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**SHIVAJI UNIVERISTY, KOLHAPUR-416 004.  
MAHARASHTRA**

PHONE : EPABX-2609000 GRAM : UNISHIVAJI

FAX 0091-0231-2691533 & 0091-0231-2692333 – BOS Ext. 2609094

**शिवाजी विद्यापीठ, कोल्हापूर . 416 004.**

दुरध्वनी ईपीएबीएक्स 2609000 अभ्यास मंडळे विभाग 2609094 तार : युनिशिवाजी

एस.यु./अ.मं/शिक्षणशास्त्र/4077

दि.31.7.08

प्रति,

अधिविभागप्रमुख,

शिक्षणशास्त्र अधिविभाग,

शिवाजी विद्यापीठ, कोल्हापूर

विषय:- एम.फिल.(शिक्षणशास्त्र) सुधारित अभ्यासक्रमाबाबत.

महोदय,

उपरोक्त विषयासंदर्भात आपणांस विद्यापीठ अधिकार मंडळाच्या मान्यतेनुसार आदेशान्वये कळविण्यात येते की, एम.फिल.(शिक्षणशास्त्र) अभ्यासक्रम सुधारित करण्यात आला आहे. सदरचा सुधारित अभ्यासक्रम शैक्षणिक वर्ष 2008-09 (जून 2008) पासून लागू करावयाचा आहे. सोबत अभ्यासक्रमाची सी.डी.जोडलेली आहे. तसेच सदर अभ्यासक्रम विद्यापीठाच्या [www.unishivaji.ac.in](http://www.unishivaji.ac.in) या संकेतस्थळावर उपलब्ध आहे.

जुन्या अभ्यासक्रमातील अनुत्तीर्ण परीक्षार्थींसाठी एप्रिल/मे, 2009 व 2010 सत्रातील परीक्षेसाठी दोन संधी राहतील.

सदर सुधारित अभ्यासक्रम कृपया संबधित शिक्षक व विद्यार्थी यांच्या निदर्शनास आणावा.

कळावे

आपला विश्वासू

Sd/-

उपकुलसचिव

प्रत:

1. अधिष्ठाता, शिक्षणशास्त्र विद्याशाखा
2. अध्यक्ष, शिक्षणशास्त्र अभ्यास मंडळ
3. परीक्षक नियुक्ती विभाग
4. बी.एस्सी. परीक्षा विभाग
5. पात्रता विभाग
6. बी.यु.टी.आर.विभाग

**SHIVAJI UNIVERSITY, KOLHAPUR**

Syllabus for the Degree of M. Phil. In Education  
Regular One Year Course

(Introduced from June, 2008 onwards)  
(Subject to the modifications made from time to time)

**DEPARTMENT OF EDUCATION  
SHIVAJI UNIVERSITY, KOLHAPUR**

**SHIVAJI UNIVERSITY, KOLHAPUR**  
**Rules and Regulations for the M. Phil. Course**

The M. Phil. Course offered by Shivaji University is a regular full time course. Admissions will be made every year in July and if necessary in November.

**R. M. Phil. 1. Duration :**

- i) The M. Phil. Course will be full time regular course of one year duration. (As per UGC norms).
- ii) a) The M. Phil. Degree shall be normally considered as the first research degree with emphasis on teaching methods and research methodology and advanced/deeper study of the subject. M. Phil. Candidate after the completion of the Theory Examination may be allowed to develop his/her Dissertation into a Ph. D., Thesis on the recommendation of the guide.
- b) A candidate who has registered for Ph. D. degree may, on cancellation of his Ph. D. registration, be permitted to register for the M. Phil. Course and submit the research work carried out by him for Ph. D. degree, with such modifications as deemed appropriate by the candidate, towards the Dissertation for the M. Phil. Examination if he/she so desires.

**R. M. Phil. 2. Eligibility :**

- i) For admission to the M. Phil. Programme in the subject Education in the Faculty of Education, the applicant should fulfill the following conditions :

Candidate should have minimum 55% marks for open category and 50% for SC/ST category at the post graduate examination.

OR

Candidate should have the Post-graduate degree with equivalent grade/grade points in faculties where there is no provision of Class.

OR

Candidate should have obtained Masters Degree by research.

- ii) The students admitted to M. Phil. shall apply for Eligibility Certificate within 15 days from the date of admission by paying prescribed fees along with the Migration, Degree Certificates, and Statement of Marks in original and photo copy etc. Admission to the course is subject to the fulfillment of the Eligibility criteria.

**R. M. Phil. 3. Admission Procedure :**

**i) General :**

- a) A candidate seeking admission to the M. Phil. Course in the University Departments/M. Phil. Centers of the affiliated colleges shall have to pass the written Entrance Test in the

relevant subject (Education). In case of the Inter-disciplinary subjects the candidate should appear for the Entrance Test in the desired subject of M. Phil. The Entrance Test will be conducted by the concerned University Department in University. In case University Department is not available for a particular subject, the Test would be conducted by the M. Phil. Centre of the concerned subject.

- b) The Entrance Test will test the student knowledge of the subject. The syllabus for the Entrance Test would be based on the Compulsory Papers at the Master's degree level.
- c) This Entrance Test will be conducted in the month of July. If enough vacancies exist, the Entrance Test may be conducted in the month of November.
- d) For the purpose of the selection of candidates there shall be a committee of the Department which will be called "Department Research Committee" (DRC). The DRC will consist of :

Head of the Department - Chairman (Ex-officio)  
 One Senior Professor (by rotation) - Member  
 One Senior Reader (by rotation) - Member Secretary  
 One Senior Lecturer (by rotation) - Member  
 One P. G. teacher from the recognized M. Phil. Centre's  
 (Nominated by the HOD) - Member

All the above members should be research guides for M. Phil./ Ph. D. One of the DRC members should be from the Reserved Categories. The approval for the DRC has to be obtained from the University authorities in the month of November/March. The term of the DRC shall be of two academic years.

- e) There shall be a research committee for each Centre called "Research Committee at Centre (RCC)". The RCC will consist of –

Principal of the College/Director of the Institute -  
 Chairman  
 (Ex-officio)  
 Co-ordinator of the M. Phil.  
 Course at the centre - Secretary Member  
 One Senior M. Phil./Ph. D. guide from  
 the centre (by rotation) - Member  
 One PG teacher of the concerned  
 University Department (Nominated by the HOD) -  
 Member

All the above members should be research guided for M. Phil./Ph. D. one of the committee member should be from the Reserved Categories. The approval for the RCC has to be obtained from the University authorities in the month of November/March. The term of the RCC shall be of two academic years.

- f) The Centre should submit the subjectwise details about the available seats and the available guides to the Head of the University Department by February and August respectively. The list of the Centres and guides (with specializations) should be displayed on the notice board as well as on the University website for information to the candidates seeking admission to the M. Phil. Course, by March and September respectively.
- g) The candidate should submit the application to the University Department indicating the Centre of his/her own choice in preferential order. The candidate should give the preferences in priority order from amongst the guides available at the Department/Centre of his/her choice.
- h) The DRC will suggest the panel of not more than four paper setters out of which two paper setters would belong to the centres, other than the University Department and the same will be submitted to 32(5) Committee for the necessary approval. Where University Department does not exist, the concerned RCC will suggest the above panel.
- ii) Nature of Question Paper : The Entrance Test Question paper should be in the following general format for all faculties :

Question : 1 Descriptive Essay Type 20 x 1 = 20 Marks

OR

Descriptive Essay Type

Question : 2 Short Answer Type (Any 2 out of 3) 10 x 2 = 20 Marks

Question : 3 Answer in Brief (6 out of 8) 05 x 6 = 30 Marks

Question : 4 Short Notes Type (6 out of 8) 05 x 6 = 30 Marks

iii) Schedule of Entrance Test

Date of Notification	1 <sup>st</sup> week of June/October
Date of Entrance Test	On the 3 <sup>rd</sup> Saturday of July/November
Date of Declaration of Merit List	On the 4 <sup>th</sup> Saturday of July/November
Objections to be reported to the	Within one week from the date of

DRC/RCC	declaration of merit list
First round of admission	1 <sup>st</sup> week of August/December
Second and last round of admission	2 <sup>nd</sup> week of August/December
Commencement of Classes	Immediately after the second round.

- iv) Evaluation and Merit List (Entrance Test)
- a) The answer scripts are to be evaluated by at least two examiners in the respective areas of specialization.
  - b) For the preparation of the Merit List 50% weightage will be given to the Entrance Test and 50% weightage to the Master's Degree performance. In the case of Grade/Grade point the mid-point of the corresponding Grade will be considered for weightage. Candidate has to secure minimum 40% marks in the Entrance Test.
  - c) The DRC will prepare the General Merit List. There will be also a separate Merit List for University Department and for each Centre.
  - d) All admissions will be given centrally through the DRC at the University. Where there is no University Department, the admission will be given through the concerned RCC.
  - e) DRC will intimate the allotment of candidates to the centres.
  - f) Once the admission is finalized, the candidate will not be allowed any change in Centre.
- v) Allotment of Centres and Students to Guides : For the allotment of students to guides the following rules are to be followed :
- a) The University Department guides will be allotted the students who choose to join the University Department M. Phil. Course.
  - b) The guides from the affiliated M. Phil. Centre will be allotted the students who choose to join the respective M. Phil. Centres.
  - c) All other research guides should intimate their choice of M. Phil. Centre where they wish to guide the students to the Heads of the concerned University Departments/M. Phil. Centres by 28<sup>th</sup> February and 30<sup>th</sup> August every year along with the number of students they wish to guide as per the University norms.
  - d) The DRC will finalize the allotment of the students to the guides (with the consent of the guides) as per the priority order given by the students.

- e) The RRC will finalize the allotment of the students to the guide from amongst the students allocated by DRC to the respective centre.
- f) Students admitted should reside within 40 kms. or radius from the M. Phil. Centre allotted.
- g) The teachers recognized as Post-graduate teachers in the subject will be treated as qualified to teach Paper-I and Paper-II. For teaching Paper-III and guiding Dissertation, teachers with Ph. D. qualification in the particular subject shall be held eligible.
- h) Candidates would not be allowed to appear for theory examination unless he/she fulfills 75% attendance.
- i) M. Phil. Centres of the affiliated Colleges/Institutes are required to submit a bimonthly report along with the attendance of the students to the concerned Head of Department. In case University Department is not available for a particular subject, the said bimonthly report should be submitted to P. G. B. U. T. & R. Section of the University.

#### **R. M. Phil. 4 : M. Phil. Theory Work Contents and Nature of Question Paper**

- i) The course will comprise 3 Papers of 100 marks each. The content components of three Papers will be prepared by the concerned Department.
- ii) For each paper there will be 60 hours of work load (Lecture – 40 hours, Discussion/Lectures/Seminars – 10 hours and Library work – 10 hours).
- iii) Every student shall present two seminars. Each Seminar will carry 25 marks. The Colleges/Departments shall communicate the marks obtained by the candidates in Seminars to the University within a month after the closure of the term.
- iv) Dissertation shall be for 200 marks. Dissertation will be evaluated by the guide as an internal referee and one external referee, for 100 marks each. The evaluation report, marks and Grade will be submitted to the University by the external referee well ahead of the date fixed for the viva-voce.
- v) The viva-voce, following dissertation, will be conducted by a committee consisting of three members, one of whom will be the guide and two members suggested by the B. U. T. & R.
- vi) The M. Phil. Course in the subject will comprise,
  - Three papers of 100 marks each : 300 Marks
  - Seminars : 50 Marks
  - Dissertation : 200 Marks
  - Viva-Voce : 50 Marks

- vii) The Nature of Question papers shall be as follows :
- a) Paper I, II and III shall be set subjectwise and will contain six to eight questions out of which students shall be required to answer any four questions. There shall not be any internal options. However, one/two questions may of short answer/ short note type.
  - b) For these three papers, there shall be two examiners, one internal and one external. The answer books shall be sent by post.

**R. M. Phil. 5. Dissertation Submission :**

- i) A candidate duly admitted to the course shall prepare the proposal of research in the prescribed format before 15<sup>th</sup> October/15<sup>th</sup> January as the case may be and submit it to the concerned H.O.D./Concerned DRC. In case of the Centres, Synopsis may be sent through the Principal/Director of the Institute to the concerned H. O. D. In case University Department is not available, for a particular subject, the proposals may be sent to the P. G. B. U. T. & R. Section of the University.
- ii) The DRC (Adhoc Committee is in case of non-availability of University Department) will scrutinize and finalize the proposal of research after the respective candidates presentation prior to 25<sup>th</sup> October/25<sup>th</sup> January respectively.
- iii) The students shall have to submit their Dissertation on the same title which is approved by the University authorities. If the candidate wishes to change the title, he/she will have to apply through guide and forward it through the HOD/Principal/ Director with reasons for the change, six months prior to the submission of the Dissertation.
- iv) A candidate may submit the Dissertation immediately after appearing at the Theory Examination. The final result will be declared only after passing the Theory Examination and completion of other required formalities. However, the student will have to pay the requisite term fees till the submission of the Dissertation (total period not exceeding two years.)
- v) If a candidate fails to complete the Theory Examination and/or the Dissertation within a period of two years after the registration, he/she will have to re-register without appearing for the Entrance Test by paying the Registration Fee of Rs. 3000/- (before completion of two years) in addition to the Term Fee as prescribed by the University authorities; otherwise, the candidate will have to seek fresh admission.
- vi) The medium of instruction and examination will be English. The language for answers for all the papers will be English except for the papers in Languages and Education. The language for

Dissertation will be English except for the Dissertation in Languages and Education.

- vii) The candidate in the faculties of Social Sciences and Education are allowed to write his/her Dissertation in Marathi provided it is certified by the guide that substantial part of the concerned literature is available in Marathi and forwarded through the HOD/Principal/Director of the Institute. However, the candidate should submit the synopsis in English as well as in Marathi.
- viii) Final Result will be declared only after submitting the proof of publication/acceptance for publication of one research paper in a referred journal prescribed by the concerned faculty.
- ix) At the time of the submission of the Dissertation, the candidate shall submit to the University office the following :
- Four copies of the Dissertation
  - Ten copies of the Synopsis in English and ten copies in Marathi (Where ever applicable)
  - Attested copy of Master's Degree Certificate
  - No Dues Certificate from Department and Library/College
  - Receipt of necessary fees paid
  - Subject/Branch/Specialization (Board of Studies in respect of Commerce) Certificate to be given by the guide
  - List of 8 subjects experts in sealed envelope obtained from the guide
  - Proof of publication or a letter to comply with the rule.
- x) The Dissertation must be submitted in the following manner :
- Size of the paper : Quarto approx 10" x 8" except drawings, graphs and maps on which no restriction is placed. A margin of 1 1/2 " to be on the left hand side and bound in standardized form.
  - Degree, year and Name of Student and Guide and Title should be printed neatly and legibly on the front cover.
  - Dissertation should be typed with one and half line space between two lines and on both sides of the paper.
  - Dissertation must be bound in proper manner.
  - CD containing soft copy in PDF format should be submitted along with the Dissertation.
- xi) The Theory Examination and dissertation shall be treated as separate Heads of Passing.

**R. M. Phil.6. Evaluation of Theory paper, Dissertation and Viva-Voce :**

- i) The following procedure and tables shall be applied for allotting Grades. Each theory paper shall be assessed by two examiners, one internal and one external.

- ii) The Dissertation will be evaluated by one external referee, who will have to give his/her acceptance within 30 days from the date of receipt of letter otherwise, it will be treated as non-acceptance and the next referee will be approached.
- iii) After receiving the report, viva-voce should be conducted within one month's period.
- iv) The viva-voce will be conducted in University Department only.
- v) The student shall have to attend the viva-voce at his/her own cost.
- vi) The student shall collect a copy of his/her Dissertation immediately after the viva-voce from the University office. If the student fails to collect the same, it will be sent to the concerned Department for Departmental Library/University Library.
- vii) **a) FACULTY OF SCIENCE :**

Notation	Equivalent numerical scores	Grade Points
O	75-100	6
A	65-74	5
B	55-64	4
C	45-54	3
D	35-44	2
E	25-34	1
F	00-24	0

- b) FACULTY OF ARTS, SOCIAL SCIENCES, COMMERCE AND EDUCATION**

Notation	Equivalent numerical scores	Grade Points
O	65-100	6
A	60-64	5
B	51-59	4
C	41-50	3
D	31-40	2
E	21-30	1
F	00-20	0

- viii) The answer books should be first sent to the external examiner who, after evaluation, shall forward the answer books to the internal examiner. The internal examiner shall submit the Marks and Grades on separate sheets supplied to them. They should not enter the Marks and Grade on the answer books.

- ix) If there is a difference of more than 2 Grades between the assessment of two examiners, i. e. for example if one examiner allots “A” Grade and the other “D” Grade, the paper/Dissertation shall be referred to the third external examiner, appointed by the Vice-Chancellor from the panel already prepared.
- x) In the cases where the answer books/Dissertation are sent to the third examiner, the Grades allotted by him/her and the Grades closer to the third examiner’s Grades shall be considered for working out average Grade, even if, by chance, there remains the difference of two Grades in their assessment.
- xi) a) The marks allotted by Two examiners for each paper/Dissertation shall be averaged and calculated upto two decimal places.
- b) Seminars will be assessed in marks (out of 50), which shall be added to the Marks of the viva-voce (out of 50) for calculating the Grade.
- c) At the time of the consolidation, the Grade points allotted to each paper/Dissertation, worked out according to (vii b) will be added together upto two decimal places and shown on the result sheet. For giving the final grade, the grade point average shall be rounded off to the next digit if the fraction is  $\frac{1}{2}$  or more than half.

Example	External	Internal
I	A 5	B 4
	Paper Average 4.50	
II	B 3	C 4
	Paper Average 3.50	
III	A 5	C 3
	Paper Average 4.00	
IV	Dissertation B x 2 = 8	
V	Viva-voce A-5	
	Total $\frac{4.50+3.50+4+8+5}{6}$	
	$= \frac{25}{6}$	
	$= 4.16 - B$	

Suppose, the total is 4.50 or more, then it shall be awarded “A” grade.

- xii) The candidate who secures a grade lower than the minimum passing grade (D) in any paper/Dissertation be informed of the same and he/she be allowed to reappear for the papers. The candidates availing of these concessions shall have to get through the examination within six years. Such candidates will be permitted to continue with their Dissertation in the meantime and their result of the examination will be declared according to the standard of passing.
- xiii) The final result will be declared after working out the overall Grades of
  - a) Written Examination
  - b) Dissertation
  - c) Seminars and
  - d) Viva-voce.

**R.M.Phil.7. Fee Structure :**

Sr. No.	Particulars	Regular Student		FIP/Full Time Teacher at Jr./Sr. College		Foreign Student	
		For First Year Rs.	For Subsequent term (6 months ) Rs.	For First Year Rs.	For Subsequent term (6 months ) Rs.	For First Year Rs.	For Subsequent term (6 months) Rs.
1	Admission Fee	10/-	--	20/-	--	100/-	--
2	Registration Fee	300/-	--	1000/-	--	5000/-	--
3	Eligibility Fee						
a)	For student of Shivaji University, Kolhapur	150/-	--	300/-	--	1500/-	--
b)	For student of Other University	300/-	--	600/-	--	3000/-	--
4	Gymkhana Fee	80/-	--	160/-	--	800/-	--
5	Student Aid Fund	5/-	--	10/-	--	50/-	--
6	Yuvak Mahotsav	10/-	--	20/-	--	100/-	--
7	Science, Engg.& Tech. Laboratory Fee	1000/-	500/-	2000/-	1000/-	10000/-	5000/-
8	Laboratory Deposit for Science, Engg. & Tech.	500/-	--	1000/-	--	5000/-	--
9	Library Fee	300/-	150/-	500/-	250/-	2500/-	1250/-
10	*Internet Fee	500/-	250/-	500/-	250/-	2500/-	1250/-
11	Library Deposit	500/-	--	1000/-	--	5000/-	--
12	#Thesis/Dissertation Examination Fee	3000/-	--	4000/-	--	20000/-	--
13	#Thesis/Dissertation Deposit	1000/-	--	1000/-	--	5000/-	--
14	Tuition Fee	3000/-	1500/-**	3000/-	1500/-**	15000/-	7500/-**
15	Lab. Development Fee for Science, Engg. & Tech.	500/-	250/-	500/-	250/-	2500/-	1250/-
16	*Medical Charges	50/-	25/-	50/-	25/-	250/-	125/-

\*Applicable to University Departments only. #At the time of submission of Thesis/dissertation. \*\*Applicable for extension period.

- Detailed Syllabus along with Rules and Regulations, prescribed for the M. Phil. Course is available separately on payment of its price in the University office.
- For all purpose of M. Phil. Course, the term shall be counted from 31<sup>st</sup> August/31<sup>st</sup> November every year, irrespective of the date of admission.

**SHIVAJI UNIVERSITY, KOLHAPUR****Syllabus of M. Phil. (EDUCATION) Course****PAPER – I****RESEARCH IN EDUCATION (Compulsory)****OBJECTIVES**

1. To familiarize the students with the nature of research in general and educational research in particular.
2. To train the students to design and conduct a scientific inquiry.
3. To enable the students to analyze the data quantitatively and qualitatively and draw valid conclusions.
4. To train the students to write the research report.
5. To enable the students to contribute research papers for educational journals, conferences and seminars.

**UNIT 1 : FUNDAMENTALS OF RESEARCH**

- a) Methods of acquiring knowledge.
- b) Theory building in education.
- c) Nature and characteristics of physical and social sciences.
- d) Interdisciplinary approach in educational research.
- e) Research in social sciences – characteristics, nature, scope, importance and limitations.

**UNIT 2 : RESEARCH CONCEPTS**

- a) Qualitative research – philosophical foundations, organizing qualitative researches, application of qualitative research in Education.
- b) Distinction between concept and construct.
- c) Types of definition – Nominal, conceptual, operational.
- d) Research and literature review.
- e) Variables : Attributes of variables, types of variables : dependent, independent, extraneous, intervening, confounding.
- f) Standardization of research tools.

**UNITS 3 : ETHICS OF RESEARCH**

- a) The importance of ethics in Research.
- b) Basic dilemma about getting the knowledge through research.
- c) Rights of the subject as a person (Self determination, informed consent, equal opportunity, delivery or promises, protecting privacy, maintaining self respect).

- d) Unethical practices – Fabrication of data, plagiarism, exploitation of assistants of subjects.
- e) Code of ethics for researcher.

#### **UNIT 4 : HYPOTHESIS**

- a) Distinction between assumption and hypothesis.
- b) Importance of hypothesis.
- c) Types and forms of hypothesis.
- d) Steps involved in formulation of hypothesis.
- e) Methods of testing of hypothesis.
- f) Dimensions of hypothesis.

#### **UNIT 5 : RESEARCH DESIGNS**

- a) Meaning and need of research designs.
- b) Selection of the design.
- c) Types of research designs – Designs for historical, descriptive, diagnostic and experimental studies.
- d) Types of experimental designs.
- e) Validity of experiment – internal and external.
- f) Controlling variables.

#### **UNIT 6 : SAMPLING**

- a) Fundamental Concepts : universe, population, sample, sampling frame, levels of confidence and significance.
- b) Steps in sampling design : criteria of selecting a sampling procedure, characteristics of a good sampling design.
- c) Types of sampling, probability and non-probability.
- d) Statistical treatment : estimating population mean, sampling error, standard error and central limit theorem.

#### **UNIT 7: USE OF STATISTICS IN EDUCATIONAL RESEARCHES**

- a) Descriptive and inferential statistics.
- b) Graphical representation of data.
- c) Parametric tests and their applications.
- d) Non-parametric tests and their applications.
- e) Use of computer in data analysis.
- f) Interpretation and generalization of results.

#### **UNIT 8: COMMUNICATION AND EVALUATION OF RESEARCH**

- a) Preparation of research proposal, synopsis, abstracts, research report.

- b) Writing of articles and research papers for journals, conferences, seminars.
- c) Use of internet for conducting and communicating research.
- d) Pitfalls in educational research.
- e) Evaluation of educational research.

## REFERENCES

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**PAPER – II****RECENT TRENDS AND ADVANCES IN EDUCATION****OBJECTIVES**

To enable the student to -

1. be aware of the recent trends and advances in the field of Education.
2. apply the knowledge of recent trends for teaching, research and administration.

**UNIT 1: LEARNING SOCIETY**

- a) Concept of learning society.
- b) Pillars of Education and tensions in Education according to Deolar's Commission.
- c) Life long learning.
- d) Knowledge management.
- e) Changing role of students.
- f) Changing role of teachers.

**UNIT 2 : PSYCHOLOGICAL ASPECTS**

- a) Inclusive Education.
- b) Multiple Intelligence.
- c) Management of stress and time.
- d) Critical thinking and human emotions.
- e) Student's thought process.
- f) Student's characteristics.

**UNIT 3 : TEACHING PROCESS**

- a) Levels of teaching.
- b) Measurement of teaching.
- c) Skill acquisition.
- d) Implicit theories.
- e) Resourceful and innovative teaching.

**UNIT 4 : TEACHER EDUCATION**

- a) Classroom processes, social, emotional, logic substantive, pedagogical and managerial.
- b) Teachers organization.
- c) Teachers knowledge.
- d) Teacher education for various levels of education.

**UNIT 5 : MANAGEMENT**

- a) Concept of management.
- b) Management of education.

- c) Organizational climate and school effect.
- d) Management of change.
- e) Total quality management.

**UNIT 6: OPEN EDUCATION AND INFORMATION TECHNOLOGY**

- a) Concept of Open Education and Distance Education.
- b) Principles of distance education.
- c) Communication in open education.
- d) Use of information technology in open and distance education.
- e) E-learning, video conferencing and virtual classrooms.

**UNIT 7 : EVALUATION**

- a) Types of Evaluation – Placement, formative, diagnostic and summative evaluation.
- b) Grading system.
- c) Credit system.
- d) Online examinations.

**UNIT 8 : TRENDS IN EDUCATION**

- a) Globalization.
- b) Privatization.
- c) Futurology.
- d) Accreditation.
- e) Autonomy.

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### **PAPER- III**

#### **SPECIAL FIELD IN EDUCATION : ENVIRONMENTAL EDUCATION**

#### **OBJECTIVES**

To enable the students to –

1. understand the process of Environmental Education.
2. understand the role of Environmental Education in Sustainable Development.
3. apply the knowledge of environmental ethics in environmental protection.
4. critically appreciate the contribution of thinkers on environment.
5. train the students into the design and conduct of a scientific inquiry in Environmental Education.

#### **UNIT 1 : ENVIRONMENT AND ENVIRONMENTAL HAZARDS**

- a) Environment : meaning, scope and types : natural and manmade environment.
- b) Ecosystem : concept, types and problems.
- c) Natural Resources and their importance.
- d) Relationship between man and environment : Approaches to the study of man – environment relationship : Deterministic Approach, Teleological Approach, Possibilistic Approach, Economic A Deterministic Approach and Ecological Approach.
- e) Natural Disasters and Disaster management : Earthquake, Flood, Draught, Cyclone & Volcano, Role of Government

Organizations and Non-Government Organizations in Disaster Management.

- f) Pollution as a manmade hazard : Air pollution, Water pollution, Sound pollution and Land pollution, Global warming, Ozone depletion, Acid rain.
- g) Relationship between Environment & Human Health

## **UNIT 2: ENVIRONMENTAL EDUCATION AND RELATED BRANCHES**

- a) Environmental Science – concept, need and scope.
- b) Methods of Environmental Studies – Field study, Laboratory experimentation, Analytical study, Survey method.
- c) Relation between Environmental Science and Environmental Education.
- d) Concept, Need and Scope of the Different branches Related to Environmental Education : Environmental Economics, Environmental Sociology, Environmental Engineering and Environmental Biotechnology.

## **UNIT 3 : ENVIRONMENTAL EDUCATION**

- a) Environmental Education – meaning, need and scope of Environmental Education.
- b) Historical background of Environmental Education.
- c) Objectives and guiding principles of Environmental Education.
- d) Approaches to Environmental Education : Integrated Approach, Environmental Education as a compulsory and optional subject.
- e) Use of ICT in Environmental Education.

## **UNIT 4 : ENVIRONMENTAL EDUCATION IN PROFESSIONAL EDUCATION COURSES**

- a) Environmental Education in Teacher Education Courses : Objectives, need and content (as suggested by NCTE).
- b) Environmental Education in other professional education courses – Medical, Engineering and Law – Objectives, need and content.
- c) Occupational Health and Environmental Education.
- d) Researches in the field of Environmental Education (related to School Education and Teacher Education courses only).

## **UNIT 5 : SUSTAINABLE DEVELOPMENT**

- a) Concept and dimensions
- b) Principles of sustainable development.
- c) Indicators of sustainable development.

- d) Economic growth and sustainability.
- e) International Institutions and Programmes Affecting the process of sustainable development – World Bank, IUCN (International Union for Conservation of Nature & Natural Resources) and UNEP (United Nations Environmental Programme).
- f) Role of Environmental Education in sustainable development.

#### **UNIT 6 : ENVIRONMENTAL MANAGEMENT**

- a) Meaning and scope
- b) Stages of Environmental Management.
- c) Strategies for Environmental Management.
- d) Becoming an Environmental Manager –
- e) Education for Environmental Management : Need, scope and objectives.

#### **UNIT 7 : ENVIRONMENTAL ETHICS**

- a) Environmental Ethics – meaning and scope.
- b) Environmental Values : their meaning and nature.
- c) Following the Nature.
- d) Rights and duties related to Environment as reflected in Indian Constitution.
- e) Religion and Environmentalism : with reference to Hinduism, Jainism, Buddhism, Islam, Sikhism, Christianity and Zoroastrian Philosophy.
- f) Indian Culture and Environmental Conservation.
- g) Role of various agencies/groups in creating a culture of environmental conservation : Family, School, Women, Youth Club and NGOs.

#### **UNIT 8 : THINKERS ON ENVIRONMENT**

- a) Francis Bacon
- b) Benedict Spinoza
- c) Jean Jacques Rousseau
- d) Rabindranath Tagore
- e) Mahatma Gandhi.

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### **PAPER – III**

#### **SPECIAL FIELD IN EDUCATION : EDUCATIONAL MANAGEMENT**

#### **OBJECTIVES**

To enable students to –

1. understand concept, theories and applications of management in Education.
2. understand contributions of different schools of management to education.
3. apply theories of management to education.
4. acquaint with objectives and functions of Educational Management.
5. evaluate Educational Planning in India.
6. conduct scientific inquiry in educational management.

#### **UNIT 1 : EVOLUTION OF MANAGEMENT THOUGHT IN EDUCATION**

- a) Concept of Management.
- b) Evolution of schools of management.
- c) Concept and meaning of Educational Management.
- d) Characteristics of Educational management.
- e) Need, Importance and Limitations of Educational Management.
- f) Functions of Educational Management.

#### **UNIT 2 : MANAGEMENT OF EDUCATION IN INDIA AFTER NPE 1986**

- a) Management of Primary Education in India – Policy, Governance, various schemes and role of different organizations : NCERT, SCERT, DPEP, DIET.

- b) Management of Secondary Education in India – Policy, Governance and various schemes and role of various organizations : NCERT, State Government, HRD.
- c) Management of Higher Education in India – Policy, Governance and role of different organizations UGC, NCTE, HRD.

**UNIT 3 : APPLICATION OF MANAGEMENT CONCEPTS IN ACADEMIC AREAS OF EDUCATION**

- a) Institutional planning.
- b) Organizational structure.
- c) Curriculum Development.
- d) Teaching and Learning Process.
- e) Concept of HRD.
- f) Evaluation.

**UNIT 4 : ECONOMICS OF EDUCATION**

- a) Concept of Economics of Education.
- b) Different concepts of costs of Education – Money cost and opportunity costs, capital and recurrent costs, average and marginal costs.
- c) Determinants of Educational costs.
- d) Educational costs : functions.
- e) Cost – Benefit Analysis of Education.

**UNIT 5 : INFORMATION SYSTEM IN EDUCATIONAL MANAGEMENT**

- a) Concept of management information system.
- b) Development of management information system in Education.
- c) Role of the management information system in Education.
- d) Technology of information system in Education.
- e) Impact of management information on Education.
- f) Use of ICT (Information and Communication Technology) for Educational Management.

**UNIT 6 : DECISION MAKING AND LEADERSHIP IN EDUCATION**

- a) Concept and meaning of decision making.
- b) Process of decision making.
- c) Techniques of decision making.
- d) Concept of managerial leadership in Education.
- e) Decision making and leadership.

**UNIT 7 : PERFORMANCE APPRAISAL IN EDUCATION**

- a) Meaning of performance appraisal.
- b) Dimensions of performance appraisal.
- c) Performance appraisal methods.
- d) Performance appraisal in Education.
- e) Total Quality Management and performance appraisal.
- f) Performance appraisal of individuals and institutions.

**UNIT 8 : RESEARCHES IN MANAGEMENT OF EDUCATION**

- a) Need and scope of researches in Educational management.
- b) Methods and researches in Educational management.
- c) Research trends in Educational management.
- d) Use of IT for researches in Educational Management

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**PAPER – III**  
**SPECIAL FIELD IN EDUCATION : EDUCATIONAL**  
**PSYCHOLOGY**

**OBJECTIVES**

1. to familiarize the students with the nature of Applied Psychology in general and Educational Psychology in particular.
2. to develop appreciation of the Psychological basis of Education.
3. to train the students into the design and conduct of a scientific inquiry in Educational Psychology.

**UNIT 1 : APPLIED PSYCHOLOGY**

- a) Meaning and scope of Applied Psychology.
- b) History of Applied Psychology.
- c) Future of Applied Psychology.

**UNIT 2 : EXPERIMENTAL PSYCHOLOGY**

- a) The Evolution of Experimental Psychology.
- b) Psychophysical Methods.

- c) Experimental Research on Human Learning : Principles and Research in Information Processing : Reaction time and visual masking.

### **UNIT 3 : DEVELOPMENTAL PSYCHOLOGY**

- a) Methods and Approaches of Developmental Psychology.
- b) Theories of Development – Organismic Theory : Werner; Dialectical Theory : Vygotsky; Klaus Riegel; Language Development : Chomsky's Theory.
- c) Uses of Developmental Psychology.

### **UNIT 4 : SOCIAL PSYCHOLOGY**

- a) Meaning and scope of Social Psychology.
- b) Self Theories – Mead, Rogers and Maslow.
- c) Interpersonal Theories – Sullivan and Carson.
- d) The Resolution of Social Conflict.
- e) Research Methods and Practical Skills for Applied social Psychology.

### **UNIT 5 : NEUROBIOLOGY OF HUMAN BEHAVIOUR**

- a) Concept of Motivated Behavior.
- b) Factors influencing Motivated Behavior.
- c) Neural Substrates of Behavior.
- d) Emotional Behavior : Characteristics, Factors contributing to Emotional Behavior.

### **UNIT 6 : NEUROPSYCHOLOGY**

- a) Structure of the Human Brain.
- b) Brain function.
- c) Characteristics of Brain Self-stimulation.
- d) Factors influencing Brain Self-stimulation

### **UNIT 7 : ENVIRONMENTAL PSYCHOLOGY**

- a) Environmental theories related to man : Psychoanalytic theory, Behaviorism, Gestalt theory, Lewin's Field theory and Barker's Ecological Psychology.
- b) Research Methods in Environmental Research.
  - Controlling Variables
  - Holistic Design – the Research for Themes.
- c) Survey Research – the quest for self disclosure.
- d) Exploratory Research – Looking for questions.
  - Methods – Direct observations – An Ecological Approach.
  - Behavior Mapping – A spatial approach to observation.

**UNIT 8 : RESEARCH IN EDUCATIONAL PSYCHOLOGY**

- a) Methods of communicating Research in Educational Psychology : Off-line : Dissertation; Thesis; Conference; Seminar and On-line.
- b) Evaluation of Research in Educational Psychology.
- c) Role of Information Technology for conducting and reporting psychological research.

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**PAPER – III**  
**SPECIAL FIELD IN EDUCATION : EDUCATIONAL TECHNOLOGY**

**OBJECTIVES**

To enable the students to –

1. understand the concept of Educational and Communication Technology.
2. analyze the relation between educational development and technological development.
3. understand the trends of researches in Educational Technology.
4. relate the researches in Educational Technology with teaching effectiveness.
5. understand the concept of Management of Educational Technology.
6. integrate the Educational Technology with teaching strategy, method and techniques.
7. understand the advances in Educational Technology.

**UNIT 1 : KNOWLEDGE ORGANIZATION AND USE**

- a) Knowledge industry and occupations.
- b) Knowledge Utilization.
- c) Educational Resource and Information centres.
- d) Electronic Publications and Copy Right.

**UNIT 2: EDUCATION AND COMMUNICATION TECHNOLOGY**

- a) Meaning, Scope and Importance of Information and Communication Technology.
- b) Landmarks in the development of Educational and Information Technology.
- c) Role of Communication in perception.
- d) Models of Communication : Individualized, Small group, Large group modes.
- e) Teaching strategies.

**UNIT 3 : ADVANCES IN COMMUNICATION TECHNOLOGY**

- a) The basic data communication system; data translation and techniques.
- b) Communication Satellites (ISDN).
- c) Virtual Classroom.
- d) Online Communication Modes : Blogs, Online discussion forum, chats, E-mail.

**UNIT 4 : INSTRUCTIONAL SYSTEM DESIGN**

- a) System approach.
- b) Concept of Instructional System Design (ISD).
- c) Types of Instructional Systems.
- d) Approaches to instructional system design : Behaviouristic, Cognitive, Constructive

**UNIT 5 : MANAGEMENT AND EDUCATIONAL TECHNOLOGY**

- a) Characteristics of planned change in Education.
- b) Management of resources and support service.
- c) Organization and Management of Educational Technology.

**UNIT 6 : WEB TECHNOLOGY FOR EDUCATION**

- a) Concept of e-learning, e-teaching.
- b) Browsing.
- c) Searching – Searching Engines.
- d) Web Designing.
- e) E-Portfolio.
- f) Role of teacher in using Web Technology for Education.

**UNIT 7 : APPLICATIONS OF EDUCATIONAL TECHNOLOGY IN VARIOUS FORMS OF EDUCATION**

Modes of Communication, Media, Teaching Strategies & Learning Styles with reference to :

- a) Formal Education.
- b) Informal & Non-formal Education.
- c) Open & Distance Mode of Education.
- d) Mass Education.

**UNIT 8 : RESEARCHES IN THE AREA OF EDUCATIONAL TECHNOLOGY AND INFORMATION TECHNOLOGY**

- a) Study of research trends in Educational Technology.
- b) Contribution of researches in Educational Technology towards teaching effectiveness.

- c) Use of Information Technology for research in Educational Technology.

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## PAPER – III

### SPECIAL FIELD IN EDUCATION : TEACHER EDUCATION

#### OBJECTIVES

To enable the students to –

1. acquaint with concept and objectives of teacher education.
2. relate the processes of learning, teaching and teacher education.
3. acquaint with competency based teacher education, process of teacher education.

4. organize laboratory and field experiences in teacher education.
5. acquaint with concept of in-service teacher education and quality management of teacher education.
6. be aware of issues and researches in teacher education.

**UNIT 1 : TEACHER EDUCATION**

- a) Meaning, concept, nature and scope.
- b) General objectives of Teacher Education.
- c) Specific objectives of Teacher Education as per Levels of Education.
- d) Theoretical base of Teacher Education – Sociological, Psychological, Constructivistic.

**UNIT 2 : LEARNING, TEACHING AND TEACHER EDUCATION**

- a) Learning – concept, types.
- b) Teaching – concept, types, characteristics.
- c) Relation among Learning, Teaching and Teacher Education.
- d) Teacher’s Thought Process and Teacher Education.
- e) Students Thought Process and Teacher Education.

**UNIT 3 : COMPETENCY BASED TEACHER EDUCATION**

- a) American and Indian Model of Competency Based Teacher Education.
- b) Areas of Competencies.
- c) Areas of Commitment.
- d) Areas of Performance.
- e) Effective Teaching.

**UNIT 4 : PROCESS OF TEACHER EDUCATION**

- a) Concept of Process of Teacher Education.
- b) Perception, Planning and Performance Cycles in Teaching.
- c) Planning of Teaching – Nature, Importance, Types.
- d) Factors affecting Teaching Performance.
- e) Criteria for Measuring Teaching Performance.

**UNIT 5 : LABORATORY AND FIELD EXPERIENCES IN TEACHER EDUCATION**

- a) Laboratory work in Teacher Education
- b) Training Continuum Model and Practicals Related to Teaching.
- c) Laboratory Experiences – Microteaching, simulated Teaching, Workshops.

- d) Use of Information Technology in Laboratory Experiences.
- e) Field Experiences – Stray Lessons and Continuous Teaching.
- f) Internship, Induction, Probation.

**UNIT 6 : IN-SERVICE TEACHER EDUCATION**

- a) Concept and Need.
- b) Objectives.
- c) Paradigms of In-service Teacher Education.
- d) Types of In-service Teacher Education.
- e) Linkage between Pre and In-service Teacher Education.

**UNIT 7 : QUALITY MANAGEMENT OF TEACHER EDUCATION**

- a) Parameters of Quality of Teacher Education.
- b) Total quality Management of Teacher Education.
- c) Quality Assurance – Concept, Need.
- d) Process of Quality Assurance in Teacher Education – Objectives, Process and Evaluation.
- e) Institutions working for Quality Management – National, State

**UNIT 8 : ISSUES AND RESEARCHES IN EDUCATION**

- a) Issues in Teacher Education – Professionalization, Roles of Teacher, Quality, Behaviour and Accountability.
- b) Challenges to Teacher Education – ICT, Privatization.
- c) Trends.

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