



Estd: 1962  
NAAC 'A' Grade  
MHRD-NIRF-28<sup>th</sup> Rank

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शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४. महाराष्ट्र

दुरध्वनी: (ईपीएबीएक्स) २६०९००० (अभ्यास मंडळे विभाग- २६०९०९४)

फॅक्स : ००९१-०२३१-२६९१५३३ व २६९२३३३.

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दिनांक 6-2-2016

अधिविभागप्रमुख, शिक्षणशास्त्र अधिविभाग, शिवाजी विद्यापीठ, कोल्हापूर	प्राचार्य, सर्व संलग्नित एम.एड. महाविद्यालये शिवाजी विद्यापीठ, कोल्हापूर
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विषय:- एम.एड.अभ्यासक्रमातील किरकोळ दुरुस्तीबाबत.

संदर्भ:- 1.जा.क./एस.यु/बीओएस/एज्यु/एम.एड./5358 दि.12.08.2015 रोजीचे पत्र  
2.जा.क./अ.मं/शि.शा/एम.एड./10515 दि.16.01.2016 रोजीचे पत्र

महोदय/महोदया,

उपरोक्त विषयासंदर्भात आपणांस आदेशान्वये कळविण्यात येते की, विद्यापीठ अधिकार मंडळाने घेतलेल्या निर्णयास अनुसरून शैक्षणिक वर्ष 2015-16 पासून लागू करण्यात आलेल्या एम.एड. दोन वर्ष सत्र पध्दतीच्या अभ्यासक्रमामध्ये काही किरकोळ दुरुस्ती करण्यात आली आहे. तसेच सदर अभ्यासक्रम विद्यापीठाच्या [www.unishivaji.ac.in](http://www.unishivaji.ac.in) या संकेतस्थळावर उपलब्ध करणेत आलेला आहे.

सदरची बाब सर्व संबंधित शिक्षक व विद्यार्थी यांच्या तात्काळ निदर्शनास आणावी.

कळावे,

आपला विश्वासू

उपकुलसचिव

प्रत:-

- 1.समन्वयक, शिक्षणशास्त्र विद्याशाखा
- 2.अध्यक्ष, शिक्षणशास्त्र विषय समन्वय समिती
- 3.इतर परीक्षा विभाग-3
- 4.परीक्षक नियुक्ती विभाग
- 5.संलग्नता विभाग

यांना माहितीसाठी व पुढील आवश्यक त्या कार्यवाहीसाठी

# 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**

## **Structure and Syllabus for Degree of Master of Education Course M.Ed. Regular Two-year Semester Course** Introduced from June, 2015 onwards. (Subject to the modifications made from time to time)

### **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 break 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:

B.Ed.

B. A. B.Ed. / B.Sc. B.Ed.

B.El. Ed.

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 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.

## **Ed.R.3 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.4** Intake for the course shall be as prescribed by the NCTE from time to time.

**Ed.R.5** 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 student 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 student 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 student to appear for the additional examination activities.
4. A student who is absent for all class tests and also absent for the assignment, will be allowed to appear for all class tests.
5. A student who is absent for all the class/tests / assignment as the case may be, 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)**

## **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 semesters put together.
4. Internal examination Includes: Test, assignment, seminar and /or any other evaluation technique.
5. The concerned teacher for each practicum component has to issue a certificate declaring the student has completed the practicum along with the Credit hours and submit it to the Head / Principal. At the end of IV semester , the Head / Principal has to issue a ‘Practicum and other M.Ed. course Activities Completion Certificate’ to the University declaring that all Practicum components and all essential activities of the M. Ed. Course have been completed by the student along with the Credit hours . The student shall be declared to have been Passed only after the student has passed all the Theory papers and Department/College has issued the ‘Practicum and other M.Ed. course Activities Completion Certificate’.

**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**

<b>Aggregate of Total Marks of Four Semesters</b>	<b>Letter Grade</b>	<b>Class</b>
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

**Ed.R.6 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.

**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: 100 (Four Semesters put-together) based on Marks Minimum Credits for PASS : 50 (Four semesters put- together) based on Marks

**Note:** Credit may be acquired in decimal points also.

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

Sr.No.	Component	Marks/Credits					
		Semester I	Semester II	Semester III	Semester IV	Total	
1	Compulsory Papers	03 Papers 300 Marks (12 Credits)	03 Papers 300 Marks (12 Credits)	03 Papers 300 Marks (12 Credits)	01 Paper 100 Marks (4 Credits)	10 Papers 1000 Marks (40 Credits)	
2	Optional Papers (Any One)	01 Paper 100 Marks (4 Credits)	01 Paper 100 Marks (4 Credits)	-	-	02 Papers 200 Marks (8Credits)	
3	Specialization Papers ( Ele.Edu./Sec.&Sr. Sec. Edu.)( Any one)	-	-	01 Paper 100 Marks (4 Credits)	03 Papers 300 Marks (12 Credits)	04 Papers 400 Marks (16 credits)	
4	<b>Ability / Skill Enhancement Courses</b>						
i)	Comm.Skill ; Aca. Writing; Expository Writing; Self Development &Yoga Education	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)	
<b>Total Marks/Credits</b>		<b>600</b> (24 Credits)	<b>650</b> (26 Credits)	<b>600</b> (24 Credits)	<b>650</b> (26 Credits)	<b>2500</b> (100 Credits)	
<b>Total Hours</b>		<b>612</b>	<b>646 +</b> ***Additional hrs. of Edu. Tour	<b>612</b>	<b>612</b>	<b>2482 Hrs. +</b> *** Additional hrs. of Edu.Tour	
<b>Inter Semester Break (ISB)</b>		<b>ISB-I</b> 1 Credit (Exp. Writing)			<b>ISB-II</b> 1 Credits (Aca. Writing)	<b>ISB-III</b> 2 Credits (Dissertation)	<b>4 Credits</b>
<b>Total of Semester I,II,III &amp;IV and ISB</b>						<b>2500 Marks</b> (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



**Table No. 3**

**Overview-II of the M.Ed. Two -Year Semester Course Structure**

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

## Overview - II continued...

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

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

### Overview - II continued...

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

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

**Table No. 4**  
**M.Ed. Two -Year Semester Course Structure**

<b>Semester I</b>													
Code	Title	Marks			Credits			Total Hours			Hours Per week		
		Internal	External	Total	Internal	External	Total	Theory	Practical	Total	Theory	Practical	Total
<b>A) Compulsory Papers (Theory - Credits – Marks &amp;Hours)</b>													
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>B) Optional Papers (Theory - Credits – Marks &amp;Hours)</b>													
OP -IV (Any One)	A) Educational Guidance & Counseling B) Educational Management	25	75	100	1	3	4	51	34	85	3	2	5
<b>C) Ability/Skill Enhancement Courses (Practicals - Credits – Marks &amp;Hours)</b>													
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
<b>D) Dissertation (Practicals - Credits – Marks &amp;Hours)</b>													
DIST-FRP	Formulation of Research Proposal	25	----- -	25	1	--	1	---	34	34	---	2	2
<b>Total of Semester I (A+B+C+D)</b>		<b>250</b>	<b>350</b>	<b>600</b>	<b>10</b>	<b>14</b>	<b>24</b>	<b>204</b>	<b>408</b>	<b>612</b>	<b>12</b>	<b>24</b>	<b>36</b>
<b>Inter-Semester Break (ISB) – I (Practicals - Credits – Hours)</b>													
EXP-WRT -II	Expository Writing-II	----	-----	---	1	--	1	---	34	34	---	---	---
<b>For Theory: 01 hr.=01 Credit; Practical: 02 hrs.=01 Credit ; Internal/External Exam. : 25 marks =01 Credit</b>													

## Semester II

Code	Title	Marks			Credits			Total Hours		Hours Per week			
		Internal	External	Total	Internal	External	Total	Theory	Pract.	Total	Theory	Pract.	Total
<b>A) Compulsory Papers (Theory - Credits – Marks &amp;Hours)</b>													
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>B) Optional Papers (Theory - Credits – Marks &amp;Hours)</b>													
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
<b>C) Ability/Skill Enhancement Courses (Practicals - Credits – Marks &amp;Hours)</b>													
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
<b>D) Educational Tour/Visits</b>													
EDTR /VST	Educational Tour/Visits	25	-	25	1	-	1	Duration of Edu. Tour will be within the limits laid by Shivaji University					
<b>E) Dissertation (Practicals - Credits – Marks &amp;Hours)</b>													
DIST-PTDC	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
<b>F)*Internship (Teacher Education)-I (Practicals - Credits – Marks &amp;Hours)</b>													
INT-TE-I	Internship (Teacher Education)-I	25	25	50	1	1	2	----	68	68	Two Weeks in the whole Semester		
<b>Total of Semester II</b>		<b>275</b>	<b>375</b>	<b>650</b>	<b>11</b>	<b>15</b>	<b>26</b>	<b>204</b>	<b>442</b>	<b>646</b>	<b>12</b>	<b>22</b>	<b>34</b>
<b>Inter-Semester Break (ISB) – II (Practicals - Credits – Hours)</b>													
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
<b>A) Compulsory Papers (Theory - Credits – Marks &amp;Hours)</b>													
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>B) Specialization Paper (Ele.Edu./Sec.Edu.)(Theory - Credits – Marks &amp;Hours)</b>													
SP-XII (Any One-A/B)	A) Perspectives in Elementary Education	25	75	100	1	3	4	51	34	85	3	2	5
	B) Perspectives in Secondary & Senior Secondary Education												
<b>C) Dissertation (Practicals - Credits – Marks &amp;Hours)</b>													
DIST-PFDRR	Preparation and Presentation of the First Draft of the Research Report	50	----	50	2	--	2	--	68	68	--	4	4
<b>*Internship (Teacher Education)-II (Practicals - Credits – Marks &amp;Hours)</b>													
INT-TE-II	Internship (Teacher Education)-II	25	25	50	1	1	2	----	68	68	Two Weeks in the whole Semester		
<b>E)**Internship (Specialization)-I (Ele.Edu./Sec.Edu.)(Practicals - Credits – Marks &amp;Hours)</b>													
INT-SPE-I	Internship- (Specialization)-I Ele.Edu./Sec.Edu.	25	25	50	1	1	2	----	68	68	Two Weeks in the whole Semester		
<b>F) Practicum (Specialization)-I (Ele.Edu./Sec.Edu.) (Credits – Marks &amp;Hours)</b>													
PRA-SPE-I	Practicum (Specialization)-I Ele.Edu./Sec.Edu.	50	--	50	2	--	2	----	68	68	--	4	4
<b>Total of Semester III (A+B+C+D+E+F)</b>		<b>250</b>	<b>350</b>	<b>600</b>	<b>10</b>	<b>14</b>	<b>24</b>	<b>204</b>	<b>408</b>	<b>612</b>	<b>12</b>	<b>16</b>	<b>28</b>
<b>Inter Semester Break-II (Practicals - Credits – Hours)</b>													
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	Inter- nal	Exter- nal	Total	Theory	Pract.	Total	Theory	Pract.	Total
<b>A) Compulsory Papers (Theory - Credits – Marks &amp;Hours)</b>													
CP- XIII	Curriculum Studies	25	75	100	1	3	4	51	34	85	3	2	5
<b>B) Specialization Papers (Ele.Edu./Sec.Edu.) (Any One) (Theory- Credits –Marks &amp;Hours)</b>													
SP- XIV	A) Curriculum & Evaluation in Elementary Education B)Curriculum & Evaluation in Secondary&Senior 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&Senior Secondary Education	25	75	100	1	3	4	51	34	85	3	2	5
SP- XVI	A) Elementary Teacher Education B) Secondary&Senior Secondary Teacher Education	25	75	100	1	3	4	51	34	85	3	2	5
<b>*Internship(Specialization )-II (Ele.Edu./Sec.Edu.)(Practicals - Credits – Marks &amp;Hours)</b>													
INT- SPE-II	Internship- (Specialization)-II Ele.Edu./Sec.Edu.	25	25	50	1	1	2	----	68	68	Two Weeks in the whole Semester		
<b>D) Practicum (Specialization)-II (Ele.Edu./Sec.Edu.) ( Credits – Marks &amp;Hours)</b>													
PRA- SPE-II	Practicum (Specialization)-II Ele.Edu./Sec.Edu.	50	--	50	2	--	2	----	68	68	--	4	4
<b>E ) Dissertation and Viva-voce (Practicals - Credits – Marks &amp;Hours)</b>													
DIST-FRR	Final Research Report( Dissertation)	00	100	100	4	--	4	---	136	136	---	8	8
VVD	Viva -Voce of Dissertation	25	25	50	2	--	2	----	----	----	----	---	---
<b>Total of Semester IV (A+B+C+D+E)</b>		<b>250</b>	<b>400</b>	<b>650</b>	<b>13</b>	<b>13</b>	<b>26</b>	<b>204</b>	<b>408</b>	<b>612</b>	<b>12</b>	<b>20</b>	<b>32</b>
<b>Total of Semester I,II,III, &amp;IV</b>		<b>975</b>	<b>1525</b>	<b>2500</b>	<b>48</b>	<b>52</b>	<b>100</b>	<b>816</b>	<b>1670</b>	<b>2482</b> + *Addition of Hrs of Edu. Tour	<b>----</b>	<b>---</b>	<b>---</b>
<b>Inter Semester Breaks I,II &amp;III</b>		<b>----</b>	<b>----</b>	<b>--</b>	<b>4</b>	<b>--</b>	<b>4</b>	<b>--</b>	<b>136</b>	<b>136</b>	<b>-----</b>	<b>----</b>	<b>----</b>

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

of the teachers



## M.Ed. Semester -I

### A) Compulsory Theory Paper

#### CP-I Philosophy of Education

**Total Credits : 04**

**Total Hours : 85 (5 Hrs. Per week)**

**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 :

- 1) Understand the nature of Philosophy and Philosophy of Education
- 2) Critically analyze Eastern and Western Schools of Philosophy
- 3) Understand the implications of Eastern and Western Schools of Philosophy to Education
- 4) 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 Western 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 :**

Lecture-cum- Discussion, Seminars, Assignments and Group Discussions

**Practicum: (34 hours)**

1. Self-reading of literature on an identified theme and presentation of a paper in Seminar followed by discussion
2. Critical Analysis of the thoughts of a Great Thinker, Group Discussion & Report.

## 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
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- 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
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- 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* Milwauikee : The Bruce Publishing Company.
- Gandhi M. K.(1983) *An Autobiography Or The Story of My Experiments With Truth* Ahemadabad: Navjeevan Pub. House
- Narayan Shriman (Ed.) *The Selected Works of Mahatma Gandhi*. Ahemadabad:Navajeevan Publ.
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- Beyer,L.E.(ed.) (1996) *Creating Democratic Classrooms: The Struggle of Integrate Theory and Practice*. New York: Teachers College Press.
- Bruubacher,John S.; (1969) *Modern Philosophies of Education*. New Delhi: Tata McGraw- Hill, Publishing Company Pvt. Ltd.,
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- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling; Making a Difference*.Australia: Allen and Unwin.
- Dewey, John. (1962) *Reconstruction in Philosophy* . Boaston: Beacon Press
- Hamilto E. AndCairns (1961)*The Collected Dialogues of Plato*. New York:Bollingen Foundation

Kriplani K. (1960) *Men are Brothers: Life and Thoughts of Mahatma Gandhi as Told in His Own Words*. Ahemadabad: Navjeevan Pub. House

Matheson, David (2004) *An Introduction to the study of Education* (2 nd eddition). David Fulton Publish.

Sangave Vilas(1959) *Jain Community; A Social Survey* Bombay: Popular Book

Sri Aurobindo (1971) *The Synthesis of Yoga* .Pondechery:Sri Aurobindo Ashram Trust  
Sri Ramkrishna Math ((2004) *Inspired Talks*. Chennai: Sri Ramkrishna Math

Winch, C. (1 st Edtion) (1996). *Key Concepts in the philosophy of education* London:.  
Routledge.

Winch, C. (1986). *Philosophy of HumanLlearning*, London: Routledge.

जोशी गजानन .(1994) *भारतीय तत्वज्ञानाचा बृहदइतिहास* ;खंड 1 ते 6 द्व पुणे: मराठी तत्वज्ञान महाकोश मंडळ.

डांगे सिन्धू(1980) जैन धर्म आणि तत्वज्ञान पुणे : कॉन्टिनेंटल प्रकाशन तुळपुळे गो. वि.(1960) प्लेटो-

*चरित्र व तत्वज्ञान* पुणे : चित्रशाळा प्रकाशन, दिक्षित श्रीनिवास (1975) *भारतीय तत्वज्ञान* नागपूर :  
सुविचार प्रकाशन मंडळ

धर्माधिकारी भाऊ ( संपादक व अनुवादक ) (1963) *गांधी* गांधी वाडमय प्रकाशन.नवजात (1973) *श्री अरविंद* ( अनुवादक  
- म. ब. करंदीकर) नवी दिल्ली : नॅशनल बुक ट्रस्ट

भोसले शिवाजीराव .(2005) *मुक्तिगाथा महामानवाची ( तृतीयावृत्ती )* पुणे : अक्षरब्रह्म प्रकाशन

स्वामी विवेकानंद (2004)*विवेकवाणी* ( 3 री आवृत्ती) नागपूर : रामकृष्ण मठ हरदास बाळशास्त्री (1955)  
वेदांतील राष्ट्रदर्शन पुणे : दाते शं. रा.

**M.Ed. Semester-I**  
**A) Compulsory Theory Paper**  
**CP-II Psychology of the Learner and Learning Process**

<b>Total Credits: 04</b>	<b>Maximum Marks</b>	<b>: 100</b>
	20	
<b>Total Hours : 85</b>	<b>Internal Exam Marks</b>	<b>: 25</b>
<b>Theory :51 (3 hrs. Per week)</b>	<b>External Exam Marks</b>	<b>: 75</b>
<b>Practicum :34 (2 hrs. Per week)</b>	<b>External Examination Duration: 3 hrs.</b>	

**Objectives:**

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

Understand the framework for how children learn

Visualize multiple dimensions and stages of learner's development and their implications on learning

Understand the learner in terms of various characteristics

Learn the factors affecting learner's environment and assessment

Conceptualize a framework for understanding and evaluating teaching learning situation as well as the method of analyzing and reflecting upon learning episodes

Understand the concept of mental health and adjustment

**Course Content**

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

Learner and its development - Definition of learner, approaches for learning: Knowledge centeredness, Learner centeredness, Environmental centeredness and Assessment centeredness. **(3 hrs)**

Learning Environment - Physical environment instructional time, discipline and participatory management **(2 hrs)**

Diversity in learning context - oversized classroom, ethnic and social diversities and different types of disadvantage that the children suffer **(2 hrs)**

Inclusive environment in the classroom for all types learners **(2 hrs)**

Partnership between school and parents and community for learning- identification of barriers and strengthening partnership **(2 hrs)**

Learning Styles **(1 hr)**

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

Cognition and Learning: cognitive process - perception, attention, memory development of concept, logical reasoning, critical thinking, problems solving (4 hrs)

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)

Use of local knowledge and children's out of the school experience in learning (3 hrs)

Use of learning resources (2 hrs)

## **Unit - III – Neuropsychology of learning (12 hrs)**

Concept and principles of brain-based learning (3 hrs)

- Strategies for brain- compatible classrooms (3 hrs)

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)

Learning disabilities (3 hrs)

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

Concept of adjustment and mental health, school and classroom practices for enhancing adjustment and mental health among the students (2 hrs)

Concept of stress, sources of stress, categories of stressors, strategies of coping with stress. its positive and negative effects. (2 hrs)

Frustration, conflict, and anxiety – meaning and management. (2 hrs)

Interrelation and interdependence between individual and group in classroom and social context & Social skills required for maintaining human relations in the classroom (2 hrs)

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)

Concept and meaning of social conformity, social identity and its impact on school and classroom. (2 hrs)

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:

Use of children's out of the school experience and local knowledge during construction of knowledge in any school subject and preparation of report.

Case study of one student with adjustment problems and presenting the report in the group

Studying the personality characteristics of some successful individuals and presenting the report in the group

Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report

## **Essential readings:**

Atkinson, Richard C., et. Al. (1983). Introduction to Psychology. Harcourt Brace Jovanovich Inc., New York.

Bandura, A. (1977). Social Learning Theory. Cliff, N. J. : Prentice Hall.

Barry and Johnson (1964). Classroom Group Behaviour. New York : Macmillan. Bhargava, Mahesh (1964). Introduction to Exceptional Children. Sterling Publishers Pvt. Ltd., New Delhi.

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Erickson, E. H. (1968). Identity, Youth and Crisis. New York : W. W. Norton. Klausmeier

Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic

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- Higgins, E. T. and Kruglanski, A. W. (1996). Social Psychology : Handbook of Basic Principles. Oxford Press, New York.
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- Maslow, A. H. (1970). Motivation and Personality (2nd Edition). New York : Harper & Row. Meyers, D. G. Social Psychology. Tata McGraw Hill. VIII Edition.
- Miranda, E. (1990). Teaching Schools and Society (1st Edition). Falmer Press.
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- Sekav, S. V. K. (2005). Education Society and Pedagogy, Arise Publishers and Distributors, New Delhi.
- Smith, Ronald E., Sarason, I. G. and Sarason, Barbara, R. (1982). Psychology : The Frontiers of Behaviour. Harper and Row Pub., New York.
- Social Process in Learning Parents, Peers and Teachers Educational Psychology. Anita Woufolk (2004).
- Vygostsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M. A. : MIT Press.
- Ambron, S. R. (1981). Child development, Holt, Rincehart and Winston, New York. Anderson, J. R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum
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- Bower, G. H. and Hilgard, E. R. (1981) Theories of learning. Prentice Hall. Inc. Englewood Cliffs, New Jersey.
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- Guilford, J. P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
- Newell, A. & Simon, H. A. (1972). Human problem solving. Englewood Cliffs, NJ: Prentice Hall.
- Segal, J. W. Chipman, S. F. & Glaser, R. (1985). Thinking and learning skills: Relating Instruction to Basic Research> (Vol. I). Hillsdale, NJ: Erlbaum.
- Snyder, C. R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U. K. Libber, C. M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M. A. Educators for Social responsibility.
- Pintrich, P. R.; and Schunk, D. H. (1996). Motivation in Education : theory, research and applications. Englewood Cliffs, N. J. Merrill.

**M.Ed. Semester-I**  
**A) Compulsory Theory Paper**

**CP-III Basics of Educational Research and Statistics**

**Total Credits: 04**

**Total Hours : 85**

**Theory :51 (3 hrs. Per week)**

**Practicum :34 (2 hrs. Per week)**

**Maximum Marks : 100**

**Internal Exam Marks : 25**

**Internal Exam Duration: 1 Hour**

**External Exam Marks: 75**

**External Examination Duration: 03 hrs.**

**Objectives :**

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

describe the nature, purpose, scope, areas, and types of research in education.

explain the characteristics of quantitative, qualitative and mixed research.

select and explain the method appropriate for a research study.

conduct a literature search and develop a research proposal.

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.

examine relationship between and among different types of variables of a research study

**Course Content**

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

Meaning, purpose and areas of educational research. (1hr)

Kinds of educational research : basic & applied research, evaluation research and action research, and their characteristics. (1 hr)

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)

Research paradigms in education : quantitative, qualitative, mixed and their characteristics. (1 hr)

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)

Identification and conceptualization of research problem : statement of problem, purposes, and research questions in qualitative and quantitative research. (2 hrs)

Formulation of Hypotheses. (1 hr)

Preparation of a research proposal; framework of the research proposal and strategies for writing the research proposals. (2 hrs)

## **Unit – II : Quantitative, Qualitative and Mixed Methods of Research (13 hrs.)**

- a) Types of Research : descriptive studies, co-relational studies, developmental studies, comparative studies 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) Historical research : meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source. (2 hrs)
- d) Qualitative research : meaning, steps and characteristics. (1 hrs)
- e) Qualitative research : approaches-phenomenology, ethno- graphic, naturalistic enquiry, case studies and grounded theory. (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, 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) Observation Qualitative process and quantitative process of 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)**

The students should undertake the following activities :

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

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

**OP-IV A) Educational Guidance and Counseling**

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

**Objectives:**

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

Understand the meaning, nature and scope of guidance.

Understand the meaning of and the need for group guidance.

Recognize the role of guidance in attaining the goals of education.

Appreciate the need for guidance.

Develop acquaintance with various techniques of group guidance.

Appreciate the need for goals of counseling.

Understand the concept and process of counseling in group situations.

Recognize the different areas of counseling.

Understand the various stages involved in the process of counseling.

Become acquainted with the skills and qualities of an effective counselor.

Understand the essential services involved in school guidance programme.

Be aware of about the constitution, role and function of the school guidance committee.

Develop insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities.

Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling.

Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment for providing guidance and counseling.

Develop skills for administering, scoring, interpreting and analyzing test results.

## **Course Content**

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

Meaning, definitions, need and scope of guidance. (2 hrs)

Objectives of Guidance : Self-understanding, self-discovery, self-reliance, self-direction, self-actualization. (2 hrs)

Organization of guidance programmes in schools. (2 hrs)

Career development needs of the students and factors affecting career development. (2 hrs)

Types of Guidance : Educational, vocational career and personal individual guidance and group guidance; advantages of group guidance. (2 hrs)

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.)**

Types of Guidance Services : Orientation, information, counseling, placement, follow up, and research and evaluation. (4 hrs)

Resources required for organizing guidance services. (3 hrs)

School Guidance Committee : Constitution, roles, functions and role of principal and teachers in school guidance programmes. (3 hrs)

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.)**

Meaning, nature and scope of counseling. (2 hrs)

Objectives of Counseling : resolution of problems, modification of behaviour, promotion of mental health. (2 hrs)

Types and Areas of Counseling : family, parental, adolescent, girls and special children. (2 hrs)

Stages of the counseling process. (2 hrs)

Counseling Techniques (3 hrs)

Skills and qualities of an effective counselor and counseling professional ethics. (2 hrs)

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

Nature and causes and types of behavioral problems and guidance for them. (3 hrs)

School discipline problems – problems of violence, bullying, drug abuse, truancy, drop outs and developing coping skills. (4 hrs)

Concept and types of students with special abilities. (2 hrs)

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 :

Identification of the cases of counseling and organization of counseling sessions.

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.

Plan career information activities for primary, upper primary, secondary and higher secondary school stages.

Design a questionnaire for conducting follow-up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.

### **Essential Readings:**

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

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

Mathewson, R. H. (1962). Guidance Policy and Practice, 3rd Ed., New York : Harper and Row. Various Books on Self Development.

- Gupta, N. (1991). Career Maturity of Indian School Students. New Delhi : Anupam Publications.
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# M.Ed. Semester -I

## B) Optional Theory Paper

### OP-IV B- Educational Management

**Total Credits : 04**

**Total Hours : 85 (5 Hrs. Per week)**

**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:

1. identify the need, scope and purpose of educational planning in terms of national and community needs.
2. develop the skills in planning and using a variety of administrative strategies,
3. explain the role and contribution of different agencies/ contribution in educational planning,
4. help them determine and implement objectives of planning on the basis of individual needs of the students.
5. acquaint with concept and types of Educational structure.
6. 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 (13Hrs)

- 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. (2 hrs)
- f) Institutional structures and functions: NUEPA, SIEMATs, SCERTs(2 hrs) and DIETs.

### **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 IV: 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 under 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: (34 hrs)**

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 a School having high results at the secondary/senior secondary levels.

7. Critical study of an educational project conducted by Government authority
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

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- UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.

## M. Ed Semester- I

### C) Ability/Skill Enhancement Course (Practicum) COM- SK: Communication Skills

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

#### Objectives –

After completion of this course students will able to:

- write official letters.
- report official events.
- follow Mannerisms, etiquette and netiquettes. face and conduct interviews.
- conduct official programme.

#### Course Content

- 1. Writing Official Letters- English and Marathi (2 hrs)**  
Leave application to H.O.D. / Principal  
Request for Bonafide Certificate to the Registrar, SUK.
- 2. Interview Skills - Download Interview Video and write a reflective note, Conduct interview, Face interview (4 hrs)**
- 3. Welcome Speech of an Event (2 hrs)**  
e.g. - Education Day
- 4. Compering the Programme/Master of Ceremony (2 hrs)**  
Eg. Teachers Day
- 5. Proposing Vote of Thanks (After Programme) (2 hrs)**  
Eg. Guest Lecture/Conference/Event

- 6. Reporting an activity after the Event** (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)** (4 hrs)  
e. g. – Placement, Classmates



## **M. Ed Semester- I**

### **C) Ability/Skill Enhancement Course (Practicum)**

#### **EXP-WRT-I Expository writing-I**

**Total Credits-01**

**Total Hours -34**

**Maximum Marks :25**

**a. Internal written Exam Marks : 15**

**b. Internal oral Exam Marks : 10**

#### **Objective:**

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

1. to do writing that is used to explain, describe, give information, or inform.
2. organize around one topic and develop according to a pattern or combination of patterns.
3. write an essay based on information or facts in logical manner.

**I. Expository writing** gives facts and information about a topic.

Expository Writing is about writing of Interesting facts about a person, place, or thing your factual account was an example of expository writing.

Good expository writing:

introduces the main idea and develops it with facts and supporting details. gives important information about a specific topic.

summarizes research from a variety of sources.

uses transition words to connect ideas.

draws a conclusion based on the facts and information presented.

#### **Use of a Variety of Sources**

To present the most accurate and complete information about your topic, it is important to summarize facts and details from a variety of sources.

#### **Use of Transition Words**

To help your readers clearly understand important information, you need to use transition words that connect the events and ideas in your writing. Words such as at times, after, and however help you connect ideas. (Use your writing toolbox for its whole page of transitional words)

## **Drawing Conclusion**

To help your readers know the paper has reached its end, or conclusion, see your Writing Toolbox for a page of terms that signify you are about to end your paper. You may:

1) summarize your paper, 2) write about one additional fact you found interesting, 3) ask some questions you would like to have answered in a future paper about your subject, and/or 4) give a personal response to what you have learned, if you thought it was interesting you must explain 'why', and if you did not like learning about your subject, you must likewise explain 'why'.

## **II. Pre write**

The purpose of expository writing is to give your readers information

### **Choose a Topic**

Start by brainstorming a list of topics.

### **Organize**

#### **Outlining**

The fact and detail in expository writing are organized around an introduction, a body, and a conclusion.

### **Writer's Resources**

To get more information for your report, you will have to do research. First, write questions to guide you. Then decide which resources you will need to answer them.

### **Use a Time Line**

You can discover when an event took place by looking at a timeline. A timeline is a diagram that shows when a series of events took place. Time line helps you keep track of the order of events.

### **Draft**

Before you begin your report, review the outline you have made. Plan to make a paragraph for each idea.

Remember your purpose and audience.

Give important information about a specific topic.

Be sure that your facts and details in each paragraph support the main idea. Write a strong introduction, body, and conclusion.

Draw a conclusion based on the facts and details you presented.

### **Revise**

### **Elaborate**

One way to improve your writing is to elaborate. When you elaborate, you add important ideas, facts, and details that might be missing from your writing. When you revise your expository writing, you may need

to tell more information about key events. The information that this writer added lets the reader know when an event happened.

## **Proofread/Edit**

After you have revised your expository writing, you will need to proofread and edit it to find and correct any mistakes in mechanics, grammar and usage, and spelling.

## **III. Self Check Expository Writing**

Who was my audience? Did I give them enough information about my topic?

What was main topic? Did I include enough facts and details to support it?

Did I begin in a clear and interesting way? Did I summarize my ideas at the end?

Did I present my information in the best order? Did I use the right transition words to connect my ideas?

Did I combine sentences? Do my sentences flow together?

Are my paragraphs fully developed with important information? Do I have a clear introduction, body and conclusion?

Did I proofread and correct all errors?

(Source : NSU Nova Southeastern University [webgccaz.edu/~mdinchak/ENGL01/expository\\_writing.htm](http://webgccaz.edu/~mdinchak/ENGL01/expository_writing.htm)

[Web.alsde.edu/general/.../2008-2009/Grade\\_10\\_AnnotatedExemplars-3.pdf](http://Web.alsde.edu/general/.../2008-2009/Grade_10_AnnotatedExemplars-3.pdf)-)

When writing any paper, you will most likely have to follow these six steps. This handout takes you through all six steps in the process of writing an Expository Essay.

Step 1. Organizing your Thoughts (Brainstorming)

Step 2. Researching your Topic

Step 3. Developing a Thesis Statement

Step 4. Writing the Introduction

Step 5. Writing the Body of the Essay

Step 6. Writing the Conclusion

(Source : NSU Nova Southeastern University [webgccaz.edu/~mdinchak/ENGL01/expository\\_writing.htm](http://webgccaz.edu/~mdinchak/ENGL01/expository_writing.htm)

[Web.alsde.edu/general/.../2008-2009/Grade\\_10\\_AnnotatedExemplars-3.pdf](http://Web.alsde.edu/general/.../2008-2009/Grade_10_AnnotatedExemplars-3.pdf)-)

**Note: Each M.Ed. Students should write an article using the steps of Expository writing.**

## Semester- I

### C) Ability/Skill Enhancement Course (Practicum)

#### SL-DLV YE: Self Development and Yoga Education

**Total Credit: 01**

**Total Hours: 34**

**Internal Examination: 01 hour**

**Maximum Marks : 25**

**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. manage time for all essential activities.
4. manage the workload and balance personal and professional life by reducing stress by performing appropriate Yoga for self development.
5. develop positive thinking by choosing and reading good books and also develop reading habit.

1. Goal Fixing and SWOC Analysis	(4 hrs)
2. Time Management	(2 hrs)
3. Yoga and Personality Development	(6 hrs)
4. Yoga and Stress Management	(6 hrs)
5. Yoga and self development	(6 hrs)
6. Reading selected books for development of Positive thinking	(2 hrs)
7. Practicum - as per NCTE manual 2014 guidelines on Yoga Education for M. Ed course .	(8 hrs)

**\*Record of activities of this course to be prepared and submitted.**

## M. Ed Semester-I

### C) Ability /Skill Enhancement Course

#### ICT –SK : Education

**Total Credit : 04**

**Total Marks :100**

**Total Hours :136 (per week 8 hrs)**

**External Practical Examination**

**(Oral /Performance): 01 hr30 min**

**External Practical Exam Maximum Marks : 50**

**Internal Practical Examination :01 hr 30 min**

**a. Written /Oral /Performance :25 Marks**

**b. Record of activities**

**(Work book and Practical File) : 25 Marks**

#### Objectives

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

1. understand the 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.

#### Course Content

##### **Unit –I : Fundamental of ICT (34 hrs )**

- a. Prepare a note on ICT & its nature (own handwriting) (2 hrs)
- b. Use Word processor :*MS Word* and write a leave letter to your H.O.D /Principal (Print-out) (3 hrs )
- c. Use Spread sheet Package: *M.S Excel* and calculate mean ; median ; ‘t’ correlation and prepare Graphs : bar graph ; pie chart etc.(Print-outs) ( 5hrs)

- d. Use presentation package :*MS-Power-Point* and prepare  
10 to 12 slides on a topic of school content (Print handouts) (8 hrs)
- e. Use Painting tool :*Paint* and draw 2 diagrams (Print-outs) (4 hrs)
- f. Prepare a note on different search engines using internet (own handwriting) (4hrs)
- g. Prepare a note on Web-browsers using Internet (own handwriting) (4hrs)
- h. Prepare a note on Cyber- crime ,Cyber law (own handwriting) (2hrs)
- i. Prepare a note on Virus scanning as a Utility software(own handwriting) (2hrs)

## **Unit II : ICT Application in Education ( 34hrs)**

- a. Prepare a note on the features of a ready- made Multimedia Package related to Education (own handwriting) (8 hrs)
- b. Prepare a note on Educational Websites Eg .OER & FOSS(own handwriting) (6hrs)
- c. Prepare a list of on-line journals and abstract services related to ICT and Education (own handwriting) (2hrs)
- d. Use e-mail and send a letter as attachment to your ICT –SK teacher and print out your letter and the reply (Print-outs) (6hrs)
- e. ‘Chat’ using Internet and write the procedure (own handwriting) (8hrs)
- f. List Repositories and Consortiums for a topic in ICT and Education (own handwriting) (4hrs)

## **Unit III : Computer and other e-technologies in Instructions and evaluation ( 34hrs)**

- a. Visit Language Laboratory and write a report on how e-technologies are used for Instructions(own handwriting) (8hrs)
- b. Visit On-line Evaluation centre / institute and write a report on the process of on-line evaluation , declaration of result on-line and about the use of OCR and OMR systems for examination (own handwriting) (8hrs)

- c. Write a note on the features of Interactive White board (Smart-board )and how effectively it can be used for teaching (own handwriting) (4hrs)
- d. Use Interactive White board (Smart-board )for teaching topic for 10 minutes and write the report of procedure of using the Interactive White Board for teaching (own handwriting) (10hrs)
- e. Write a note on how on-line Team –teaching can be effectively carried out (own handwriting). ( 4hrs )

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

- a. Download International Standard reference and Bibliography for Education and write references in APA Style related to the topic of your M. Ed dissertation (Print-out) (8hrs)
- b. Download e- books / e-journals related to the topic of your M. Ed dissertation and write References (5 to 10 ) in own hand writing ( 8hrs )
- c. Enlist on –line Research tools (Own hand writing) (6 hrs)
- d. Write a note on Excel for quantitative data analysis and interpretation (own handwriting) (6hrs)
- e. Write a note on qualitative data analysis and Interpretation (own handwriting) (6hrs)

**Note:**

**1. The External Examiner shall be a recognized M.Ed. teacher and shall not be a Trainer/Staff member/Teacher of the Department/College of Shivaji University**

**2.The External examination to be conducted in the Department/College in which the student is studying**

**Transaction Mode :**

- 1. Lecture cum demonstration and hands on experiences on the use of personal computer/ laptop /palmtop; Use Smart - board ; undertake Educational visits; write reports ;and download content of ICT Education from the Internet ,Use Internet for conduct and analysis of Education Research

**2. Student to keep a (i)Work- book for practical work done in Class and (ii) Prepare record of Practicals (in Own handwriting as well as Print-outs of Practicals) and File. Teacher's signature to be taken in Work-book as well as in Practical File.**

### **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).

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>.



## M. Ed. Semester I to IV and Inter Semester Break III DISSERTATION (Research Report)

**Total Credits: 11 (+2 ISB)**

**Total Marks: 275**

- 1) Each student shall work under the guidance of a recognized Post-graduate teacher for his/her dissertation.
- 2) Title of the dissertation should be submitted to the Department/College for approval at the end of first semester of the course.
- 3) The dissertation shall be on an educational topic approved by the Scrutiny committee consisting of Head/Principal of the Department, and two experts (1 P.G. teacher from other university) and 1 from among Department/college teachers. If the topic is not approved he/she will be at liberty to prepare another provided that in all such cases the topic is got approved by the committee.
- 4) The Dissertation shall be of 13 (11+2 ISB) credits and shall carry 275 marks. Two copies of the dissertation should be submitted in the Department/College. When submitted, shall be accompanied by a certificate signed by the guiding teacher.
- 5) Dissertation submission should be on or before 15<sup>th</sup> March to the Department/ College. If the 15<sup>th</sup> of March is a holiday, then the dissertation could be submitted on the next working day.
- 6) The assessment of the dissertation will be spread over various stages as follows:

Sr. No.	Stage of Dissertation	Semester	Marks Allotted	Credits	Internal/External Examiner
I	Formulation of Research Proposal	I	25	1	Internal
II	Presentation of Research Proposal	II	25	1	Internal
III	Preparation of Tool	II	25	1	Internal
IV	Preparation & Presentation of first Draft of the dissertation	III	50	2	Internal
V	Final Research report (Dissertation)	IV	100	4	External
VI	Viva-voce for Dissertation	IV	50	2	Internal 25 External 25
Internal Examiner -150 Marks; External Examiner 125 Marks					

- 7) Viva-voce examination will be conducted in the Department of Education/ college jointly by the external and internal examiners and the marks for the viva-voce will be awarded jointly by the external and internal examiners on the basis of the 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 off contemporary interest.

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

**Total Credits : 04**

**Total Hrs : 85 ( 5 hrs per week )**

**Theory : 51 (3hrs /week)**

**Practicum : 34(2hrs/week)**

**Maximum Marks :100**

**Internal Exam : 25**

**External Exam :75 Duration : 3 hrs**

**Objectives :**

To enable the student to

1. understand the nature of education as a discipline /an area of study.
2. examine issues related to education as interdisciplinary knowledge.
3. 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.
4. understand education as a social phenomena, practice and field of study
5. understand the changing socio-economic and political context of Education
6. To develop analytical and critical understanding about the contemporary concerns of education policies and practices in the field of education
7. discuss the emerging dimensions of school and teacher education.
8. understand the nature and working of Support Systems of Education and Public Finance

**Unit-1 Theoretical perspectives of Education as a Discipline(12 hrs)**

a) Critical analysis of education as a discipline/area of study. (2 hrs)

b) School Education: Contemporary Challenges (2 hrs)

c) Procedure of linking : ( 4 hrs)

- i) Content knowledge with pedagogy knowledge
- ii) School knowledge with life outside the school
- iii) School knowledge with community knowledge
- iv) Experiential knowledge with empirical knowledge
- v) Theoretical knowledge and contextual knowledge.
- vi) Universal knowledge and contextual knowledge.

d) Need for developing a vision of school education and teacher education (1 hr)

e) Emerging dimensions of School Education and Teacher Education ( 3hrs)

## **Unit II- Education as Interdisciplinary knowledge (13hrs)**

- 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. ( 3 hrs)
- b) Axiological Issues in Education: Role of Peace and other values, Aesthetics in Education (2 hrs)
- c) Contribution of Science and Technology to Education and challenges ahead ( 2hrs)
- d) Dynamic relationship of Education with the political process. (2hrs)
- e) Issues related to planning, management and monitoring of School and Teacher Education( 2hrs )
- f) Human Development Index (2 hrs )

## **Unit III- Changing Socio - Economic and Political Context of Education and Analysis of Policies (13 hrs)**

- a) Multiple School Context-rural/urban, tribal, schools affiliated to different boards (2hrs)
- b) Changing Role of Personnel in School management :Teacher, Headmaster, and Administrator. (2hrs)
- c) School as a site of( i) curricular engagement (ii) Struggle ( iii)Social Change (2hrs)
- d) Teacher's Autonomy and Academic Freedom (1 hr)
- e) Policies on Education : National Policy for the Empowerment of Women (NPEW),2001  
National Plan of Action for Children( 2005 ), Integrated Child Development Scheme( ICDS)  
National Programme for Education of Girls(2010), Rashtriya Uchchatar Shiksha Abhiyan (RUSA) (4 hrs)
- f) Child with Special Needs (CWSN) - challenges for Education, and Policies on Inclusive Education :  
Integrated Education for Disabled Children (IEDC Scheme),Inclusive Education in RUSA (2hrs)

## **Unit IV – Support Systems of Education and Public Finance : (13hrs)**

- a) Principles and guidelines in organizing the support systems of Education ( 2 hrs)
- b) Department of Public Instruction, Ministry and Other Government Agencies, Academic Institutes :  
role, involvements, issues related to control and autonomy.( 2hrs)
- c) Participation of different stakeholders in school education-role of media, use of technology, NGOs,  
civil society groups, teacher organization, family and local community. (3hrs)

- d) Supports to curricular engagement in schools (1 hr)
- e) Monitoring and Evaluation of schools.(1 hr)
- f) Concepts of Economics in Education (2 hrs)
  - i) Cost of Education
  - ii) Return of Education
- g) Growth of Deemed to be Universities (2 hrs)

**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 discussions around issues and concepts studies in the theory, Web-based learning and PPT presentations

**Practicum:** The student should undertake following activities: ( 34 hrs.)

- i) Self-study on an identified theme and presentation in a seminar followed by discussion.
- ii) Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group

**Essential Readings**

Anderson, R.C., Spiro R.J., and Montanaque, W.E. (Ed.) Schooling and the Acquisition of Knowledge  
PP. Hillsdale, NJ: Erlbaum.

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

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.

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

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.
- Sharma, P. L. (1990). Teachers Handbook on IED-Helping Children with Special Needs. NCERT Publication
- References**
- Banrs, J.A. (1996), Cultural Diversity and Education: Foundations curriculum and teaching (4th ed.) Boston: Allynand, Becon.
- 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.
- 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.
- Freire, P. and Shor, I. (1987). A Pedagogy of Liberation.
- 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.
- Palmer, Joy A, (2001). Fifty Modern Thinkers on Education: From Piaget to the present Day. Routledge Flamer. London. USA. Canada.
- Slattery, Patrick and Dana Rapp. (2002). Ethics and the Foundations of Education- Teaching Convictions in a Postmodern World.
- 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, London York: Continuum.
- .....

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

**Total Credits: 04**

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

**Theory : 51 (3Hrs./week)**

**Practicum :34 (2Hrs./week)**

**Maximum Marks : 100**

**Internal Exam Marks : 25**

**External Exam Marks : 75**

**External Examination Duration : 3 hrs.**

**Objectives:**

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

Acquaint with the process of becoming a good teacher. Understand the process of teaching

Train the trainees to apply innovating teaching techniques in classroom Understand the thought processes of teacher and student,

Develop commitment and accountability within self and among the trainees.

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).
- e) Teacher & teacher educator (2 hrs).

**Unit : II Teaching Process (13 hrs)**

- a) Concept of teaching (1hrs)
- b) Theories of teaching - Behavioristic, Cognitive, Constructivist (5 hrs)
- c) Participatory methods of teaching-Group discussion, Brain storming, problem solving, Activity based teaching (4 hrs)
- d) Reflective Teaching (1 hrs)
- e) Inter relation between learning and Teaching (2 hrs)

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

- a) Perception, Planning and performance cycle in teaching (2hrs)
- b) Modeling in teaching - Bandura's learning theory (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, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar

#### **Practicum : (34 hrs)**

The student Should undertake the following activities

Interviews of two teachers- One performing routine teaching task and one experimental/innovative teacher and preparation of report of characteristics.

Interview of two teachers of different subjects for determination of thought process and perception of teaching.

#### **Essential Readings**

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

#### **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* (7<sup>th</sup> 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**  
**Compulsory Theory Paper**  
**CP-VII Advance Educational Research & Statistics**

**Total Credits: 04**

**Total Hours : 85**

**Theory : 51 (3 hrs. Per week)**

**Practicum : 34 (2 hrs. Per week)**

**Maximum Marks :100**

**Internal Exam Marks :25**

**External Exam Marks :75**

**External Examination Duration:03hrs**

**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 only). (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 (1hr)
- d. Categorization and Clarification (2 hrs)
- e. Analysis of Visual Data, Enumeration (2 hrs)
- f. Identifying Relationship Among Categories (1hr)
- g. Context Analysis (1 hr)
- h. Corroborating (1 hr)
- i. Establishing Credibility (2 hrs)

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

- a .SPSS- Statistical Package for Social Science ( features Only ) (2 hrs)
- b. M.S.Excel – Features of Excel ; Steps in Calculation of Mean / Mode /Median/ 't' and Correlation ; Preparation of graphs : bar diagram, Pie Chart.etc. (3 hrs)
- c. Data Preparation, Logging the Data, Checking the Data for Accuracy (Concept Only) ( 1 hr)
- d. Data Structure (Concept Only) (1 hr)
- e. Use of Computer and Internet for conducting and preparing Research Report – as Word processor; Data processor; and as Graphic processor .Browsing Internet for : for Review of Literature; tools; Research design; Sampling design; Collection of data; Processing of data and Writing the report. (6 hrs)

### **Transaction Mode**

Lecture ; 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)**

The student Should undertake the following activities:

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

## 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 Duratio: 03 Hrs.**

**Objectives :**

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

1. acquaint with concept, scope, Need, History and development of Comparative Education.
2. acquaint with the methods of Comparative Education .
3. study the Problems of Education in World perspective.
4. understand the factors and forces and forces influencing practice of Education.
5. create awareness and develop understanding of system of Education in developing and developed countries.
6. develop the sense of international understanding.
7. 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(13Hrs)**

- 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)
- (f) Teacher Education in Finland (1hr)

**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/Australlia. (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**

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

**Objectives:**

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

understand the global and national commitments towards the education of children with diverse needs;

appreciate the need for promoting inclusive practice and the role and responsibilities of all concerned personnel;

develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education;

understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools;

analyze special education, integrated education, mainstream and inclusive education practices;

identify and utilize existing resources for promoting inclusive practice;

developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs;

appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned;

developing a positive attitude and sense of commitment towards actualizing the right to education of all learners;

preparing a conducive teaching learning environment in varied school settings;

develop the ability to conduct and supervise action research activities;

identifying and utilizing existing support services for promoting inclusive practice

seeking parental and community support for utilizing available resources for education in inclusive settings.

## **Course Content**

### **Unit – I : Special Education (12 hrs.)**

Meaning, scope and need of special education.(3 hrs.)

Difference between special education, integrated education and inclusive education with their advantages and limitations. (3 hrs.)

Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations. (3 hrs.)

Current Laws and policy perspectives supporting IE for children with diverse needs. (3 hrs.)

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

Concept and meaning of diverse needs. (2 hrs.)

Building inclusive learning friendly classrooms, overcoming barriers for inclusion. (3 hrs.)

Creating and sustaining inclusive practices. ( 2 hrs.)

Role of teachers, parents and other community members for supporting inclusion of children with diverse needs. (2 hrs.)

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.)**

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.)

Importance of early detection, functional assessment for development of compensatory skills and intervention programs. (3 hrs.)

Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual and learning disabled.(3 hrs.)



Role of technology for meeting diverse needs of learners. (3 hrs.)

#### **Unit – IV : Curriculum Adaptation, Teacher Preparation and Evaluation for**

##### **Inclusive Education (13 hrs.)**

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.)

Utilization of records/case profiles for identification, assessment and intervention for inclusive classrooms. (3 hrs.)

Skill, competencies, role, responsibilities and professional ethics of an inclusive education teacher and teacher educators. (3 hrs.)

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 :

Conduct a survey in the local area to ascertain the prevailing attitudes/practices towards social, emotional and academic inclusion of children with diverse needs.

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.

Identify suitable research areas in inclusive education.

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.

**Inter-Semester Break(ISB)-II**  
**Ability/Skill Development Course**  
**Academic Writing -I**

**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**

Academic writing is a 'structured research' which addresses topic-based 'research questions' of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic. The objective of academic writing is the presentation of 'new knowledge' via (a) a review of what is currently known about a given topic as (b) the foundation for the author's new views or perspectives on the topic .The most important characteristic of academic writing is that, it aims to be objective, impersonal, accurate and quite formal.

The writing is 'thesis-driven', meaning that the starting point is a particular perspective, idea or 'thesis' on the chosen topic, e.g. establishing, proving or disproving 'answers' to the 'research questions' posed for the topic. In contrast, simply describing a topic without the questions does NOT qualify as "academic writing."

(Source: 'What is Academic Writing ?' Finish Institutions Research Paper (Hopkins), [www.15.uta.fi](http://www.15.uta.fi))

**Objective :** On completion of this course the students will be able to. write a short

research paper / article based on his or her dissertation ( Research Report).

**Activity:**

Write a research paper/article based on one or two research questions /objectives of your own research at M.Ed. level ( Dissertation) under the guidance of the teacher educator.

**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**  
**(Oral /Performance): 01 hr30 min**  
**External Practical Exam Maximum Marks :50**  
**Internal Practical Examination :01 hr 30 min**  
**a. Written /oral /Performance :25 Marks**  
**b. Record of activities (Work book**  
**and Practical File) : 25 Marks**

**Objectives :**

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

1. Understand the fundamentals of e-education
2. Learn how to design e-content for e-teaching
3. Use web sources for effective e-teaching and e-learning
4. Learn about creation and use of LMS & LOR

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

- a. Visit virtual classroom and report (in own hand writing ) 10 hrs
- b. Create Rubric on any topic (Print out) 14 hrs
- c. Create one's own e-portfolio (print out) 10 hrs

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

- a. Prepare a note on different Instructional Designs and ADDIE model (Own handwriting) 14 hrs
- b. Prepare Multimedia Story -board for a topic on school content (10 to 20 slides) ( in Own hand writing) 20 hrs

**Unit III : Use of Web –sources for teaching and learning ( 34 hrs)**

- a. Use synchronous e-resource ‘ Skype’ or ‘Chat’ for e-teaching /e-learning or discussion and give a written report of the procedure (with own classmates) 8 hrs
- b. Use asynchronous e-resource ‘e-mail’ for e-teaching /e-learning (with own classmate )and give a written report of the procedure ) 10 hrs

- c. Make a list of (10 to 20) Open Educational Sources (OER) for a area of study (for Eg .Educational Psychology or Teacher Education etc) ( in Own hand writing) 8 hrs
- d. Prepare a note on Blended and Flipped approach to teaching ( in Own hand writing) 8 hrs

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

- a. Prepare a LOR on a topic of e-education (in Own hand writing) 12 hrs
- b. Prepare a note on Learning Management system (LMS) and Learning Content management system (LCMS) (in Own hand writing) 11hrs
- c. Write a note on Moodle and prepare a note on a topic of e-education to be uploaded and shared on Moodle. (in Own hand writing) 11hrs

**Transaction Mode :**

1. Lecture cum demonstration and hands–on experiences on the use of Computer and Internet for e-teaching e-learning ; development of e-content and browsing on-line resources ; analyses of ready- made software ; Educational visit etc.
2. Student to keep a (i)Work- book for practical work done in Class and (ii) Prepare record of Practicals (in Own handwriting as well as Print-outs of Practicals) and File. Teachers signature to be taken in Work-book as well as in Practical File.

Note:

1. **The External Examiner shall be a recognized M.Ed. teacher and shall not be a Trainer/Staff member/Teacher of the Department/College of Shivaji University**
2. **The External examination to be conducted in the Department/College in which the student is studying**

**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 Technolog 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.

Rejesekaran 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 : McGrawHill. 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).

**M. Ed Semester II**  
**Educational Tour/Visits**

**Total Credits : 01**

**Total marks : 25**

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.

## **M. Ed. Semester II & III**

### **Internship- Teacher Education (INT-TE)**

#### **II Semester**

**Internal Practical Marks : 25**  
**External Practical Marks : 25**  
**Total Credits: 04**

#### **III Semester**

**Internal Practical Marks : 25**  
**External Practical Marks : 25**  
**Maximum 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

Conducting Lectures in D. El .Ed. and B.Ed. Colleges

Observation of Lecture of Student-Teacher/ Teacher Educator

Participation in the Activities conducted in the D. El. Ed. / B.Ed. Colleges

Guidance, Observation and Feedback for Practice Teaching

Administration, Scoring and interpretation of Psychological Test

Organization of any one activity in D. El .Ed. /B.Ed. College

Visit to In-service Training Centre/ SCERT / Text Book Bureau

Observation of In-service Teacher Education Programme

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



**Inter Semester Break I**  
**Ability/Skill Development Course**  
**Academic Writing -II**

**Total Hours -34**

Academic writing is a 'structured research' which addresses topic-based 'research questions' of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic. The objective of academic writing is the presentation of 'new knowledge' via (a) a review of what is currently known about a given topic as (b) the foundation for the author's new views or perspectives on the topic. The most important characteristic of academic writing is that, it aims to be objective, impersonal, accurate and quite formal.

The writing is 'thesis-driven', meaning that the starting point is a particular perspective, idea or 'thesis' on the chosen topic, e.g. establishing, proving or disproving 'answers' to the 'research questions' posed for the topic. In contrast, simply describing a topic without the questions does NOT qualify as "academic writing."

(Source: 'What is Academic Writing ?' Finish Institutions Research Paper (Hopkins), [www.15.uta.fi](http://www.15.uta.fi))

**Objective :** On completion of this course the students will be able to write a short research paper/ article based on his or her dissertation ( Research Report).

**Activity:**

Write a research paper/ article based on one or two research questions / objectives (other than in Academic Writing -I) of your own research at M.Ed. level ( Dissertation).

## 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 Mark : 75**

**External Examination Duration : 03 Hrs.**

#### Objectives :

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

1. understand the concept of History of Education
2. concept and relationship of Politics of Education.
3. concept, role of Educational Policy.
4. Economics and the Economics of Education.
5. acquaint with the Basics of the Economic Model.
6. understand Political Economy and Educational Process.
7. analyse Five years plan and Education with Reference to India.
8. 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 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. ((1 3 hrs)**

- a) The political economy of Education and Development. (2hrs)
- b) The Political Economy and Educational Process. (2 hrs)
- 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 and Report. **(34 hrs)**

1. A Study of Cost of Education at any various level of Education (any one)
2. Critically analyse five year plan (any one) with reference to Education .
3. Preparation of report on Financing Higher Education in India of any one five year plan
4. Critical analysis of Investment in Education in different states in India.(Report writing and group presentation)
5. A study of Role of Centre and State in monitoring Educational Schemes.(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/](http://www.planningcommission.gov.in/)

[www.nuepa.org/](http://www.nuepa.org/)

**M.Ed. Semester-III**  
**Compulsory Theory Paper**  
**CP-X Sociology of Education**

**Total Credits : 04**  
**Total Hours : 85 (5 hrs. Per Week)**  
**Theory :51 (3 hrs. Per week)**  
**Practicum :34 (2 hrs. Per week)**

**Maximum Marks : 100**  
**Internal Exam Marks: 25**  
**External Exam Marks : 75**  
**External Examination Duration: 3 hrs.**

**Objectives:**

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

- 1.Understand the concept of Sociology of Education and Sociology of Education.
- 2.Understand the Socio-cultural context of Education in India.
- 3.Critically analyze the role of Education in resolving social issues.
- 4.Understand the changing nature of Society and Education in 21<sup>st</sup> Century.
- 5.Critically analyze the role of Education in Sustainable Development and Creating a culture of Peace

**Course Content**

**Unit -I Sociology and Education (12 hrs.)**

Meaning and need of Sociology and Sociology of Education. (1 hr.)

Education as a Sub-system of Society; School as a Social System. (2 hrs.)

Social Stratification, Social Mobility and Education (2 hrs.)

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.)

Process of Socialization and acculturation of the child- Critical appraisal of the role of School, Parents, Peer group and Community (2 hrs.)

Parent Education - concept, need, objectives and practices. (2 hrs.)

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

Social purposes of Education. (1 hr.)

Role of Education with reference to: Democratic, Secular, Socialistic and humane society. (3 hrs.)

Understanding diversities in Contemporary Indian Society: multilingual and multi cultural, Role of Education in multicultural society. (2 hrs.)

Equality of Educational Opportunity and Social Justice- Role of Education (2 hrs.)

Education for Naturalism and International Understanding (2 hrs.)

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

## **Unit-III The Changing Nature of Society and Education in 21<sup>st</sup> Century (13 hrs.)**

Impact of Science & Technology on Society and Education (2 hrs.)

Modernity & Post modernity: Concepts of Modernity and Post modernity, Role of Education under modernity and post modernity (4 hrs.)

Globalization: Meaning and Scope, Challenges before Education (2 hrs.)

Learning Society: Concept, characteristics and Role of Education. (2 hrs.)

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.)**

a) Sustainable Development: concept, dimensions and principles (1 hr.)

b) Education for Sustainable Development: concept, need, aims, curriculum, teaching-learning and role of the teacher, need of an Interdisciplinary approach (3 hrs.)

c) Education for Gender Equity –need and importance with special reference to India, Role of education in Women Empowerment (2 hrs.)

d) Human Rights Education: Concept, need, Role of education with reference to Human

Rights, Concept of right Based Schools. (2 hrs.)

e) 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.)

### **Transaction Mode**

Lecture-cum -discussion ,Group discussion, Lecture-cum-discussion, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar

### **Practicum (34 Hrs)**

The students should undertake the following activities and Report.

Visit to an NGO working for resolving Social issues and report.

Study of use of Science and Technology in School. (Any one School)

Interview of parents from different Socio-cultural families (any three) with reference to the Socialization 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) 5<sup>th</sup> 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 SamaiyaPublishing Co.

Maubnhein K.(1962) An Introduction to sociology of Education, Routledge andKegan Paul, London

M.H.R.D. (1990) Towards an Enlightened and Human Society. Department ofEducation, New Delhi

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

## References

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

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

#### Objectives:

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

- 1.Understand the nature, concept, objectives and structure of teacher education.
- 2.Critically examine the development of teacher education in India.
- 3.Critically analyze the curriculum of pre service teacher education.
- 4.Critically analyze the present in-service teacher education programmes.
- 5.Understand the issue and researches in the area of teacher education

#### Course Content

##### Unit : I Teacher Education: Concept, Meaning, Modes and Development (13 hrs)

- a) Concept, Meaning and Nature of teacher education (2 hrs)
- b) Aims and objectives of teacher education. (3 hrs)
- c) Various modes of teacher education-Full time, Part time, ODL, & Integrated mode, and on line (3 hrs)
- d)Development of teacher education in India. (2 hrs)
- e)Recommendations of various National & International commissions related to teacher education. (3 hrs)

##### Unit : II Pre service Teacher Education (13 hrs)

- a) Components of Pre service teacher education. (2 hrs)
- b) National Curriculum Framework- 1978,1988,1998,2000 & 2015 (2 hrs)
- c) Teacher education curriculum at different levels(2 hrs)
- d) Curriculum transactional strategies - Interactive lectures, Demonstration, Workshops, assignments, Projects. (3 hrs)
- e) Management of school experiences and Internship. (2 hrs)
- f) Assessment and evaluation of each component of Curriculum. (2 hrs)

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

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



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

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

- a) Areas of researches in teacher education. (3 hrs)
- b) Issues in teacher education and related researches. (3 hrs)
- c) Research Trends in teacher education. (3 hrs)
- d) Future of Teacher Education. (3 hrs)

**Transaction Mode**

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

**Practicum : (34 hrs)**

The student should undertake the following activities

1. Analysis of curriculum of teacher education at any level with respect to the objectives of that level of teacher education given by NCTE.
2. Preparation of a tool for identifying the training needs of teachers, administer the tool and prepare a programme 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* (7<sup>th</sup> 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-XII A- Perspectives in Elementary Education**

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

### **Objectives**

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

1. understand the context of elementary education
2. understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
3. Understand the development of elementary education in India after independence
4. reflect on the relevance of strategies and programmes of UEE.

### **Course Content**

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

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)

Influence of home, school and community related factors on child's development. (2hrs)

Nature and focus of Elementary Education after independence. (2 hrs)

Relevance of educational thought of Mahatama Gandhi and Tagore and Gijubhai Badheka to elementary education. (2hrs)

Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to Education (Education as a Fundamental Right) (2hrs)

Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005. (2hrs)

#### **Unit II- UEE: Objectives and Challenges (13hrs)**

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. (4 hrs)

- c. Access and enrolment of different types of learners-issues and challenges.(3 hrs)
- d. Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution. (4 hrs)

### **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 : (34 hrs)**

The student teacher should undertake the following activities:

1. Prepare a status report on Elementary Education in five schools from one block with reference to :
  - i. Classroom process, access and enrolment
  - ii. Retention/participation
  - iii. Dropout and learning achievementand present in a seminar.
2. Survey of five schools to study the implementation of different programmes & Govt. schemes.

**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 Fulton 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 and Senior Secondary Education**

#### **SP-XII B) Perspectives In Secondary and Senior Secondary Education**

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

### **Objectives**

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

1. understand the nature-scope and systems of secondary and senior secondary Education
2. understand the problem and challenges related to secondary and senior secondary Education
3. understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
4. 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
5. understand the nature of education for multiple intelligence
6. learn the modalities of educational projection

### **Course Content**

#### **UNIT-I Nature, Scope & Status of Secondary and Senior Secondary Education (13 hrs.)**

- a) Nature, Scope, function and systems of Secondary and Senior Secondary Education (2 hrs.)
- b) Status of Secondary and Senior Secondary (2 hrs.)
- c) Process of teaching-learning of adolescent (2 hrs.)
- d) Exposure to integrated and subject specific streams guidelines and counseling

strategies to meet changing physiological and sociological requirements. (3 hrs.)

e) Education for Multiple Intelligence (2 hrs.)

f) Educational Projection (2 hrs.)

## **Unit II- Context of Secondary and Senior Secondary Education – (13hrs)**

a) 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)

b) Influence of home, peer group school and community related factors on child's development. (2hrs)

c) Nature and focus of secondary education after independence. (2 hrs)

d) Constitutional provision for education and Directive Principles related to Secondary & senior secondary education and their implications (2hrs)

e) Secondary & Senior Secondary Education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005. (3hrs)

## **UNIT-III Problems and Challenges of Secondary and**

### **Senior Secondary Education (13 hrs.)**

a) Problems and challenges related to universalisation of Secondary Education (2 hrs.)

b) Problems and Strategies of Alternative Schooling at Secondary Stage (2 hrs.)

c) Problems / challenges / strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities (3hrs.)

d) Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problem (2 hrs.)

e) Classroom problems discipline, under achievement, lack of motivation slow learners, delinquency and maladjustment (2 hrs.)

f) 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.)**

a) Madhyamic Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.(4hrs)

b) Vocationalisation of education (2 hrs.)

c) Development of attitude ,critical & creative thinking, Values among children (3 hrs.)

d) 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.

## **Practicum : (34 hrs)**

The student teacher should complete any two of the following:

1. Prepare status report on any two secondary or senior secondary school/institution in a chosen block/district with reference to enrolment, equity and achievement.
2. Prepare a report on the method of recruitment and salary status of any five teachers.
3. Conduct a survey of five secondary schools with respect to causes of under achievement in a specific subject (Maths/ English etc.) and suggest remedies.
4. Visit different types of secondary schools (Two) and prepare school profiles.
5. Conduct an interview with teachers/students/parents of different schools on problems of secondary education and prepare a report .

## **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 CABE Committee, New Delhi

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- 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 (1964-66) *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**

### **Internship- Specialization**

#### **Elementary / Secondary & Senior Secondary Education**

##### **III Semester**

**Internal Internship Practical Marks : 25**

**External Internship Practical Marks : 25**

**Total Credits: 04**

##### **IV Semester**

**Internal Internship Practical Marks : 25**

**External Internship Practical Marks : 25**

**Maximum Marks : 100**

**It will comprise the following activities:**

**I) One week internship** will be in the respective School for observation of school practices, conducting the interviews of Head Masters and Experienced Teachers.

**II) The remaining Internship will be of Three weeks.**

- 1) Observation of all types of school records.
- 2) Conducting one Lesson using Innovative Teaching Technique
- 3) Preparation and Administration of any two innovative evaluation techniques at school level.
- 4) Participation in any Art Education / Physical Education / Work experience programme. at school level.
- 5) Conducting one constructivist Lesson at school level.
- 6) Preparation & use of curricular material resources for development of values attitude / higher level thinking.
- 7) Preparation of remedial programme for low scorers.

**M.Ed. Semester III & IV**  
**Specialization Practicum ( INT-SPE)**

**III Semester**  
**Internal Internship Practical Marks : 25**  
**External Internship Practical Marks : 25**  
**Total Credits: 04**

**IV Semester**  
**Internal Internship Practical Marks : 25**  
**External Internship Practical Marks : 25**  
**Maximum Marks : 100**

Analysis of Policy and Financing of Education Elemental / Secondary / Senior Secondary Education in India.

Study of Approaches and alternatives in Educational Planning

Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.

Select any one current practice in Elementary/Secondary Teacher Education and trace the background of its formulation as a policy.

A review of researches in any one area of research in Elementary/Secondary & Senior Secondary Education and write its policy implications.

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**

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

**Theory : 51 (3Hrs./week)**

**Practicum :34 (2Hrs./week)**

**Maximum Marks : 100**

**Internal Exam Marks : 25**

**External Exam Marks : 75**

**External Examination Duration : 3 hrs.**

**Objectives:**

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

1. understand the concept, nature, components and factors affecting on the curriculum.
2. acquaint with the approached and models of curriculum
3. analyze any curriculum with respect to context, issues and factors.
4. evaluate any curriculum.
5. Understand the process of curriculum development.

**Course Content**

**Unit : I Curriculum-Concept, Nature and Components (12 hrs)**

- a) Curriculum - meaning, concept, nature (3 hrs)
- b) Components of curriculum. (3 hrs)
- c) Levels of curriculum-Global, National, State, regional (3 hrs)
- d) Relation among Curriculum, Syllabus, Text-book & Learning Environment. (3 hrs)
- e) Curriculum mapping (4 hrs)

**Unit : II Curriculum Construction (13 hrs)**

- a) Factors to be Considered in Curriculum - Social, Political, Economic (3hrs)
- b) Social cultural, multicultural contexts and curriculum construction (3 hrs)
- c) Critical issues in curriculum construction-environment gender, inclusive, value (3 hrs)
- d) Principles of curriculum construction. (2 hrs)
- e) Hidden curriculum.(2 hrs)

### **Unit : III Development of curriculum (13 hrs)**

- a) Setting of goals, Aims and objectives.(3 hrs)
- b) Selection of knowledge and organization of content & Learning Resources (3 hrs)
- c) Approaches of curriculum construction (3hrs)
- d) Models of curriculum development (3hrs)
- e) Curricular engagement (1hr)

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

- a) Transaction of curriculum (1 hr)
- b) Continuous evaluation of curriculum (2 hrs)
- c) Feed back from Learner, Teacher, Administrate for & society. (3 hrs)
- d) Review & Revision of curriculum (3 hrs)
- e) Curriculum mapping (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

### **Practical Work: (34 hrs)**

Practical No 1 is compulsory, between 2 & 3 select any one.

1. Analysis of any Higher Education level curriculum with respect to the issues in India.
2. Preparation of a tool for evaluation of a curriculum at any level of education, collection of feed back from one principal, 5 Teachers, 5 parents and 5 students and report.
3. 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-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 )**

**Maximum Marks : 100**  
**Internal Exam Marks :25**  
**External Exam Marks : 75**  
**External Exam 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 elementary stage
2. reflect on the need and importance of work experience, art education and health and physical education
3. understand the importance of teaching of language and mathematics at elementary level
4. develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS elementary level
5. develop research insight for curriculum development in elementary education.

**Course Content**

**Unit I– Principles of Elementary level Curriculum (13 hrs)**

Concept, components and determinants of curriculum (2hrs)

Principles of curriculum construction, criteria for selection and organisation of content and learning activities (3hrs)

Different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist (3hrs)

Evaluation of curriculum – formative and summative(2hrs)

Techniques and tools of assessing cognitive abilities, affective learning, skills and processes 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 Elementary Education (12 hrs)**

Place of language in elementary school curriculum (1hr)

objectives of teaching mother-tongue/language(s) - listening, reading, speaking and writing (2hrs)

- c. 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)
- d. Evaluation and remedial teaching with reference to the above language skills (2hrs)

- e. psycho-linguistic and socio-linguistic aspects of language learning and factors influencing language development (3hrs)

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

Need for developing environmental awareness, population awareness, family welfare awareness (2hrs)

place of environmental studies/social sciences and natural sciences and mathematics in elementary school curriculum (2hrs)

objectives, content and process in learning, organization of learning experiences (2hrs)

Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching (3hrs)

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)

Evaluation of learning in Science, Social Science & mathematics; diagnosis and remediation of difficulties in learning mathematics ( 3hrs)

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

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)

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)

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

### **Practicum: (34 hrs)**

The student teacher may undertake **any two** 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 low achievers. (non-masters)
- Evaluation of art education/ health and physical education programme 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 Senior Secondary Education**

##### **SP-XIV (B) Curriculum and Evaluation in Secondary & Senior Secondary Education**

**Total Credits : 04**

**Total Hours : 85**

**Theory :51 (3 hrs. Per week)**

**Practicum :34 (2 hrs. Per week)**

**Maximum Marks : 100**

**Internal Exam Marks : 25**

**External Exam Marks: 75**

**External Examination Duration: 03 hrs.**

#### **Objectives**

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

develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage

understand the importance of teaching of language science and mathematics at secondary level

develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level

develop research insight for curriculum development in secondary level education.

understand the nature and uses of different types of tools and techniques of evaluation in education

acquire the skill to construct the achievement and diagnostic tests

administer the tests and interpret the best scores and its implication to students and parents

#### **Course Content**

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

Concept, components and determinants of curriculum (1 hr.)

Principles of curriculum construction (1 hr.)

Criteria for selection and organisation of content and learning activities(2 hrs.)

Designing integrated and interdisciplinary learning experiences(2 hrs.)

Different – Principles of School Curriculum Development at Secondary and Senior Secondary Level (2 hrs.)

Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist (2 hrs.)

Evaluation of curriculum – formative and summative (1 hr.)

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.)**

### **Language Curriculum(4 hrs.)**

Focus on three - 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.

### **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, Biology 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 taking into account recent advances in the field.

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

Conceptual understanding of the content Development of ability to think independently and reflect critically on social issues.

Curricula at secondary stage: history, geography, civics economics

Curricula at + 2 stage: political science, geography, history, economics, sociology and psychology.

## **Unit III Educational Evaluation - Meaning ,Nature, Functions and Types(12 hrs.)**

Meaning, nature and functions of evaluation (2 hrs.)

Difference between measurement, and evaluation, assessment, testing, appraisal and examination (3 hrs.)

Types of evaluation - formative, diagnostic and summative evaluation. (4 hrs.)

Continuous and comprehensive evaluation. (3 hrs.)

## **Unit IV Educational Evaluation - Tools and Techniques (13 hrs.)**

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.)

Characteristics of good test-objectivity, reliability, validity, usability (2 hrs.) Planning of tests; content-analysis,

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.)

Construction of a diagnostic test-steps and guidelines (1hr.)

Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results (2 hrs.)

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, CUBE 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)**

The students may undertake any two of the following activities:

Prepare criteria for Critical analysis of syllabus /textbooks

Critical analysis of current syllabus of teacher education developed by various agencies at National/State/University level.

Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National Organizations) observed visited and analysis of the own experiences.

Evaluation of syllabus related to teacher education of any state either at secondary or senior secondary level.

Preparation, administration and interpretation of a diagnostic test.

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.

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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 Practitce. Rand Menally & Co., Chicago.

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Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

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

**Total Credits : 04**

**Total Hours : 85 ( 5 hrs per week )**  
**( in 17 weeks/102 days)**

**Theory : 51 (3hrs /week)**

**Practicum : 34(2hrs/week)**

**Maximum Marks :100**

**Internal Examination Marks : 25**

**External Examination Marks : 75**

**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 activities / programmes

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

- a. Characteristics of ( 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 socio-political 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. Culture 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 ( 1hr)
- 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: (34 hrs)**

The students should undertake of the following activities:

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 Use 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](http://www.newhorizons.org)
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- Miller, R. (2006). *What is Education For?* [www.pathsoflearning.net](http://www.pathsoflearning.net)
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- Murthy, C.G.V. et al. (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.
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- Neill, A S. (1992). *Summerhill School – A new view of childhood*. New York: St. Martin's Griffin.
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- Sibia, A. (2006). *Life at Mirambika: A free progress school*. New Delhi: NCERT.
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- Sykes, M. (1988). *The story of Nai Taleem*. Vardha: Nai Taleem Samiti,
- Sevagram. Tagore, R. (1918). *The parrot story*. [www.parabaas.com](http://www.parabaas.com)

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

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

**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 Secondary & Senior secondary level
3. Identify, Select, Prepare and Use Learning Resources.
4. Design Constructivist Teaching and Learning activities / programmer

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

- a. Characteristics of 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 socio-political 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. Culture specific pedagogies ( 1hrs.)
- d. Project , & Visits and their educational implication: meaning and types of Projects & Functions of Projects . ( 3hrs.)
- e. 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 resource (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, and 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: (34 hrs.)**

The students should undertake of the following activities and Report:

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 Use of ICT mediated resource for conducting one lesson of secondary or Senior secondary 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*.

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- 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.
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- 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
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- 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](http://www.parabaas.com)

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

Total Credits : 04	Maximum Exam Marks :100
Total Hrs : 85 ( 5 hrs per week )	Internal Exam : 25
Theory : 51 (3hrs /week	External Exam :75
Practicum : 34(2hrs/week)	Duration : 3 hrs

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

1. Gain insight into the need and objectives of elementary teacher education,
2. Understand the development of elementary teacher education in post-independent India,
3. Gain insight into the existing pre-service teacher education programmes and their organisational aspects,
4. Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education,
5. 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)**

Teaching skills and competencies required for an elementary school teacher, the need for education and training of teachers (3hrs)

Code of ethics for Elementary Teacher (1 hrs)

Expectations of NCF 2005 from teacher as a professional practitioner ( 2hrs)

Academic and professional qualification of an elementary school teacher – analysis of status. (3 hrs)

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)**

Rationale for pre -service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility requirements (2 hrs)

Pre Service Teacher Education: Orientation, objectives, curriculum components, weightages and organizations (1hr)

Theoretical inputs in Teacher Education, Foundation Courses and teaching methods of different school subjects – content, rationale, objectives and organization (3hrs)

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.) Organizing learning skills – awareness, observation, practice in

simulated and practice in real conditions, internship, laboratory, school attachment .Supervising student teaching – objectives, tools and techniques (5hrs)

Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques (2hrs)

### **Unit III– Teacher Training Institutions, Methods and Techniques (13 hrs )**

#### a. Resource Institutions for Teachers and Trainer (6 hrs)

Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes NCTE – objectives, functions and roles in quality control of teacher education  
Professional associations of teachers/trainers – roles and functions

#### b. 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)

#### c. Using ET resources in training – films, studios and videos (2hrs)

#### d. Use ICT in Training (2hrs)

### **Unit IV– In-service Teacher Training (13 hrs)**

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 Teacher training programme (5 hrs)

Different formats – workshops, seminars, on line Training institutes, courses and their features (4hrs)

Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills) (4hrs)

### **Transactional Mode**

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

### **Practicum :(34 hrs)**

The students may undertake any two of the following:

1. Critical study of existing Teacher teacher education curriculum of a state
2. Preparing a training plan (design) for the in-service training of specified target group on a specified theme
3. Demonstrating a Teacher training technique with peers

4. Constructing a tool for evaluation of specified skills/understanding/attitudes
5. 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.
- 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, London.



**M .Ed Semester IV**  
**Specialization Paper**  
**SP – XVI (B) - Secondary & Senior Secondary Teacher Education**

<b>Total Credits : 04</b>	<b>Maximum Exam Marks :100</b>
<b>Total Hrs : 85 ( 5 hrs per week )</b>	<b>Internal Exam : 25</b>
<b>Theory : 51 (3hrs /week</b>	<b>External Exam :75</b>
<b>Practicum : 34(2hrs/week)</b>	<b>Duration : 3 hrs</b>

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

1. Gain insight into the need and objectives of secondary teacher education,
2. Understand the development of secondary teacher education in post-independent India,
3. Gain insight into the existing pre-service teacher education programmes and their organisational aspects,
4. Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with education,
5. Develop understanding of status of secondary & senior secondary 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 for secondary & senior secondary school teacher, the need for education and training of teachers (3hrs)
- b. Code of ethics for secondary & senior Secondary teachers (1 hr)
- c. Expectations of NCF 2005 from teacher as a professional practitioner ( 2hrs)
- d.. Academic and professional qualification of secondary & senior Secondary school teacher – analysis of status. (3hrs)
- e..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)**

- a.Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility, requirements (2 hrs)
- b.Pre service Teacher Education: 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 ontexual 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)
- e. Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques (2hrs)

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

- a. Resource Institutions for Teachers Trainer ( 6 hrs)
- Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes
- NCTE – objectives, functions and roles in quality control of teacher education Professional associations of teachers/trainers – roles and functions
- b. 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)
- c.Using ET resources in training – films, studios and videos (2hrs) d.Using 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 Teacher training programmer (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) (3hrs)
- Rashtriya Madhymik Shiksha Abhiyan ( 2 hrs.)
- d. Resource Institutions for Teachers and Trainer

### **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 two of the following

1. Critical study of existing teacher education curriculum of any University

2. Preparing a training plan (design) for the in-service teacher training of specified target group on a specified theme
3. Demonstrating a teacher training technique with peers
4. Constructing a tool for evaluation of specified skills/understanding/attitudes
5. Evaluation of any one of the in-service teacher training programmer organized 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.
- Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
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- 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, London.

## ACKNOWLEDGEMENT

NCTE New Delhi, vide the Gazette of India Extraordinary part – III, Section 4,  
Published on

Monday, December 1, 2014 new norms and standards for Master of Education (M.Ed.) Programme  
for whole

of India to be implemented from June 2015. Appendix – 5 of the said Gazette refers to the new  
norms of the

M. Ed. Programme, wherein M.Ed. programme is to be conducted as Two year professional  
programme in

the field of Teacher Education (page No. 120).

In response to above, Shivaji University, Kolhapur, has undertaken to revise M.Ed.  
Course as per the

New NCTE norms with effect from June 2015. The structure and syllabus of the M.Ed. Two year  
Semester

Course has been prepared by the M.Ed. teachers of the Department under the Chairmanship of  
the Head.