)

Unit IV: Constructivist Approach to Teaching Learning (12hrs.)

- a. Concept of Constructivism- Cognitive, Social and Radical (2hrs.)
- b. Constructivist Learning Strategies- Learning Designs and Tasks, Cooperative and Collaborative learning, 5-E Model (4hrs.)
- c. Teacher as a Facilitator (1hrs)
- d. Assessment of Knowledge Construction (3 hrs.)
- e. Reflective Practices in teaching and learning (2hrs.)

Transactional Modes:

Group discussion, lecture-cum-discussion, panel discussion, reading of research journals, school visits, presentation of case studies , Seminar, Assignment, organization of counseling session and observation of the activities, projects .

Practicum:

1. Preparation and use of a tool for measuring the characteristics of five children (any one area - Physical/ Social/ Emotional/ Psychological/ Cognitive)
2. Planning, Preparation and Used of ICT mediated resource for conducting one lesson of elementary level

Essential Readings

NCERT. (2008). *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 and 4.

NCERT. (2006). *National Focus Group Position Paper on Aims of Education*.
 NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education*.

References:

- Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.
- Bhat, V.D. (2004). Teacher accountability to self, system and community. In Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
- Csikszentmihalyi, M. (2005). *Thoughts about Education*. www.newhorizons.org
- Dewey, J. (1952). *The School and the Child*, New York: The Macmillan Company.
- Erikson, E. H. (1972). *Play and Development*. New York: W.W. Norton.
- Friere, P. (1992). *Pedagogy of hope*. London, UK: Continuum pub. Co.
- Gagnon, George & Collay, Michelle.(2006). *Constructivist Learning Design*. California: Corwin Press
- Holt, J. (1995). *How Children Fail*. Addison-Wesley Pub. Co.
- Illich, I. (1970). *Deschooling Society*, London, UK: Marion Boyars.
- Kumar, K. (1988). *What is worth teaching*. New Delhi: Orient Longman.
- Kuranyangi, T. (1993). *Totochan*. New Delhi, India: National Book Trust.
- Miller, R. (2006). *What is Education For?* www.pathsoflearning.net
- Mukunda, K. V. (2009). What did you ask in school today? *A Handbook on child learning*. Noida: Harper Collins. pp. 79-96.
- Mythili, R. (2008). A Study based on Karnataka School Quality Assessment Organisation's 2006 Performance Reports. Bangalore: KSQAO.
- Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
- Murthy, C.G.V. *et al.* (2004). Quality assurance of professional practice of classroom practitioners through action research. In In Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
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- Nagaraja, C.G. (2004). Effective school administration and management: A prerequisite for quality education. In Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
- Neill, A S. (1992). *Summerhill School – A new view of childhood*. New York: St. Martin's Griffin.
- Novak, Joseph & Gorwin, B.(2010). *Learning how to Learn*. New York: Cambridge University Press
- Rao, A.V.G. (2004). School community linkage and quality of education. In Murthy, C.G.V. *et al.*(2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
- Sibia, A. (2006). *Life at Mirambika: A free progress school*. New Delhi: NCERT.
- Sridhar, Y.N. (2004). Networking of teachers for quality maintenance.
- Sykes, M. (1988). *The story of Nai Taleem*. Vardha: Nai Taleem Samiti, Sevagram.
- Tagore, R. (1918). *The parrot story*. www.parabaas.com

**M .Ed Semester IV
Specialization Paper
SP – XVI A - Elementary Teacher Education**

Total Credits : 04

Total Hrs : 85 (5 hrs per week)

Theory : 51 (3hrs /week

Practicum : 34(2hrs/week)

Internal Exam Marks :100

External Exam : 25

External Exam :75

Duration : 3 hrs

Objectives : On completion of this course the students will be able to

- Gain insight into the need and objectives of elementary teacher education,
- Understand the development of elementary teacher education in post-independent India,
- Gain insight into the existing pre-service teacher education programmes and their organisational aspects,
- Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education,
- Develop understanding of status of elementary teachers and the problems and issues related to professional growth.

Course Content

Unit I – Teaching as a Profession (12 hrs)

- a. Teaching skills and competencies required of an elementary school teacher, the need for education and training of teachers **(3hrs)**
- b. code of ethics Expectations of NCF 2005 from teacher as a professional practitioner **(3hrs)**
- c. Academic and professional qualification of an elementary school teacher – analysis of status.
- d. Teaching as profession – analysis of present status and types of personnel recruited as teachers **(3hrs)**

Unit II– Pre-service Teacher Education and Teacher Education Curriculum at Elementary Level (13 hrs)

- a. Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility requirements **(2 hrs)**
- b. Orientation, objectives, curriculum components, weightages and organisations **(1hr)**
- c. Theoretical inputs in teacher education, foundation courses and teaching methods of different school subjects – content, rationale, objectives and organisation **(3hrs)**
- d. Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (multigrade, large class etc.) Organising learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment .Supervising student teaching – objectives, tools and techniques **(5hrs)**
- e. Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques **(2hrs)**

Unit III– Teacher Training Methods and Techniques (13 hrs)

- a. Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course (**3hrs**)
- b. Using ET resources in training – films, studios and videos (**2hrs**)
- c. Use ICT in Training (**2hrs**)

Unit IV– In-service Teacher Training (12 hrs)

- a. Complementary nature of pre and in-service teacher education – need for in-service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme (**4 hrs**)
- b. Different formats – workshops, seminars, institutes, courses and their features (**4hrs**)
- c. Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills) (**4hrs**)
- d. Resource Institutions for Teachers and Trainer
 - Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes (**3hrs**)
 - NCTE – objectives, functions and roles in quality control of teacher education (**2hrs**)
 - Professional associations of teachers/trainers – roles and functions (**1hr**)

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

Sessional Works: The students may undertake any one of the following• Critical study of existing teacher education curriculum of a state

- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

Essential Readings

- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

References

- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
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- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
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- Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

M .Ed Semester IV
Specialization Paper
SP – XVI A - Secondary & Senior Secondary Teacher Education

Total Credits : 04

Total Hrs : 85 (5 hrs per week)

Theory : 51 (3hrs /week

Practicum : 34(2hrs/week)

Internal Exam Marks :100

External Exam : 25

External Exam :75

Duration : 3 hrs

Objectives : On completion of this course the students will be able to

- Gain insight into the need and objectives of secondary teacher education,
- Understand the development of secondaryteacher education in post-independent India,
- Gain insight into the existing pre-service teacher education programmes and their organisational aspects,
- Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with education,
- Develop understanding of status of secondary teachers and the problems and issues related to professional growth.

Course Content

Unit I – Teaching as a Profession (12 hrs)

- e. Teaching skills and competencies required for secondary school teacher, the need for education and training of teachers (3hrs)
- f. code of ethics Expectations of NCF 2005 from teacher as a professional practitioner (3hrs)

- g. Academic and professional qualification of secondary & senior Secondary school teacher – analysis of status.
- h. Teaching as profession – analysis of present status and types of personnel recruited as teachers **(3hrs)**

Unit II– Pre-service Teacher Education and Teacher Education Curriculum at Secondary & Senior Secondary Level (13 hrs)

- f. Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility requirements **(2 hrs)**
- g. Orientation, objectives, curriculum components, weightages and organisations **(1hr)**
- h. Theoretical inputs in teacher education, foundation courses and teaching methods of different school subjects – content, rationale, objectives and organisation **(3hrs)**
- i. Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (vocational, large class etc.) Organising learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment .Supervising student teaching – objectives, tools and techniques **(5hrs)**
- j. Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques **(2hrs)**

Unit III– Teacher Training Methods and Techniques (13 hrs)

- d. Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course **(3hrs)**
- e. Using ET resources in training – films, studios and videos **(2hrs)**
- f. Using ICT in Training **(2hrs)**

Unit IV– In-service Teacher Training (12 hrs)

- e. Complementary nature of pre and in-service teacher education – need for in-service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme **(4 hrs)**
- f. Different formats – workshops, seminars, institutes, courses and their features **(4hrs)**
- g. Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills) **(3hrs)**
- h. Rashtriya Madhymik Shiksha Abhiyan (**1 hrs.**)
- i. Resource Institutions for Teachers and Trainer
 - Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes (**3hrs**)
 - NCTE – objectives, functions and roles in quality control of teacher education **(2hrs)**
 - Professional associations of teachers/trainers – roles and functions **(1hr)**

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

Practicum: 34 Hours

The students may undertake any one of the following• Critical study of existing teacher education curriculum of a state

- Preparing a training plan (design) for the in-service teacher training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

Essential Readings

- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

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- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
- Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
- Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, Lond