



Accredited By
NAAC
(2009)

SHIVAJI UNIVERSITY, KOLHAPUR - 416 004, MAHARASHTRA

PHONE : EPABX- 2609000 GRAM : UNISHIVAJI

FAX : 0091 - 0231 - 2691533 & 0091 - 0231 - 2692333 - BOS 2609094

शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र

दुरध्वनी : (ईपीएबीएक्स) २६०९००० (बी .ओ .एस .२६०९०९४) तार : युनिशिवाजी

फॅक्स : ००९१ - ०२३१ - २६९१५३३ व २६९२३३३. e - mail : bos@unishivaji.ac.in

जा.क्र./अ.मं/एज्यु/एम.एड/9515

दिनांक: 5.1.2013

प्राचार्य,
सर्व संलग्नित एम.एड. महाविद्यालये,
शिवाजी विद्यापीठ,
कोल्हापूर.

विषय:- दुरुस्तीबाबत.

संदर्भ:-इकडील कार्यालयाचे पत्र

जा.क्र./एस.यु/बीओएस/एज्यु/एम.एड/4603 दि.22.8.2012

महोदय/ महोदया,

उपरोक्त विषयसंदर्भात विद्यापीठ अधिकार मंडळाने घेतलेल्या निर्णयास अनुसरून आपणांस आदेशान्वये कळविण्यात येते की, शैक्षणिक वर्ष 2012-13 पासून लागू केलेल्या एम.एड (Annual Pattern) या अभ्यासक्रमात दुरुस्ती करण्यात आली आहे. उपरोक्त अभ्यासक्रम विद्यापीठाच्या www.unishivaji.ac.in या संकेतस्थळावर उपलब्ध करणेत आलेला आहे. सोबत सुधारित अभ्यासक्रमाची सी.डी.जोडलेली आहे.

उपरोक्त बाब सर्व संबंधित शिक्षक व विद्यार्थी यांच्या निदर्शनास आणावी.

कळावे,

आपला विश्वासू,

Sd/-

उपकुलसचिव

सोबत- वरीलप्रमाणे

प्रत:-

- 1.अधिष्ठाता, शिक्षणशास्त्र विद्याशाखा
- 2.अध्यक्ष शिक्षणशास्त्र अभ्यास मंडळ
- 3.परीक्षक नियुक्ती विभाग
- 4.पी.जी. संलग्नता विभाग
- 5.इतर परीक्षा विभाग-3
- 6.पात्रता विभाग
- 7.संगणक केंद्र

} यांना माहितीसाठी
यांना माहितीसाठी व
पुढील योग्यत्या कार्यवाहीसाठी

SHIVAJI UNIVERSITY, KOLHAPUR



Structure and Syllabus for Degree of Master of Education

M. Ed Regular ONE YEAR Course – Annual Pattern

Introduced from June 2012

(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 one - year Course Annual Pattern

Introduced from June,2012 onwards.

(Subject to the modifications made from time to time)

The General Objectives of M.Ed. Course are:

- i) To prepare professional personnel required for staffing of the Colleges of Education.
- ii) To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational Research and Educational planning.
- iii) To prepare personnel for various educational services.

Ed.1. Duration of the course

The course for the Master's Degree in Education Regular, one - year, Annual Pattern shall be of one academic year having two terms. The Terms and vacations of the course shall be as prescribed by the University from time to time.

Ed.2. Eligibility

A candidate, who has passed the B. Ed. Examination of this University or any other University recognized as equivalent there to shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part. In the case of SC/ST students this percentage of marks shall be at least 45%, subject to revision by the university from time to time.

R.Ed. 1 Eligibility for Admission

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

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

Ed.4 The Examination for the Degree of M.Ed. course shall be by Papers, Practicals, Seminar, Field based experience(Internship), Dissertation and Viva-Voce

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

In each term in each paper/practical/ activities/seminar a student should put-in at least a minimum 75% attendance, subject to the general provisions existing in the University for condonation of attendance, provided a student who falls short of the required minimum of attendance in the first or second term shall make good the same in the next year I term II term as the case may be.

Student shall attend the lectures and undertake activities (Components under each Head) of the course in each term as prescribed by the University.

In case a student remains absent for a particular component he/she will have to make good the same in subsequent year.

Table No 1

Theory Papers	Int. Marks	Ext. Marks	Hours	Credit
Head –I				
Compulsory and Optional theory Papers				
Compulsory Papers				
Paper I - Education as a field of study	20	80	150	10
Paper II - Learner and learning process	20	80	150	10
Paper III - Research and Statistics in Education-	20	80	150	10
Paper IV - Teacher Education	20	80	150	10
Paper V- Educational Technology and ICT	20	80	150	10
Optional Papers				
Paper VI – (Optional) Field of Specialization:	20	80	150	10
Any ONE from the following				
A - Guidance and Counselling				
B - Secondary and Higher Secondary Education				
C - Education Management & Planning				
D - Distance Education and Open Learning				
Paper VII (Optional) Field of Specialization :				
Any ONE from the following	20	80	150	10
*E - Inclusive Education Education for Disadvantaged Groups				
F - Pedagogy of Social Science Education				
G - Pedagogy of Language Education				
*H - Pedagogy of Science Education				
I - Pedagogy of Maths Education				
Head II				
i Seminar (2)	50		30	2
ii Internal examination (2)	50		30	2
Head III				
Filed Based Experiences related (Internship) related to B.Ed and D.Ed. course				
i. B.Ed. course	100		30	2
ii. D.Ed. course	100		30	2
Head IV				
i. Dissertation work	100			
ii.Viva_voce (dissertation and related to all practicals)	50		45	3
Head V				
Common Practical's (10)	100		30	2
Educational tour/ Visits to educational institutions.	50		15	1
Total	740	560	1260	84

Structure of the M.Ed One-Year Course Annual System

Details of M.Ed. Internship and Seminar, Common practicals.

Sr. No.	Topic & Details	Marks	Hours
1	<p>Internship</p> <p>a) Orientation about Internship b) orientation about Lecture c) Orientation about Innovation d) Orientation about Lesson Plan guidance and feed back</p> <p>Students :</p> <p>One common lecture (B.Ed.& D.Ed.) One Method lecture (B.Ed.& D.Ed.) (Teacher Educator should finalize lecture note) Guidance one lesson Plan and Observation of the lesson and give student feedback (B.Ed.& M.Ed.) Arrange Panel Discussion or Brain storming or debating (new and learning teaching strategy) (B.Ed.)</p>	<p>50 50 20 20 20 40</p>	
2	<p>Seminar – 2</p> <p>a) Each student will be giving two seminars b) Seminar topics will be based on following broad themes</p> <ol style="list-style-type: none"> Current Education concerns Topics from SET, NET Syllabus which are not covered in the syllabus New Trends in syllabus which are not covered in syllabus <p>Marking distribution</p> <p>Preparation Presentation Defense</p>	<p>50 10 10 05</p>	
3	<p>Common Practical's</p> <p>All following practical's are compulsory in syllabus. Every Practical's mark should be given on the basis of the performance of the student.</p> <p>Preparation and presentation</p> <ol style="list-style-type: none"> Brain Storming Panel discussion Communication skill S.W.O.T. Analysis Stress Management Time Management Content Enrichment In Expensive Teaching Material Goal Fixing D.I.E.T. Visit 	<p>(Total-100)</p> <p>10 10 10 10 10 10 10 10 10 10</p>	

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 one academic year as prescribed in the scheme of examination.

SCHEME OF EXAMINATION

An Annual examination will be held at the end of the M.Ed. Regular course.

To pass the M. Ed Course Examination a candidate must obtain and complete

- i) at least 40% marks in each theory paper separately and 50% marks in aggregate of all the theory papers of Head- I,
- ii) at least 40% marks in each component of Head- II, Head- III , Head -IV, Head- V separately and 50% marks in aggregate for each Head.
- iii) the work related to : Head VI

TableNo. 2

CONVERSION OF MARKS INTO GRADE -POINT , LETTER- GRADE AND CLASS.

Aggregate Marks in each

<u>Head/Total Percentage</u>	<u>Grade point</u>	<u>Letter Grade</u>	<u>Class</u>
75-100	5.50-6.00	O	Distinction
65-74	4.50-5.49	A+	First Class
60-64	4.00-4.49	A	First Class
55-59	3.50-3.99	B+	Higher Second
50-54	3.00-3.49	B	Second Class/Pass Class
0-49	0.00-2.99	F	Fail

ATTENDENCE

To complete the course the student is required to acquire a minimum of **75%** attendance in all Heads of the M.Ed. course.

CLASS

For declaration of class the cumulative grade-point average of different Heads of the Course and the equivalent grade will be considered.

After the final examination the mark sheet will contain marks, grade and class.

(IMPROVEMENT OF CLASS)

Persons who hold a Pass or Second class at the M.Ed. & who appear for the same examination in the same subjects in order to improve their class to secure Higher Second Class shall be allowed to do so as per the provisions of the following rules :-

- 1 The concession to re-appear will be available only to the holders of the Master's degree of this University.
- 2 Persons holding M.Ed. degree of this University in the second class & desirous of reappearing for the same examination for improvement of class shall be given three chances to do so within a period of six years from his/her first passing the said examination in the second class. The teacher in DIET, D. Ed, Junior or Senior College intending to reappear under these rules, will have three chance to improve his/her class within a period of six years from the date of his appointment, for the students appearing with M.Ed. Syllabus of June, 2003. and with M. Ed syllabus of June 2008 .
- 3 The students who reappear for examination for improvement of class will be required to appear for a minimum of 2 theory papers at a time.

REPEATER RULES

A candidate intending to reappear at the M.Ed. Examination under these rules shall be allowed to do so without keeping fresh term, if he/she has 75% Attendance (Hours) for each Head given in the structure of the course for student appearing with the syllabus of June,2008.

A candidate intending to reappear at the M.Ed. Examination in the consecutive year shall have to appear for the theory examination in the paper(s) he/she has failed and /or has scored very low marks in the paper (s) of the concerned examination.

A candidate intending to reappear for the M.Ed. Examination of this University under these rules shall be governed by the rules and regulations relating to the course & syllabus, which may be prescribed by the University authorities for the regular students of the M.Ed. Course of this University from time to time. It is entirely the responsibility of the candidate to ascertain that the papers he/she chooses to appear for examination are a part of the syllabus in force and are actually taught for the said examination.

The result of the candidate appearing for M.Ed. Examination under these rules will be declared only if he/she passes the whole examination in a class higher than the one he/ she possesses. The marks obtained by the candidate whose class is not improved will be made known to him/her on request & on the payment of prescribed fees.

A candidate re-appearing for the M.Ed. examination under these rules & obtaining higher second class shall not be eligible to appear again for the same examination in the same subject(s) or for securing a class higher than the higher second class.

A candidate passing any of the post-graduate examination above under these rules shall be not eligible to receive any prize, scholarship etc. instituted by the University & he/she shall also not be entitled to a merit certificate from the University. If a candidate is unable to get a higher class under this scheme, his/her previous performance in the corresponding examination shall hold good.

A candidate who improve his class under this scheme shall have to surrender his "previous Degree Certificate" to the Shivaji University. In the absence of this the Degree Under the "Improvement of class scheme" will be not be conferred on him.

Note : 1) The structure and syllabus is different from that of the previous M.Ed. Courses of Shivaji University. Hence the earlier M.Ed. course(s) cannot be equated.
2) The Repeater candidates who have under gone the M.Ed. course of the syllabus of June, 2003 will be allowed to appear as per the old Rules with the same syllabus as per the rules of the university.

Equivalence of M.Ed. Syllabus Annual Pattern

Pre-revised syllabus of June-2009	Revised Syllabus of June-2012
Paper-I : Philosophical and Sociological Foundation of Education.	Paper-I : Education as a field of study
Paper-II : Psychological Foundation of Education	Paper-II : Learner and Learning process
Paper-III : Research and Statistics in Education	Paper-III : Research and Statistics in Education
Paper-IV : Teacher Education	Paper-IV : Teacher Education
Paper-V : Information Technology and Education (Compulsory)	Paper-V : Educational Technology and ICT
Paper-V : Information Technology and Education Technology (Compulsory)	
Paper-VI : B- Educational measurement and evaluation (optional)	Paper-VI : B
Paper-VI : C- Environmental Education (Optional)	Paper-VI : A- Guidance and Counseling (Optional)
Paper-VI : D- Guidance and Counseling (Optional)	Paper-VII : G- Pedagogy of Language Education (Optional)
Paper-VII : F- Language Education (Optional)	Paper-VII : C- Education Management and Planning (Optional)
Paper-VII : G- Management planning and Financing of Education (Optional)	Paper-VII : H- Pedagogy of Science Education (Optional)
Paper-VII : H- Science Education (Optional)	Paper-VII : E- Inclusive Education for Disadvantaged groups (Optional)
Paper-VII : I- Special Education (Optional)	Paper-VII : F- Pedagogy of Social Science Education (Optional)
	Paper-VII : I- Pedagogy of Maths Education (Optional)
Practicals	Practicals
Head-V : i) Dissertation work (100 marks) ii) Viva Voce- Dissertation & all practical (50 marks)	Head-IV : i) Dissertation work (100 marks) ii) Viva-voce- Dissertation & related to all practical
Head-IV : Field based experiences related (Internship) Related to B.Ed. and D.Ed. course. i) B.Ed.course (50 marks) ii) D.Ed.course (50 marks)	Head-III : Field based experiences related (Internship) related to B.Ed. and D.Ed. course i) B.Ed. course (100 marks) ii) D.Ed. course (100 marks)
Head-IV : i) Practical related to V, VI, VII (50 marks for each)	
Head-III : ii) Seminar (25 marks)	Head-II : i) Seminars (2) 50 marks

M. Ed. PAPER I
Core Course Paper CC I
Education as a Field of Study.

Contact Hours : 150 hrs.

Maximum Marks : 100

Credits : 10

Examination Duration : 3 hrs

Internal : 20

External : 80

Objectives

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

1. Understand the nature of education as a discipline and interdisciplinary subject.
2. Understand the nature of connections and interactions involved in the process of education.
3. Critically analyse the schools of philosophy and thoughts of great educators.
4. Reflect on the Socio-Cultural contexts in which the school and teacher education institutions are working.
5. Develop and refine communication skills through discussion, presentation and different forms of writing.
6. Understand the multiple perspectives of pedagogy;
7. Understand the process of andragogy and its linkage with pedagogy;
8. Understand the application of the methods of interaction and dialogue of great thinkers
9. Identify, analyze and reflect on the multidimensional nature of the roles of the teacher and the teacher educator
10. Analyze and reflect upon the professional experience in the school/field, discover intellectual challenge, stimulation and enjoyment in the context of one's professional learning;
11. Understand political context of education;
12. Develop and refine communication skills through discussion, presentation and different forms of writing

Unit I: Theoretical Perspectives of Education

(15 hrs)

- a) Critical Analysis of Education as a Discipline
- b) Interdisciplinary Nature of Education – relationships with disciplines/subjects such as Philosophy, Psychology, Sociology, Management, Economics and Anthropology.
- c) Contribution of science & Technology to Education and challenges ahead.
- d) Axiological Issues in Education- Role of peace & other values, aesthetics in education.
- e) Procedure of Linking
 - Content knowledge with pedagogy knowledge
 - School knowledge with life outside the school
 - Experimental knowledge with empirical knowledge
 - Knowledge on action and reflection on outcome of action
 - Theoretical knowledge with practical knowledge
 - Universal knowledge with contextual knowledge
 - School Education with other development sectors

Unit – II : Process of Education

(15 hrs.)

- a) Nature of connections and interactions involved in process of Education:
 - 1) Learner and Environment
 - 2) School Practices with life outside the school
 - 3) Subject knowledge with real life experiences of the learner.
 - 4) Knowledge and practices
 - 5) Knowledge and Pedagogy
 - 6) ICT and Teaching learning process
 - 7) School Knowledge with community knowledge
- b) Linking teacher education with School Education
- c) Process of Curriculum Development: Principles, stages, levels of curricular decisions.
- d) Methodology of Curriculum transaction, Assessment and Evaluation at different stages of Education.

- e) Teacher Education- Functional relations, adequacy and Contemporary issues as reflected in NCF-2005
- Unit – III : Critical Analysis of Eastern and Western Schools of Philosophy and their Impact on Education with reference to : Knowledge, Reality and Values, Management of Education, Aims of Education, Curriculum, Teaching & Learning, Discipline and Role of the Teacher (15 hrs)**
- Eastern Schools of Philosophy – Upanishadic, Buddhist, Jain and Islam
 - Western Schools of Philosophy – Reconstructionism, Existentialism, Essentialism and Perennialism
 - Impact of Liberalism & Humanism on School & Teacher Education (2 hrs)
 - Vision derived from synthesis of different Schools of Philosophy : Integrative and elective view points, Open Flexible or prescriptive nature. (1 hrs)
- Unit – IV : Critical Analysis of Thoughts of Great Educators (15 hrs)**
- Swami Vivekan and ii) Ravindranath Tagore iii) Yogi Aurobindo
 - Mahatma Gandhi v) Plato vi) John Dewey with reference to
- concept of man and his development,
 - aims of education, curriculum, teaching-learning pedagogy, school/classroom environment, assessment, role of teachers,& discipline.
- Unit – V : Changing Socio-Cultural Context of Education in India (15 hrs)**
- Social purposiveness of Education.
 - Prioritizing the aims of Indian Education in the context of democratic, secular, socialistic and humane society ; Constitutional provision of Education.
 - Understanding diversities in the contemporary Indian society; multilingual, multicultural, gender, equity and poverty- appropriate approaches of teaching children in the context of diversities (5 hrs)
 - Contemporary challenges of School Education. (1 hrs)
 - RTE- 2009 and Issues related to its implementation. (2 hrs)
 - Equality and Equity in Education.
 - Process of socialization and acculturation of the child – critical appraisal of the role of the school, parents, peer group and the community.
- Unit – VI : Changing Political Context of Education (15 hrs.)**
- Multiple School Contexts-Rural, Urban, Tribal, Schools affiliated to different Boards
 - Nurturing learner friendly school environment
 - Changing role of personnel in school management : teachers, headmasters, and administrators
 - School as a site of
 - Curricular engagement
 - Struggle
 - Social change
 - Support systems to curricular engagement in school: media, technology, NGOs, civil society groups, teacher organizations, family and local community
 - Monitoring and evaluation of schools.
- Unit – VII : Pedagogy & Andragogy (15 hrs.)**
- Learner centered pedagogy
 - Process of knowledge construction
 - Forms of learners' engagement for knowledge construction: observing, Exploring, discovering, analyzing, critical thinking and reflection, Contextualization, multiple interpretations, collaboration
 - Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, J. Krishnamurthy, Gijubhai and Paulo Freire .
 - Concept of Andragogy.
 - Implications of andragogic techniques for teacher training : experimental learning, field interactions and reflection .
 - Teachers experiences as the basis training.

Unit- VIII : Profile of the Teacher and Teacher Educator (15 hrs.)

- a) Integrating pedagogical knowledge with the content knowledge of a Subject.
- b) Issues related to teacher's role expectation – values, attitudes, life style, Relationships with the students and parents.
- c) Professionalism of the teacher and the teacher educator – professional ethics, commitments, dedication, accountability, autonomy and academic freedom.
- d) Role perception: teacher and teacher educator a role model, as a facilitator, as a co-learner.
- e) Teacher Thought Process, 3Ps in Teaching and Teacher's Personality.

Transaction Mode

(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;(2) Seminar reading- presentation by students on selected themes individually and collectively leading to discussion; (3)Library readings on selected theme followed by group discussion; (4)Study of documents and references, interaction with field staff and reflective interaction with the peer group. (5) Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

Sessional Work 20 Marks

(30 hrs)

A)The students may undertake any two of the following activity.

1. Readings of original texts of Swami Vivekananda/ Ravindranath Tagore/ YogiAurobindo/ Mahatma Gandhi/ Plato/ John Dewey and presentation on various innovative concepts in the context of teaching-learning in schools followed by Seminar with ppt. presentation.
2. Visit to a rural/tribal school and observation of activities and preparation of a reflective diary and presentation in a group.
3. Assignments.
4. Visit to schools & classroom located in rural/urban/tribal contexts-exposures, observation, critical analysis of events & presentation before group

B)The students may undertake any two of the following activity.

1. Maintenance of reflective diary on institutions observed, analysis of experiences that may be evaluated at the end of the term.
2. Self-reading of literature on an identified theme and presentation of a paper in seminar followed by critical discussion.
3. Critical analysis of a curriculum/syllabus of particular school stage and presentation for small group discussion.
- 4.The critical appraisal of one of the selected schools programme/event/teacher practices based on the ideas of a great educator, a psychological theory or an ideology.

Essential Readings

Bruner, J. S. (2006). In Search of Pedagogy. Vol. I and II (The Selected Work) Routledge, London.

Bruner, J. S. (1960/1977). The Process of Education. Cambridge, M. A. : Harward University Press.

Edgerton, Susan Huddleston (1997). Translating the Curriculum : Multiculturalism into the Cultural Studies. Routledge.

Etta, R. Hollins (1996). Transforming Curriculum for a Culturally Diverse Society. Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.

MHRD, GOI, National Policy on Education.

NCERT (2005). National Curriculum Framework.

Noddings, Nel (2007). Critical Lessons : What Our Schools Should Teach. Cambridge University Press.

References

Bonks, J. A. (2001). Cultural Diversity and Education. Foundations Curriculum and Teaching (4th ed.). Boston : Allyn and Bacon.

Das, Manoj (1999). Sri Aurobindo One Education. NCTE, New Delhi.

Eqan, Kiran (1986). Individual Development and the Curriculum. Hyperion Books.

Gardner, Howard (1993). Creating Minds. New York : Basic Books.

Ornstein, Allen C. & Francis P. Hunkins (2003). Curriculum Foundations, Principles and Issues.

Slattery (1995). Curriculum Development in Postmodern Era. (Critical Education & Practice.)

**M. Ed. Annual
Core Course Paper CC-II
Psychology Of Learner and the Learning Process
(Code : CC –P- II)**

Contact 150 hrs.

Credits : 08

Examination Duration : 3 hrs

Maximum Marks : 100

Internal : 20

External :80

Objectives

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

- Understand the framework for how children learn
- Critically analyse the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- 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
- Conceptualize the needs of the learners and the process of learning as visualized in NCF, 2005
 - Visualise the brief epistemological frame of major curricular areas.
 - Understand the dynamics of individual development.
 - Understand the concept of mental health and adjustment.
 - Describe the dynamics of social development.
 - Understand group dynamics and its bearing on teaching-learning.
 - Appreciate inter-relatedness and interdependence of individual and society in the context of human development.

Course Content

Unit - I - Framework for How Children Learn

(15 hrs)

- a) Learner and its development - Definition of learner, approaches for learning: Knowledge centeredness, Learner centeredness, Environmental centeredness and Assessment centeredness.
- b) Holistic approach in the treatment of learner's development and learning
- c) Individual differences and its causes - socio - cultured and economic context

Unit - II - Learning Environment

(15 hrs)

- a) Learning Environment - Physical environment instructional time, discipline and participatory management
- b) Diversity in learning context - oversized classroom, social diversities - language and ethnic
- c) Inclusive environment in the classroom for all types learners
- d) Partnership between school and parents and community for learning- identification of barriers and strengthening partnership.

Unit – III – Understanding the process of knowledge Construction

(15 hrs)

- a) Cognition and Learning: cognitive process - perception attention memory development of concept, logical reasoning, critical thinking, problems solving.
- b) Learning as construction of knowledge in the critical appraisal of views of Piaget, Bruner and Vygotsky.
- c) Learning beyond cognition: learning approaches - focusing on the whole person and the life long perspectives - personal social learning moral and cultural development of the learner
- d) 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.

Unit - IV – Neuropsychology of learning

(15 hrs)

- a) Concept and principles of brain based learning
- b) Strategies for brain- compatible classrooms
- c) Role of motivation and approaches to motivation: humanistic and cognitive

- d) Diversity in learning path and learning styles
- e) Learning disabilities

Unit – V : Dynamics of Individual Development

(15 hrs.)

- a) Concept of human development.
- b) Understanding the process of individual development in social context : development of knowledge, understanding, skills, competencies value orientation, attitude, interest and adjustment.
- c) Individual differences based on multiple intelligence Gardner's and Sternberg's theory.
- d) Concept of self : Self development strategies.
- e) Determinants of personality development : Individual- Biological, Socio- Cultural; Personality assessment.
- f) Concept of emotional intelligence & its impact on learning.

Unit – VI : Dynamics of Social Development and Group Dynamics

(15 hrs)

- a) Types of groups, interrelation and interdependence between individual and group in classroom and social context. Social skills required for maintaining human relations
- b) 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 policy- their impact on school and classroom.
- c) Individual and his/her social understanding, social influence, perception and imitation.
- d) Concept and meaning of social conformity, social identity and its impact on school and classroom.
- e) School violence: Violence and conflict among groups, conflict resolution techniques, education for peace & other values.

Unit – VII : Mental Health and Adjustment

(15 hrs.)

- a) Concept of adjustment and mental health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students: Mechanism of adjustment.
- b) Concept of stress-sources of stress, categories of stressors, strategies of coping with stress. its positive and negative effects.
- c) Frustration, conflict, and anxiety – meaning and management.
- d) The power of positive teachers for better mental health and adjustment – care, trust and respect for diversity and rights of the child.

Unit –VIII : Education – Development Interface (15 hrs.)

- a) Strategies for blending development of individual potential and external environment (Physical, social, cultural, political and economics).
- b) Education – Development linkage-Education as a sub-sector of development, bi-directional, reciprocal causal relationship between education and development.
- c) Role of education in national development. Education and Human Development Index.
- d) Implication of NPE, 1986 for National Development.

Transaction Mode

Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, observation of learning situation in a schools and out of the schools, preparing reflective diaries, interpretation, analysis and reflection on observation in a group self - study in a library, interaction with classroom teacher, observation and then reflective discussion in a group; library study and project work, projects and assignments focusing on observation and interaction with children and adolescent, workshop, seminar, assignments and group discussion around issues and concepts studied in theory.

Sessional Work 20 Marks (30 hrs)

The students may undertake any four of the following activities and present the report:

- 1 Conducting case study on one student who has difficulties in learning in primary years.
- 2 Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
- 3 Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction
- 4 Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group
- 5 Design/ suggest activities for developing critical awareness about various social and political issues

- 6 Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
- 7 Case study of one student with adjustment problems and presenting the report in the group.
- 8 Studying the personality characteristics of some successful individuals and presenting the report in the group.
- 9 Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.

Essential Readings

- Bruner, J. S. (1990) Acts of meaning. Cambridge, M. A. : Harvard University Press.
- Bruner, R. F. (1978). Psychology applied to teaching. Boston: Houghton Mifflin.
- Dandapani, S. (2001) Advanced Educational Psychology, (2nd edition), New Delhi, Anmol Publications Pvt. Ltd.
- Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
- Vygotsky, L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M. A. : MIT Press.
- Delamater, John (2003). Handbook of Social Psychology. Springer.
- Higgins, E. T. and Kruglanski, A. W. (1996). Social Psychology : Handbook of Basic Principles. Oxford Press, New York.
- Piaget, J. (1999). Judgment and Reasoning in the Child. London : Routledge.
- Piaget, J. and Inhelden, B. (1969). Psychology of the Child. New York : Basic Books.

References

- Ambron, S. R. (1981). Child development, Holt, Rinehart and Winston, New York.
- Anderson, J. R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum
- Barry and Johnson (1964) Classroom Group Behavior, New York: Macmillan.
- Bower, G. H. and Hilgard, E. R. (1981) Theories of learning. Prentice Hall. Inc. Englewood Cliffs, New Jersey.
- Decoco, J. P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
- Eason, M. E. (1972). Psychological foundation of education, N. Y. Holt, Rinehart and Winston, Inc.
- Grammage, P. (1990). Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illions: Scott. Pressman Little, Brown Higher Education.
- 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.
- 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.
- Bickhard, M. H. (1992). How Does the Environment Affect the Person? In L. T. Winegar, J. Valsiner (ed.). Children's Development Within Social Contexts : Met theory and Theory. Erlbaum.
- Bickhard, M. H., Christopher, J. C. (1994). The Influence of Early Experience on Human Personality Development. New Ideas in Psychology.
- Bourne, L. E. (1985). Psychology : Its Principles and Meaning. Holt, Rinehart and Winston, New York.
- Brown, R. (2000). Group Processes : Dynamics Within and Between Groups (2nd Edition). Blackwell Publishers.
- Christian, Jyoti (1984). Classroom Group Dynamics. Meerut : Ann Books.

Cole, R. (1997). The Moral Intelligence of the Children. London : Bloomsbury.
 Cruickshank, W. M. (1980). Psychology of Exceptional Children and Youth. N. J. Prentice Hall.
 Dutt, Suresh (1997). Society and Education. Anmol Publications.
 Erickson, E. H. (1968). Identity, Youth and Crisis. New York : W. W. Norton.
 Klausmeier, Herbert J. (1985). Educational Psychology. Harper and Row, Pub. New York.
 Kohlberg, L., & Gilligan, C. (1974). The Adolescent as a Philosopher : The Discovery of the Self in a Post-Conventional World. In H. V. Kraemer (Ed). Youth and Culture : A Human Development Approach. Monterey, CA : Brooks/Cole.
 Kohlberg, L., Levine, C., & Hower, A. (1983). Moral Stages : A Current Formulation and a Response to Critics. New York : S. Karger.
 Lingren, H. C. (1980). Educational Psychology in the Classroom (Sixth Ed.). New York : Oxford University Press.

मराठी संदर्भ

1. कुलकर्णी के. वि., शैक्षणिक मानसशास्त्र, 2007 पुणे श्री विद्या प्रकाशन.
2. चव्हाण किशोर, विकास आणि अध्ययनाचे मानसशास्त्र 2009 नाशिक इनसाईट पब्लिकेशन.
3. शेवतेकर – बडवे शारदा, विकासाचे व अध्ययनाचे मानसशास्त्र 2004 नागपूर, विद्या प्रकाशन.
4. दांडेकर वा. ना. , शैक्षणिक व प्रायोगिक मानसशास्त्र 2007 पुणे श्रीविद्या प्रकाशन.
5. पंडित र. वि. शैक्षणिक मानसशास्त्र 2009, नागपूर पिंपळपुरे अॅण्ड क. पब्लिशर्स.
6. जगताप ह. ना. (संपा) शैक्षणिक मानसशास्त्र 2007 पुणे पब्लिशर्स
7. पारसनीस. न. रा शैक्षणिक मानसशास्त्र, 2008, पुणे ,नित्यनुतन प्रकाशन
8. बरकले रामदास आणि पिचड नलिनी, शैक्षणिक मानसशास्त्र, 2010, नाशिक इनसाईट पब्लिकेशन.,
9. पंडित, कुलकर्णी, गोरे, सामान्य मानसशास्त्र, 2004 नागपूर, पिंपळपुरे अॅण्ड कं पब्लिशर्स.
10. सिसेरेली साउडा के मानसशास्त्र, (दक्षिण आशिया आवृत्ती), 2008 दिल्ली, पिअरसन एज्युकेशन

PAPER III **COMPULSORY PAPER** **RESEARCH & STATISTICS IN EDUCATION**

Contact hrs. Maximum 150 hrs

Credit:-10

Examination Duration : 3 hrs

Marks : 100

Internal : 20

External : 80

OBJECTIVES: To enable the student to:

1. understand meaning, need, scope and importance of educational research.
2. differentiate among types of research.
3. describe the process of scientific thinking.
4. locate the problem of educational research.
5. acquire the knowledge of various methods for educational research.
6. understand the use of different tools and techniques for research.
7. prepare research proposal.

UNIT- I EDUCATIONAL RESEARCH

(15 hrs.)

- a. Scientific Thinking and Research
- b. Concept and characteristics of Research in Education
- c. Philosophical, Psychological and Sociological Orientation in Educational Research.
- d Types of Educational Research- Fundamental, Applied and Action Research.
- e. Qualitative Quantitative Research and Mixed Research
- f. Inter disciplinary Educational Research and its implications

UNIT- II RESEARCH PROBLEM AND RESEARCH PROPOSAL

(15 hrs.)

- a. Sources and Selection of Research Problem.
- b. Statement and Defining of Research Problem.
- c. Review of Related Literature (Abstract / full review)
- d. Sampling
 - i) Concept of Universe, Population and Sample
 - ii) Meaning and Need of Sampling
 - iii) Characteristics of a good Sample

- iv) Sampling : Methods and Techniques
- e. Objectives- Primary, Secondary, Concomitant.
- f. Research Proposal: Preparation and oral presentation

Unit-III QUANTITATIVE AND QUALITATIVE METHODS OF RESEARCH (15 hrs.)

- a. Methods of Research: survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual- comparative and correlational research; necessary conditions for causation
- b. Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective;
- c. experimental research- variable in experimental research- independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables.
- d. Experimental research designs:
 - i) True Experimental design
single-group per-test post-test design, pre-test post-test control-group design, post-test only control-group design, and Factorial design.
 - ii) Quasi Experimental design,
nonequivalent comparison group design, Time series design.
- e. Quasi-experimental designs: nonequivalent comparison group design, and time series design.
- f. Internal and external validity of results in experimental research
- g. Qualitative research approaches-phenomenology, ethno-methodology, naturalistic enquiry: case studies and grounded theory.
- h. Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

Unit-IV METHODS OF DATA COLLECTION (15 hrs.)

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

Unit-V HYPOTHESIS CONCEPT AND TESTING (15 hrs.)

- a. Hypothesis- Meaning, types, formulation of Hypothesis for different methods of Research.
- 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.
- c. Use of Statistics for Testing Hypothesis,
- d. Sampling distributing, Sampling error and standard error type I and type II error.
- e. Parametric Tests: t-test and concept of Analysis of variance and co-variance (ANOVA)
- f. Non parametric Test: Chi-square.
- g. One Tailed and two Tailed Tests.

Unit-VI ANALYSIS AND INTERPRETATION OF DATA (15 hrs.)

- a. Organization and tabulation of data.
- b. Graphical Representation
 - (i) Histogram
 - (ii) Frequency polygon
 - (iii) Ogive
 - (iv) Pie chart
- c. Application of NPC-Properties and uses, Skewness and Kurtosis.
- d. Descriptive Statistics- Significance and uses of:
 - (i) Measures of Central tendency-Mean, Median, Mode.

- (ii) Measures of variability- Range, Q.D., S.D.
- (iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores.
- e. Correlation- Concepts, types and uses; assumption and uses of rank difference, computation of rank difference correlation and Product Moment Method.
- f. Concepts- Bi-serial, point bi-serial-partial and multiple correlation, tetra choric and phicoefficient
- g. Regression equation and predictions. with examples

Unit-VII DATA ANALYSIS IN QUALITATIVE AND MIXED RESEARCH (15 hrs.)

Data reduction, data display, conclusion drawing and verification, removing, categorization and clarification, analysis of visual data, enumeration, identifying relationship among categories, context analysis, corroborating, establishing credibility.

Unit-VIII - COMPUTER FOR DATA ANALYSIS AND PREPARATION OF RESEARCH REPORT (15 hrs.)

- a. Preparation of Research Report of Dissertation / Thesis : Sections Preliminary Main body, Reference.
- b. Preparation of Research Abstracts and Research Synopsis.
- c. Preparation of Research thesis/ dissertation for defence
- d. Preparation of Research Article
- e. Use of Computer for data analysis-Knowledge of different types of software for statistical analysis, use of preparing research report, EXCEL

Transaction Mode

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

Presentation, demonstration and discussion, reading additional resources provided on webbased 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.

Sessional Work (20 Marks) (Any 4)

The students may undertake the following activities:

- 1.Preparation of Research Abstract and Research Synopsis
1. Preparation of a review article.
2. Preparation of graphic designs of data obtained in a research study.
3. Analysis of data using Statistical packages.
4. Preparation, try out and finalization of a tool
5. Identification of variables of a research study and their classification in terms of functions and level of measurement
6. Preparation of a sampling design given the objectives and research questions/ hypotheses of a research study.

References:

- Agrawal J.C. (1968) Educational Research. New Delhi: Arya Book Depot.
- Best J.W. (1982) Research in Education. New Delhi: Prentice Hall of India Pvt.Ltd.
- Campbell, W.G. etal (1968) From & Style in Thesis. Boston: Writing Houshton Mifin Co.
- Coery, (1953) . Action Research to Improve School Practices. New York: Teachers College, Columbia University
- Garrertt, H.E., (1981). Statistics in Psychology & Education. Vakits Feffer & Simons Ktd.
- Guilford, J.P., (1950). Fundamental Statistics in Psychology & Education.
- McGraw Hill Book Com. Good & Scates. Methods of Research.
- Fox D.J. The Research Process in Education.(Holt)
- Kual, Lokesh (1988). Methodology of Educational Research. New Delhi: Vikas publishing House Pvt.
- Robert, M.W. Travers. An Introduction of Educational Research. NewYork : The McMillan Company.
- Sukhia, Mehrotra & Mehrotra (1970). Elements of Educational Research: Alied Publishers Ltd.
- Kerlenger, F Fundamentals of Behavioural Research.
- Tuckman, Bruce W., (1978) Conducting Educational Research. New York: Harcourt Barce Javanovich Ing.

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India pvt.Ltd.
- Borg W.R. and Gall, M.D. (1983). Educational Research-An Introduction, New York: Longman, Inc.
- Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
- Clive Opie (2004). Doing Educational Research-A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York: Holt Rinchart and Winston Inc.
- Fraenkel, J.R., Wallen N.E. (1996) . How to Design and Evaluate Research in Education. NewYork: McGraw Hill.
- Flick, Uwe (1996) : An Introduction to Qualitative Research. London sage publication
- Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas publications
- Keeves, John. P (ed) (1990) Educational Research Methodology and measurement: An International Handbook. New York : Pergamo Press
- Kerlinger, F.N. (1986) . Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkpatrick, D.L. (2005) Evaluating training Programmes: The four Levels San Francisco: Brrett-Kochler.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties-A Guide for Practitioners.Paul Chapman Publishing.
- Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative research-A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A. Sage.
- Reason, P. & Bradbury, H.(Eds) (2006) Handbook of action research, Concise paperback edition: Thousand Oaks, CA: Sage.
- Scott, David & Usher, Robin (1996. Understanding Educational Research. New York: Rout ledge.
- Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merrill, Prentice Hall.
- Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol publications Pvt.Ltd.
- Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A. Sage.
- Travers, Robert M.W.(1978). An Introduction to Educational research (4th edition) London: MacMillan.
- Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.
- Cononver, 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 andPsychology. 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 Statistics and research. Boston: Allyn & Bacon. 81
- Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row
- Siegal, 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.
- VanLeeuwen T. & jewitt, C.(Eds.) (2001). Handbook of Visual analysis. London: Sage.
- प्रकाशन
1. मुळे रा.श. व उमाठे वि.तु.1977 शैक्षणिक संशोधनाची मुलतत्वे नागपूर: महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ.
 2. देशपांडे प्रकाश आणि पंडीत बन्सीबिहारी 1995 शैक्षणिक कृती संशोधन पुणे: नित्य नूतन प्रकाशन

3. पाटोळे एन.के. 1994 संशोधन पद्धती यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक
4. दांडेकर वा.ना.2004 शैक्षणिक मूल्यमापन व संख्याशास्त्र श्रीविद्याप्रकाशन, पुणे
5. पंडीत बन्सी बिहारी डॉ.मोरे लता 2010 शिक्षणशास्त्र संशोधनात संख्याशास्त्रीय परीक्षिकांचा उपयोग पिंगळपुरे अँड कं पब्लिशर्स, नागपूर

PAPER NO.IV TEACHER EDUCATION

Contact Hours :-150 hrs

Credit:-10

Examination Duration: 3 hours

Marks: 100

Internal: 20

External: 80

Objectives

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

- gain insight and reflect on the concept of teaching and the status of teaching as a profession
- understand the roles and responsibilities of teachers and teacher educators
- use various methods of teaching for transacting the curriculum in schools
- prepare teachers for reflective teaching
- critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education
- reflect on the issues and problems related to teacher education in the country. examine the nature and objectives of teacher education
- critically examine the growth and development of teacher education in the country
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- develop understanding regarding organization and supervision School Experience Programme
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country
- develop understanding of the process of in-service teacher education,
- use various methods and techniques for the identification of training needs,
- use various techniques for the evaluation of in-service teacher education programmes,
- reflect on issues, concerns and problems of teacher in-service education of the teachers.
- appreciate the use of ICT for the professional development of the teachers.

UNIT – 01 : Teacher and Teaching Profession

(15 hrs.)

- a) Who is a Ideal/Good Teacher?
- b) Concept of Profession : Teaching as a Profession
- c) Changing Role and Responsibilities of Teacher. In modern Era.
- d) Professional Ethics For Teachers.

UNIT – 02 : Teacher Education and his development

(15 hrs.)

- a) Who is a Teacher Educator ?
- b) Characteristic of a good Teacher Educator.
- c) Development of Teacher Educators
- d) Role and Responsibilities of Teacher Educators.
- e) Continuing education of Teachers education : Provision for the continuing education of teacher educations and institutional Mechanism.

UNIT – 03 : Nature, objective, content, structure and Models of Pre-service Teacher Education.

(15 hrs.)

- a) Pre-service Teacher Education : Concept, Nature, Scope and Objectives.
- b) Components of Pre-service teacher Edu.
- c) Model of Pre-service T.E. at elementary level – 1 year, 2 year, 4 year, B.L Ed. and 2 years distance mode.
- d) Model of Pre-service T.E. at secondary level : 1 year, 2 year, 4 year, and 2 year distance Model.
- e) Issues and problems of Pre-service T.E. at Varies level.

UNIT – 04 : Pre-service Teacher Education and Quality Assurance (15 hrs.)

- a) Concept of Quality Assurance.
- b) The centrally sponsored scheme for the Reconstructing and strengthening of T.E. : Roles and Functions of IASE, CTE, DIET.
- c) Role, Functions and Responsibilities of
 - i) N.C.T.E. ii) N.C.E.R.T. iii) U.G.C. iv) N.U.E.P.A
 - v) S.C.E.R.T. vi) University Education Departments.

UNIT – 05 : Curriculum Transition In Teacher Education (15 hrs.)

- a)Curriculum Transanction Modes:
 - Concept
 - Teaching competency
 - Transactional modes for implementing other practicals
- b) Planning for teaching :- Educational objectives:Aims,Goals and Objectives;Taxonomy ;Writing instructional objectives, unit planning, lesson planning and teachers diary.
- c) Method and techniques used in Andragogy- : , Project, Problem-solving, Team teaching , Workshop

UNIT – 06 : Field based Experience In Pre-service T.E. (15 hrs.)

- a)Concept of Mentoring
- b) Concept of school experience programme.
- c) Practice teaching : story lesson, Block teaching
- d) Planning and organization of Internship critical reflection as the central aim of T.E.

UNIT – 07 : Continuing Professional Development of Teachers. (15 hrs.)

- a) Teachers professionalism : concept and importance.
- b) Present Programmes : planning and organization formulation at curriculum, preparation of course material.
- c) Issues concerns and problems of teachers in service education
- d) Self directed learning : Workshops, Seminars, Symposium, panel discussion, Conferences, Research Colloquium, Refresher courses
- e)Evaluation,Impact and Follow-up of Inservice training

UNIT – 08 : Assessment and Evaluation Teacher Education (15 hrs.)

- a)Various tools and techniques used in Teacher Education-Observation,Rating scale,Check list,Anecdotal record
- b) CCE In Teacher Education
- c) Portfolio Assesment
- d) NR and CR evaluation of T.E. programme.
- e) Guidelines and scheme of Internal Assessment.

Transactional Mode

The course would be transacted through participatory approaches including group discussion; self study, seminar/presentations by students, group and individual field - based assignments.

Transaction mode: - The course would be transacted through participatory approaches including group discussion; self study, seminar presentations by students, individual field based assignments

Transaction mode The course would be transacted through participatory approach including group discussion; self study, seminar presentations, project works etc.

Sessional work: The students may undertake any one of the following activities: **(30 hrs.)**

- Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions.
- Interaction with the faculty of elementary/secondary teacher education Institutions to ascertainment their roles and responsibilities.
- Interaction with the faculty of elementary/secondary teacher education Institutions to ascertainment the strategies they use for their professional development.
- Preparation guidelines for organization of classroom resources for construction of knowledge following constructivist approach on any theme/topics related to a school subject.

Sessional work: The students may undertake any one of the following activities:

- Preparation of a plan for INSET of the teachers of school.
- Construction of Tools for identification of Training needs in different subject areas.
- Identification of Training needs of a group of teachers of a school.
- Preparation of self-learning material/e-content for primary or secondary school teachers.
- Appraisal of a training programme organised by DIET/IASE/CTE.

Sessional work: The students may undertake any one of the following activities:

- Term paper on a theme from the course.
- Review of one book related to teacher education.
- Supervision of atleast three B.Ed practice teaching classes and writing supervision comments.
- Review of teacher education syllabus of any state with reference to NCFTE, 2009.

Essential Readings

- 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.

Essential Readings

- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.

Essential Readings

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

References

- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Routledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Routledge 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, Hammond & John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
- Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching*. Routledge: New York.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role*. India, NCTE.

References

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

References

- 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.
- Singh yogesh kumar, Nat (2007), *Teacher Education*, New Delhi : APH Publishing
- पारसनीस न.रा. (२००५), शिक्षकांचे प्रशिक्षण, पुणे : नित्य नूतन प्रकाशन
- कुलकर्णी विश्वभर (२००६), आधुनिक भारतीय शिक्षण, पुणे : श्री विद्या प्रकाशन
- जोशी देवेंद्र, सदावर्ते उज्ज्वली (२००७), शिक्षण प्रशिक्षण, नांदेड : आदित्य पब्लिकेशन
- भोसले, रमा, डोणे, उज्ज्वल (२००९), शिक्षणातील बदलते विचार प्रवाह, पुणे : नित्य नूतन प्रकाशन

M. Ed. Annual Pattern

Core Course Paper- CC-V: Educational Technology and ICT in Education (Code: CC-P-V)

Contact: 120 hrs

Examination Duration: 3 hrs.

Maximum Marks: 100

Credits: 08

Internal: 20

External: 80

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

- understand the nature and scope of educational technology.
- understand the systems approach to Education and modes of communication .
- know the instructional design and modes of development of self learning material .
- develop the ability for critical appraisal of the audio-visual media.
- develop basic skills in the production of different types of instructional material.
- Know the recent innovations, trends and future perspectives of Educational Technology.
- Understand the scope of ICT and its applications in teaching learning.
- know ICT Application in Education.
- understand the objectives and programmes of dept. of IT, Gov. of India.
- make use of ICT in the conduct of research and research communication.
- understand the concept of e-education and design patterns of courseware.
- understand the process of preparation and validation of courseware.
- understanding the courseware management system in Intranet and Internet environments.
- understand the evaluation procedure of on-line courseware and off-line courseware.

Course Content

Unit – I: Educational Technology - An Introduction (15 hrs.)

- a) concept, product vs process
- b) Transactional usage of educational technology: integrated, complementary, supplementary, standalone (independent).
- c) Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education. (5 hrs)
- d) Recent innovations in the area of ET (interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc.; Recent trends of Research in Educational Technology and its future with reference to education.

Unit – II: System Approach to Education, Communication modes and Instructional Design (15 hrs.)

- a) Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies.
- b) Effectiveness of Communication in instructional system: Communication Modes, Barriers and Process of Communication.
- c) Education and Training: Face-to-Face, Distance and other alternative modes.
- d) Instructional Design: Concept, Views, Process and Stages of Development of Instructional Design.
- e) Overview of Models of Instructional Design – ADDIE Model; Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material, Review of Researches on Instructional Design.

Unit -III Audio -Visual Media in Education (15hrs.)

- a) Audio-visual media – meaning, importance and various forms.
- b) Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, Role of AIR/Gyanvani, Vidyavani, Audio Conferencing and Interactive Radio Conference.
- c) Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes. Use of animation films for the development of children's imagination.

Unit –IV-Information and Communication Technologies – an Introduction (15hrs.)

- a) Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium.
- b) One-to-one, one-to-many, and many-to-many communication
- c) Broadcast and non-broadcast applications – technologies and prospects
- d) Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications .
- e) Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.
- f) Fundamental problems in IT business sector in India and its future.

Unit – V: ICT Application in Education (15 hrs.)

- a) Word Processors and Word Processing, Spreadsheets, Databases, Presentations, Digital Media, Graphics, Photographs, Animation, Audio and Video in the digital context; Sourcing, digitizing and using; Educational applications of digital media.
- b) Multimedia Content: Multimedia packages – installation and use; Critical analysis of multimedia content, educational implications of media use and interactivity.
- c) Websites with educational content: Search, locate and maintain lists of educational websites.
 - i) Critically examine the content of websites; web based education.
 - ii) Academic and Research content on the web: Online journals and abstraction services.
- d) Communication through the web: Audio and video applications on the internet: Interpersonal communication through the e-mail, Web forms and chatting groups.
- e) Gov. of India, Dept. of Information Technology: objectives, projects of Media Lab Asia, Cyber law and security.

Unit – VI: E-Learning Content Design (15hrs.)

- a) content-design patterns-script writing-graphics-animation, audio-video.
- b) Inserting and interactivity ; possibilities and design procedure.
- c) Roles of the multimedia development team.
- d) Story board and instructional design.

- e)Multimedia authoring and authoring tools design content for role based learning, situated based learning, scenario based learning.

UNIT-VII :Course Management in E-Learning

(15 hrs.)

- a) Introduction to Learning Management Systems.
- b) Introduction of LMS and LCMS ; Course Management using LMS and LCMS.
- c) Standards for E-learning and future possibilities.
- d) Use of Wikipedia, Wiki-educator and web-based technologies for online learning and training.
- e) E-learners and E-educator interaction using web tools, e-mail, chat, conferencing, discussion forum.
- f) Need for technology plan in the educational institution-Architecture, Infrastructure.

UNIT-VIII: E-Evaluation

(15 hrs)

- a) Concept of E-Evaluation.
- b) Online testing-different methods
- c) Designing - Online evaluation in different subjects, designing of evaluation criteria for assessment of e-content.
- d) E-portfolio, evaluation rubrics, assignments , projects.
- e) Technical standards to train the trainers.

Transaction Mode

Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions. Analysing the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design.

Lecture cum demonstration and hands on experiences on the use of personal Computer/ laptop/ palmtop; participation in computer based media production projects. Analysis of the different application software packages with reference to its use in education. Preparation of a project report by using various application software packages and its critical appraisal.

Lecture cum demonstration and hands on experiences on the preparation of database using Spreadsheet and other statistical software like SPSS, R etc., demonstration and practical experience in use of various statistical software, discussion with data analysis experts creating database and working with database files, preparation and presentation of research data analysis and its interpretation.

Lecture cum demonstration and hands-on-experiences on the preparation of e-content. Demonstration and practical experience in the use of LMS software and online testing.

Visit to local institute where the courseware is in practice for e- learning and face-to-face learning. Creating web resources by using Wikipedia and Wikieducator. Participation in online learning programmes. Analysis of the different online course and offline courses. Critical analysis of courseware developed for various e-Learning projects with reference to its evaluation.

Sessional Work (30hrs)

(20 Marks)

The students should undertake the following activities (any 4):

1. Preparation and presentation of computer multimedia package.
2. Preparation of Learning Object Repository (LOR)
3. Critical analysis of the different instructional design based on the various instructional design models.
4. Design intervention programme of educational technology in the current practices of teacher training programmes in India.
5. Visit to local TV/ radio station and analyzing the educational radio broadcast or TV telecast for quality and content.

6. Writing a script for media production.
7. Critical analysis of Teaching aids and their applications in instruction and learning
8. Critical analysis of Courseware and their applications in learning

Essential Readings

- Adam, D. M. (1985). Computers and Teacher Training : A Practical Guide, The Haworth Pren. Inc., N. Y.
- Alexey, Semenov, UNESCO (2005). Information and Communication Technologies in Schools : A Handbook for Teachers.
- Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
- Bose, K. Sanjay (1996). Hardware and Software of Personal Computer.
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Conrad, Kerri (2001). Instructional Design for Web based Training HRD Press. Intl. Teach to the Future – Beginner's Curriculum 2000.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Evaut, M. The International Encyclopaedia of Educational Technology.
- Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.
- Gupta, Vikas (2001). Comdex Computer Course Kit, Dream Tech Publications, New Delhi.
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Hillman, David, Multimedia Technology of Applications.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Kumar, N. and Chandiram, J. (1967): Educational Television in India, New Delhi : Arya Book Depot.
- Lee, William W, Diana, L. Owens (2001). Multimedia – Based Instructional Design : Computer Based Training. Jossey –Bass.
- Mallik, Utpal et. Al. (2001). Learning with Computers Level – III. NCERT. New Delhi.
- Mayer, Richard E. (2001). Multimedia Learning, Cambridge University Press. UK.
- Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi.
- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
- Norton Peter (2000). Introduction to Computers, New Delhi: Tata McGraw Hill Publications.
- Parmaji, S. (1994): Distance Education, New Delhi: Sterling Publishers.
- Rana, S. (1994): Open Learning in India, New Delhi: Commonwealth Publishers.
- Sampath et. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.
- Schwartz & Schultz (2000). Office 2000, New Delhi: BPB Publications.
- Sharma, B.M. (1994): Distance Education, New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994): Media and Education, New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, Allied Publishers Ltd., New Delhi.
- Sinha, P. K. (1992). Computer Fundamentals. New Delhi: PBP Publication
- Sportack, M. A. (1998). Networking Essentials, TechMedica. New Delhi.
- Vaughan Tay, Multimedia – Making it Work.
- Venkataiah, N. (1996): Educational technology, New Delhi: APH Publishing Corporation.

References:

- Aleris Leon Sothers (1999). Fundamental of Information Technology. New Delhi : Vikas Publishing House Pvt. Ltd.
- Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalay Publishing House, Ramdoot Dr.Bhalerao Marg, Bombay – 04.
- Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- Conrad, Kerri (2001). Instructional Design for Web – Based Training HRD Press.
- Deitel, H. M., Deitel, P. J. et. Al. (2003). Internet & Word Wide Web How to Program, 3rd Ed., Prentice Hall.

Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi.

Gagne, R. M., Leslie, J. B. & Walter, W. W. (1987). Principles of Instructional Design Wordworth Publishing Co.

Gaurav Chadha, S. M., Nafay Kumail (2002). E-Learning : An Expression of the Knowledge Economy. Tata McGraw Hill Publication.

Goldberg, Alvin and Carl E.;Larson: Group Communication, Prentice Hall, Inc. New Jersey.

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.

Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.

Horton, W. (2001). Designing web-based Training. John Wiley & Sons.

Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.

Khan, BoH (1977). Web based Instruction. Englewood Cliffs : Educational Technology Publications.

Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.

Lan S. Graham (1998). HTML 4.0 Sourcebook. Wiley Publications.

Lee, William W., Diana L. Owens (2001). Multimedia – Based Instructional Design : Computer – Based Training. Jossey – Base.

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

Michael W. Allen, Michael Allen (2002). Guide to E-Learning, Wiley Publication.

Morey, D., Maybury M. & Bhavani, Th. (2001). Knowledge Management University Press (India) Pvt. Ltd. : Hyd.

Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.

Phillips. R. (1997). Interactive Multimedia London : Kogan Page.

Ray West, Tom Muck (2002). Dreamweaver MX : The Complete Reference, McGraw Hill Publications.

Rejeseakaran, S. (2007). Computer Education and Educational Computing. New Delhi : Neel Kamal Publishing Pvt. Ltd.

Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.

Rosenberg, M. J. (2001). E-learning. New York : McGraw Hill.

Ruhela S P (2001): Some Aspects of Educational Technology.

Sallis, E. & Jones, G. (2002). Knowledge Management in Education. London : Kogan Page Ltd.

Schank, R. C. (2001). Virtual Learning. McGraw Hill.

Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

Singh, P. P., Sandhir Sharma (2005). E-Learning : New Trends and Innovations. New Delhi : Deep & Deep Publications.

Srinivasan, T. M. (2002). Use of Computers and Multimedia in Education. Horton, W. (2001).

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

Vaughan, T. (1999). Multimedia Making it Work. New Delhi : Tata McGraw Hill (Fourth Edition).

Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York.

Web Addresses :

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

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

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

PAPER NO.VI
(Optional Group A)
Guidance and Counseling

Contact Hours per week: 4 Maximum
Examination Duration: 3 hours

Marks: 100
Internal: 20
External: 80

Objectives

On completion of this course the students will be able to

- Develop understanding about the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
- 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.

UNIT – 01 : Guidance

- a) Concept, meaning and Principles of Guidance.
- b) Need, Scope and significance of Guidance.
- c) Bases of Guidance (Philosophical, Sociological, psychological and Educational)
- d) Objectives and Benefits of Guidance.
- e) Types of Guidance.

UNIT – 02 : Counseling

- a) Concept, nature, principals and need for counseling.
- b) Approaches for counseling - Directive, non-directive and approaches with their steps.
- c) Counseling stages and process.
- d) Code of ethics pertaining to counseling
- e) Group counseling - concept, meaning and purposes of group counseling.

UNIT – 03 : Guidance and Assessment of Students with Special Abilities and Needs.

- a) Guidance for gifted and creative students - meaning, concept, need of guidance, Assessment of gifted and creative student, follow up.
- b) Guidance for socially and economically disadvantaged students.
 - Meaning, concept
 - Need of guidance
 - Assessment of socially and economically disadvantaged students.
 - Follow up
- c) Guidance for physically and intellectually challenged students.
 - Meaning, concept
 - Need of guidance
 - Assessment of physically and intellectually challenged students.
 - Follow up
- d) Guidance for delinquency students.
 - Meaning, concept
 - Need of guidance
 - Assessment of delinquency students.
 - Follow up
- e) Guidance for learning disabled
 - Meaning, concept
 - Need of guidance
 - Assessment of disabled students.
 - Follow up

UNIT – 04 : Assessment and Appraisal in Guidance and Counseling

- a) Concept of Assessment and Appraisal
- b) Nature and Importance of assessment and appraisal in guidance and counseling
- c) Assumptions and principles of assessment and appraisal
- d) Psychological test
 - Characteristics
 - Issues in Psychological testing
- e) Procedure of construction- administration, scoring and interpretation of Psychological test.

UNIT – 05 : Guidance and Assessment of students with behavioral problems

- a) Students with behavioral problems - concepts nature and causes of behavioral problems.
- b) Under achievement
 - Concept
 - nature
 - causes
 - guidance for underachievers
- c) School discipline
 - Concept
 - Various problems regarding with school discipline like violence, bullying etc.
- d) Stress and coping skills
 - nature of stress and its causes
 - consequences of stress
 - types of coping skills
 - development of coping skill
- e) School based guidance programmes for students with behavioral problems.

UNIT – 06 : Guidance and Assessment of students with Individual differences.

- a) Intelligence - concept and changing perspective.
- b) Aptitude - - concept
 - assessment of aptitude
- c) Personality
 - concept
 - methods of personality assessment
- d) Interest
 - concept
 - assessment of Interest
- e) Importance of assessing Individual differences for educational and vocational guidance.

UNIT – 07 : Qualitative techniques for Assessment

- a) Qualitative Assessment - meaning, concept
- b) Need and Importance of qualitative Assessment.
- c) Tools for qualitative assessment
 - Observation, Interview, anecdotal records, case study, a autobiography, rating scale, sociometry
- d) Procedure of development and administration through qualitative assessment.
- e) Procedure of scoring and interpretation through qualitative assessment.

UNIT – 08 : Guidance and Counseling as a profession

- a) Guidance as a profession - concept and meaning.
- b) Counseling as a profession - concept and meaning.
- c) Importance of Guidance and Counseling profession.
- d) Scope and future of Guidance and Counseling profession.
- e) Ethics of guidance and counseling profession.

Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences

Sessional Work: The student-teacher may undertake any one of the following activities: Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests, one each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.

Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session. Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate.

References

- Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper saddle River. NJ: Prentice Hall.
- Bhatnagar, Asha and Gupta Nirmala (Eds.) (1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi:
- Vikas. Denzin, N. K. & Lincoln, Y. (2000). Handbook of Qualitative Research. New Delhi: Sage publications.
- Drummond, R. J. (1988). Appraisal Procedures for Counselors and Helping Professionals. Columbus, OH: Merrill.
- Gardner, H. (1999). Multiple Intelligence: intelligence, understanding and the mind. National Professional Resources: NY.
- Kline, J. B. Theresa (2005). Psychological Testing: A Practical Approach to Design and Evaluation. London: Sage Publication.
- Le Compete, M. D.; Millory, W. L. & Preisste, J. (1992). The Handbook of Qualitative Research in Education. New York: Academic Press.
- McLeod, J. & Cropley, A. J. (1989). Fostering academic excellence. Pergamon Press.
- Mohan, S. & Sibia, A. (1998). Handbook of personality measurement in India. New Delhi: NCERT.
- Oliver, W. & Randall, W. E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
- Patton, M. Q. (1990). Qualitative evaluation and research methods. California: Sage Publications.
- Saraswat, R. K. & Gaur, J. S. (1994). Manual for Guidance Counselors. NCERT: New Delhi.
- गुळवणी, मेघा (२०११), मार्गदर्शन व समुपदेशन, पुणे : नित्य नुतन प्रकाशन
- पवार, बी.एस., चौधरी जी.बी., (२००५), समुपदेशन मानसशास्त्र, पुणे : नित्य नुतन प्रकाशन
- दुनाखे, अरविंद (२००६), शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, पुणे नित्य नुतन प्रकाशन

PAPER No. VI **Specialization Paper** **(Optional Group B)**

Specialization: Secondary and Higher Secondary Education

Contact Hours per week: 4 Maximum

Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

Objective

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

1. understand the nature-scope and systems of secondary and higher secondary education.
2. examine the status of development of secondary and higher secondary education in India after Independence.
3. understand the problem and challenges related to secondary and higher secondary education.
4. understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
5. develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary stage
6. develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
7. develop research insight for curriculum development in elementary education. understand the nature and uses of different types of tools and techniques of evaluation in education
8. administer the tests and interpret the best scores and its implication to students and parents.
9. undertake action research and interpret the results

Content

Unit- 1 : Nature, Scope, function systems and Status of Secondary and Higher Secondary Education

- a. Nature, Scope, function and systems of Secondary and Higher Secondary Education
- b. Status of Secondary and Higher Secondary process of teaching-learning of adolescent
- c. Education for Multiple Intelligence
- d. Educational Projection

Unit- 2 : Problems and challenges of Secondary Education

- a. Problems and challenges related to universalisation of Secondary Education
- b. Problems and Strategies of Alternative Schooling at Secondary Stage
- c. Problems / challenges/ strategies/ intervention in relation to access enrolment dropout. achievement equality of Educational opportunities Problems of education for girls. disadvantaged and differently able children and slow learners and interventions to solve the problem Classroom problems discipline. under achievement lack of motivation slow learners. delinquency and maladjustment
- d. Issues of quality in secondary and higher secondary education Management System of secondary education.

Unit- 3 : Teacher education in India at secondary and higher secondary level

- a. Pre-Service and In-Service Teacher Education : concept, nature objectives and scope.
- b. development of teacher education in India at secondary and higher secondary level
- c. Roles functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.
- d. Issues concerns and problems of pre-service and in-service teacher education at secondary and higher secondary level.

Unit- 4 : Secondary Education Management Information system and assessment Evaluation

- a. Formative and summative evaluation: norm referenced and criterion reference evaluation.
- b. Evaluation of School experience/ internship programmes.
Assessment of teaching Proficiency: criterion tools and techniques.
- c. Organization and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment and evaluation.

Unit- 5 : Principal of school Curriculum Development at Secondary and Higher Secondary Level.

a. Concept components and determinants of curriculum: Principles of curriculum construction, criteria for selection and organization of content and learning activities; designing integrated and interdisciplinary learning experiences different perspectives to curriculum transaction and their synthesis behaviouristic cognitive and constructivist; evaluation of curriculum-formative and summative. The relevance to NCF 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit- 6 : Curriculum and evaluation of Secondary Education

- a. Principles of School Curriculum Development at Secondary and Higher Secondary Level
- b. Formative and summative evaluation: norm referenced and criterion reference evaluation
- c. Evaluation of school experience/internship programmes.
Assessment of teaching proficiency: criterion tools and techniques.

Unit- 7 : Educational measurement and Evaluation

- a. Meaning nature and functions of evaluation, difference between measurement and evaluation, assessment, testing, appraisal and examination.
- b. Types of evaluation- formative, diagnostic and summative evaluation Continuous and comprehensive evaluation.
- c. Testing and Non-testing tools of evaluation-essay type, short answer and objective type of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading.

Unit- 8 : Tools and techniques of Evaluation

- a. Characteristics of good test-objectivity-reliability, validity, usability, written, oral and observation
- b. Planning of tests; content-analysis, writing objective in behavioral terms; construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key/scheme of evaluation; tryout and item analysis
- c. construction of a diagnostic test-steps and guidelines

- d. construction of achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results- norm-referenced and criterion-referenced use of tests.

Transactional Mode

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.

Transactional Mode

Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; 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.

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

1. Evolving criteria for development of syllabi and textbooks
2. Critical analysis of a curriculum
3. Preparation, administration and interpretation of a diagnostic test
4. conduction an action research and reporting the results
5. critical study of a text-book/work book
6. critical analysis of examination papers construction
7. conduction a survey of secondary schools on the chosen area on the causes of under achievement and suggest improvement
8. conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
9. observation of in-service teacher education programme at secondary level and preparation of a report.

Essential Readings

1. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi
2. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi
3. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015 UNESCO Publication Montreal
4. The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT
5. Report of the Education Commission (1964-66)
6. Report of the National Commission on Teachers (1983-85)
7. National Curriculum Frameworks for Teacher education-2009
8. Report of the Delors Commission UNESCO 1996
9. National Policy of Education 1986/1992
10. National Curriculum Framework on school education 2005
11. Govt. Of India MHRD (2005) Universilisation of Secondary Education: Report of the CABE Committee, New Delhi
12. Wiles J.W. & Joseph Bondi (2006): Curriculum Development : A Guide to practice Pearson publication

Reference:

1. NCTE (1998): Policy Perspectives in Teacher Education. New Delhi
2. NCTE (1998) Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi
3. Rao, Digumarti Bhaskara (1998) Teacher Education in India. Discovery Publishing House. New Delhi
4. Yadav, M.S. & Lakshmi, T.K.S.(2003) Conceptual inputs for Secondary Teacher Education: The instructional Role. India NCTE.
5. Mohammad Miyan (2004) Professionalisation of Teacher Education. Mittal publications New Delhi
6. NCTE (1998) Policy Perspective in Teacher Education-Critique and Documentation NCTE New Delhi
7. Siddiqui M.A. (1993) In-Service Education of Teachers. NCERT New Delhi
8. udesb Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools NIEPA New Delhi
9. Govt. of India (1953) Report of Secondary Education Commission, New Delhi
10. Indian Education Commission (1964-66) Report New Delhi

11. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs
NCERT New Delhi
12. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and
Techniques. New Delhi Book Enclave.
13. NCERT (2005) National Curriculum Framework, NCERT, New Delhi
14. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi
15. In-service Teacher Education Package for Primary and Secondary Teachers
(1988) Volume I & II, NCERT New Delhi
16. Aggarwal J.C. (1990) Curriculum Reform in India-World overviews Doaba world
Education Series-3 Delhi, Doaba House Book Seller and Publisher
17. Arora G.L. (1984) Reflections on Curriculum NCERT.
18. दांडेकर वा ना (2007) शैक्षणिक मूल्यमापन व संख्याशास्त्र श्री विद्या प्रकाशन पुणे
19. कदम चा प (2008) शैक्षणिक मूल्यमापन नित्य नूतन प्रकाशन पुणे.

M.Ed. (Annual)
Specialization Paper (Optional Paper -C)
Educational Management and Planning

Contact house per week : 4

Maximum Marks : -100

Credits 08

Examination Duration : 03 hrs.

Internal : 20 marks

External: 80 marks

Objectives

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

- Introduce the concept educational management.
- Acquaint new trends of educational management.
- Introduce the concept of educational policy and its implementation.
- Identify the need, scope and purpose of educational planning.
- Understand principles and approaches of educational planning.
- Develop the skills in planning and using a variety of administrative strategies.
- Explain the role and contribution of different agencies educational planning.
- To study educational planning system in India with reference to national, state, district and sub-district level structures.
- To identify the trends of research in educational management.
- To acquaint the students with the relationship between the financial support of education and quality of education.
- To develop familiarities with various sources of financing in India.
- To develop in them the understanding of school accounting and developing skill in school budgeting.
- To enable the students to locate human and material resources and utilize them to the maximum benefit for education.
- Understand issues related to planning and management of education.
- Identify the issues related to education as a investment in human capital.
- Undertake cost-benefit analysis of education and estimation of internal efficiency of education.
- Reflect on the role of principal and its relationship with the organizational culture of school.

Course Content

Unit-I- Concept of Management, Planning and Economics of Education (15 hrs)

- a) Meaning and concept of management and educational management.
- b) Meaning and concept of planning and educational planning.
- c) Meaning and concept of economics and economics of education.
- d) Objectives, scope and principles of educational management, educational planning and economics of education and financing.
- e) New trends in educational management TQM, performance appraisal, managements and change.
- f) Concept, need, significance and principles of educational financing.

Unit -II-Formulation of Educational Policy (15hrs)

- a) Types of educational policy – National, state level, institutional, short term, long term.

- b) Need and importance of educational policy, policy objectives, determinants of policy.
- c) Process of policy formation – Preparation of discussion document, state level and national consultations, consultations with all stakeholders, constitutions of steering committee and task forces, presentation of draft document in CABE and parliament.
- d) Educating policy vis – a- vis development policy, school development policy.

Unit- III- Policy Implementation Monitoring, Evaluation and Research. (15hrs)

- a) Implementation of policy: formulation of plan of action, policy parameters formulation programmes and strategies, identification of implementation agencies, central sector education projects, centre state partnership in policy implementation, public private partnership in implementation of educational policy, role of civil society and NGO in policy implementation, issues involved in implementation, delineating the roles and responsibilities of functionaries involved.
- b) Monitoring and evaluation of policy implementation monitoring issues involves evaluation strategies, setting evaluation criteria
- c) Policy research concept, analysis of documents research, surveys evaluation policy and national development policy, linkage between education policy and national development.

Unit-IV -Principles, Techniques and Approaches of Educational Planning. (15hrs)

- a) Guiding principles of Educational planning
- b) Methods and techniques of educational planning.
- c) Approaches of educational planning,
 - i) Social demand approach
 - ii) Main power approach
 - iii) Return of investment approach
- d) Types of educational planning process of district level planning including micro level planning exercise, institutional planning.

Unit V-Planning Mechanism and Five Year Plan in Education

- a) Perspective planning at central, state and local level concepts of meso, macro and micro levels planning.
- b) Priorities to be given at central and state level
- c) Perspective plan for education in 11th Five year plan.
- d) District level planning recent initiatives, institutional planning, school mapping exercises.
- e) Availability of educational statistics at central, state and district levels.
- f) Five year plan in India its historical background, main features of five year plan with special reference to education, impact of five year plan on education.

Unit -VI-Performance and Resource Management in Educational Institutions.

- a) Monitoring of school performance and performance appraisal of teachers.
- b) Scientific principles of management PERT, CPM PPBS system approach
- c) Financial and administrative management of educational institutions.
- d) Resources in education
 - i) Nature and characteristics of resources in education.
 - ii) Need for resource management in education: Material resources, Human resource, financial.
- e) Procurement, utilization and maintenance of resources.
- f) Role of state, central and local governments in resource mobilization.
- g) Quality assurance in material and human resources.

Unit VII-Educational Finance: Need, significance and principles.

- a) Concept, need and significance of educational finance.
- b) Rising unit cost and resources constraints
- c) Demand for education and supply of education.
- d) Constitutional responsibility for providing education.
- e) Principles of educational finance.
- f) Financing education for. Equality of education – social justice.
- g) Efficiency cost minimization and quality improvement.
- h) Productivity relevance of education to the world of work and create qualified and productive manpower.

Unit VIII- Finance and Educational expenditure.

- a) Sources of finance: Government Grants (central, state, local) tuition fee, Taxes, Endowment, Donation and gifts, foreign aids.
- b) Allocation of resources:- economic and social basis for allocation of resources in education.
- c) Grant in aid system: central grant, state grant and allocation of grant by UGC.
- d) Grant in aid policy in India and state.
- e) Monitoring of expenditure control and utilization of funds accounting and auditing control state relationship in finance in education, problems and issues in educational management and finance.

Transaction Mode

The course would be transacted through participatory approaches including group discussion, self study, seminar, presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation. The course transaction would involve lecture cum discussion, interactive, group discussion, seminar presentations and assignments. The course would be transacted through participatory approach including group discussion, self study, seminar/presentations by students etc.

Sessional Work

20 Marks

(30hrs)

1. Sessional Work

(05 Marks)

The students may undertake any one of the following activities.

- Study of conflict resolution studies adopted by Heads in two schools.
- Prepare a plan for the mobilization of different types of resources for a school from the community.
- Panel discussion on corporate punishment in schools.
- Analysis of School Education Act of a state.
- Case studies of School Education Act of state with better results at the secondary/senior secondary levels.

2. Sessional Work (05 Marks)

The students are to select any one of the following :

- Estimation of institutional cost of a secondary school.
- Estimation of unit cost of education in a school taking student as an unit.
- Estimation of opportunity cost on a sample of working school age children.
- Preparation of a school budge.
- Preparation of a blue print for expenditure control in a school.

3. Sessional Work (05 Marks)

The students may undertake any one of the following activities :

- Critical Analysis of School Education Act of a State.
- Preparation of questionnaire for micro level educational survey.
- Preparation of interview schedule for micro level educational survey.
- Preparation of an institutional plan.
- Critical analysis of an educational project.
- Evaluation of management of DPEF activities in a district.

4. Sessional Work (05 Marks)

The students may undertake any one of the following activities :

- Cost benefits analysis of education at primary level.
- Assignments on partnership of VEC, self help groups, MTA, PTAs etc. in universalisation of elementary education.
- Project report on issues of educational finance based on data collected from educational administrations.
- Preparation of a plan of action for development of low cost equipments and apparatus in a primary school.
- Evaluation of management of SSA activities in a district.
- Assignment on any of the themes discussed in the paper.
- Study of Conflict Resolution technique adopted by Heads of two schools.
- Critical review of present.

Essential Readings

Bell & Bell (2006). Education, Policy and Social Class. Routledge.

Bottery Mike (ed) (1992). Education, Policy & Ethics. Continuum, London.

Naik, J. P. (1965). Educational Planning in India. New Delhi : Allied.

Naik, J. P. (1982). The Educational Commission & After. New Delhi : Allied.

REFERENCES

Jha, Jyotsna, Saxena, K. B. C. & Baxi, C. V. (2001). Management Processes in Elementary Education : A Study of Existing Practices in Selected State in India. New Delhi : The European Commission.

Mukhopadadyay, Mamar & Tyagi, R. S. (2005). Governance of School Education in India. New Delhi : NIEPA.

Mathur, S. P. (2001). Financial Administration and Management. The Indian Publications, India.

Ramcharan Padma && R. Vasantha (2005). Education in India. New Delhi : National Book Trust.

Bhagia, N. M. (1990). Educational Administration in India and Other Developing Countries. Commonwealth Publishers, New Delhi.

Luthers, Fred. (1981). Organizational Behaviour, McGraw Hill, Tokyo.

Milton, Charles R. (1989). Human Behaviour in Organizations, Prentice Hall inc. USA. Roger,

Smith (1995). Successful School Management. McGraw Hill. Tokyo.

References

Ayyar, R. V., Vaidyanathan (1993). Educational Planning and Administration in India : Retrospect and Prospect. Journal of Educational Planning and Administration. VII(2). April.

Blaug, Mark (1972). An Introduction to Economics of Education. Allen Lane the Penguin, London.

Chau, Ta-Ngoc (2003). Demographic Aspects of Educational Planning. Paris : International Institute for Educational Planning.

Griffiths, V. L. (1963). Educational Planning. London, O. U. P.

Hallack, J. (1977). Planning the Location of Schools : An Instrument of Educational Policy. Paris : International Institute for Educational Planning.

Houg, J. R. (1990). Education, Policy – An International Survey. Croo.Helm, London

Kaufman, Herman, Watters (eds.) (1996). Educational Planning : Strategic Tactical Operational Tecomic. Institute for Health sector

Less Bell & Howard Stevenson (2006). Education Policy : Process. Themes and Importance, Routledge.

Livack, Jennie, Ahemd, Junaid and Bird, Richard (1998). Rethinking Decentralization in Developing Countries. Washington, D. C. World Bank.

Nanjundappa, D. M. (1995). Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning. B. N. Yudgandhar and Amitabh Mukherjee (ed.) New Delhi : Concept.

Narayan, D. (2005). Local Governance without Capacity Building : Ten Years of Panchayat Raj. Economic and Political Weekly, June 25, pp. 2822-32.

Psacharopolous, G. (ed.) (1987). Economics of Education : Research of Studies. Oxford, Pergamon.

Scheerens, Jaap (2000). Improving School Effectiveness. Paris : International Institute for Educational Planning.

Tilak, J. B. G. (1988). Cost of Education in India : International Journal of Educational Development.

Tilak, J. B. G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi.

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

Bush, Tony (1986). Theories of Educational Management. London : Harper & Row Publishers.

Bush, Tony & Les, Bell (2002). The Principles & Practice of Educational Management. London : Paul Chapman Publishing.

Mahajan, Baldev and Khullar, K. K. (2002). Educational Administration in central Government : Structures, Processes, and Future Prospects. Vikas Publication House Pvt. Ltd., New Delhi.

Musaazi, J. C. S. (1982). The Theory & Practice of Educational Administration. London : The Macmillan Press.

Mukhopadhyay, M. (2005). Total Quality Management in Education. New Delhi : Sage Publications.

Ronald, Cambell F. et. Al. (1987). A History of Thought and Practice in Educational Administration. New York : Teachers College Press.

Becker, G. S. (1993). Human Capital : A Theoretical and Empirical Analysis with Special Reference to Education (Third Edition). Chicago, IL National Bureau of Economic Research, 161-227.

Blaug, Mark (1972) An Introduction to Economics of Education. Allen Lane. London : Penguin.

Cohn E. and T. Gaske (1989). Economics of Education. Pregmon Press, London.

Coombs, P. H. and Hallak, J. (1988). Cost Analysis in Education : A Tool for Policy and Planning, Baltimore : John Hopkins Press.

G. Psacharopoulos (1987). Economics of Education : Research and Studies, New York: Pergamon Press.

John, R. L. & Morphet, B. L. (Ed.) (1952). Problems and Issues in Public School Finance. New York : Columbia University.

Levin, Henry M. (1983). Introduction to Cost Analysis in Cost Effectiveness : A Premier, New Delhi and Sage.

Musgrave, R. A. : Theory of Public Finance : A Study of Public Economy. New York : McGraw Hill.

Nail, J. P. (1975). Equality, Quality and Quantity. New Delhi : Allied.

Saxton, P. G. (1961). Education and Income. New York : Viking Press.

World Bank (1986). Financing Education in Developing Countries : An Exploration of Policy Option.

Robert, G. Owens (1970). Organizational Behaviour. Prentice Hall. Inc. Englewood Cliffs.

Rao, V. K. R. V. (1966). Education and Human Resources Developments. Delhi : Allied Publishers.

Vaizeg, J. (1964). Costs of Education. London : Allen and Union.

School Organization and Management by Janardhan Prasad. Educational Administration and Organizational Behaviour by Hanson (E-Mark). Discovery Publishing House. New Delhi.

Blakemore, C. and Lauder, H. (2004). Researching Policy, in Somekh, B. and Lewkin, C. (2004). (Ed) Research Method in the Social sciences. Pp. 97-104.

Freeman, A. M., III (1993). The Measurement of Environmental and Resource Values : Theory and Methods. Washington, D. C. Mitchell, R. C. and R. T. Carson (1989)., Using Surveys to Value Public Goods : The Contingent Valuation Method. Washington, DC.

Nagel, S. and Neef, M. (1979). Policy Analysis in Social Science Research, London : Sage Publications, pp. 9-14.

Nisbet, J. D. (1988). Policy Oriented Research in Keevs, J. P. (Ed.). Educational Research Methodology and Measurement : An International Handbook. Pergamon Press Plc. Pp. 139-145.

Nordhaus, W. D. (1998). Economic and Policy Issues in Climate Change. Washington DC.

Trow, M. (1988). Policy Analysis, in Keeva, J. P. (ed.). Educational Research Methodology and Measurement : An International Handbook. Pergamon Press Plc. Pp. 197-202.

Wildavsky, A. (1979). The Art and Craft of Policy Analysis, London : Macmillan Press Ltd. Pp. 3-21.

Government of India, MHRD (1982). NPE and its POA (1985/1992)

PAPER No. VI
Specialization Paper
(Optional Group D)

Distance Education and Open Learning

Contact hours per week : 4 Max.

Examination Duration : 03 hrs.

Marks : -100

Internal : 20 marks

External: 80 marks

Objectives

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

- understand the concept of distance education,
- distinguish between correspondence education, distance education, and open learning.
- reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with
- discuss the socio-academic relevance of distance education,
- develop an insight and examine critically the objectives of distance education,
- understand the nature of distance learners and distance learning process,

- describe SQ3R techniques and adopt the same technique for their study purpose,
- list the importance of self learning material and relevant comprehension skills,
- discuss various evaluation techniques and its relevance to distance learning. describe the need for LSSs in DE&OL.
- list the importance of self learning material and relevant comprehension skills
- discuss various evaluation techniques and its relevance to distance learning describe the need for LSSs in DE &OL.
- list different kinds of support to distance learners,
- discuss the various feature of a LSS in DE &OL
- describe and differentiate the different dimensions i.e. academic/ pedagogical and operational dimension
- compare the LSSs of different DE &OL institutions
- critically analysis the merits and demerits of the LSSs of a DE &OL institutions
- describe the role of study centre in providing support to learners
- Describe the broad structure and management of any DE & OL institutions
- understand the management of operational sub-systems like course design and development, management of learning resources and learner support system management of admission and evaluation system.
- Appreciate the role of MIS in DE & OL
- Analyse the issues involved in the management of DE & OL systems/ institutions in the context of programme evolution

Unit -I- Concept and Philosophy of Distance Education

- Distance Education: significance, meaning, concept and epistemology
- Goals and objectives of distance education
- Philosophy of distance education

Unit -II- Growth of distance Education

- Present status of distance education system
- Growth of distance learning system in India International Council of correspondence Education International Council of distance Education
- Issues in Distance Education Quantity, Quality relevance and effectiveness.
- Conventional mode of distance learning, relative effectiveness of conventional distance mode learning
- Quality assurance and challenges in distance education.
- Structure and Management of D.E. & O.L. institutions.

Unit -III- Learning Process in distance Education

- Distance learners: Nature and characteristics and type of learners successful, non starter and mid course dropouts.
- Distance Education process: Nature of adult learning andragogy of distance learning role of self learning in distance education.
- Significance of study skills in distance learning
- Problems of distance learners.

Unit -IV- Self learning Materials in Distance Education

- Self learning materials: Meaning scope, importance and characteristics.
- Types of self learning material in distance education, Print, audio, video, interactive online and web based.
- Instructional material in distance education self learning materials, assignment, audio video aids, use of ICT.
- Course design need assessment, planning of self study material.
 1. Setting objective
 2. Deciding learning experience
 3. Criteria for content selection of subject matter, criteria for sequencing, assessment and feed back, forms of assessment and feedback.
 4. Organisation of the content- presentation style and format, text and visual attractiveness and accessibility.
 5. Deciding evaluation scheme.
- Learning support services: Concept, need and importance of student support services and organization of student support services.

Unit -V- Instructional Process In distance Education and open learning

- Supplementary communication in distance education and open learning need, significance, type and importance.
- Two way communication in distance education and open learning
- Distance tuition concept, distance tutor difference between a classroom and distance tutor.
- Tutor comments significance of tutor comments, levels of tutor communication academic, personal and supplemental communication

Unit -VI- Evaluation Process In Distance Education

- Concept and need of evaluation in distance education
- Difference between evaluation in traditional learning and distance learning
- Comprehensive and continuous evaluation in distance comments in motivation of distance learners
- Formative evaluation in distance learning role of tutor comments in motivation of distance learners.
- Summative Evaluation
- Techniques of evaluation in distance education.
- Management Information system in D.E.
- Management Issues in D.E.

Unit -VII- Concept and Need of Evaluation in Open Learning

- Concept, and need of evaluation in open learning
- Summative evaluation in Open learning
- Techniques of evaluation in open education
- Management information system in open learning
- Management Issues in open learning

Unit -VIII- Counseling in distance Education.

- Concept, Need and importance in distance education.
- Categories of counseling: developmental and problem solving.
- Academic and Non-academic counseling
- Procedure of counseling- decision points, barriers study related and time related, personal and institutional
- Theories of counseling, media of counseling qualities of counselor.

Transactional Mode

Self-study, discussion, display of various audio-visual programmers, lecture and library. consultation. Visit to any distance learning centre located nearby and observation of the functioning of the distance mode.

Self-study, discussion, display of various audio-visual programmes, lecture and library. consultation. Visit to any study centre of distance education institution and observation of the functioning of the distance mode

Self-study, discussion, presentation, seminar, display of various audio-visual programmes, lecture and library consultation, case study of IGNOU/State Open University.

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

- Review of a book on distance education.
- Assignment on the need and relevance of distance education system, in India at elementary/secondary/higher levels.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.

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

- Anaysis of last three years dropout pattern of an open university of the state or national level
- Status study of enrolment pattern of various distance learning courses of IGNOU.
- Assignment on growth and development of distance and open learning system in India.
- Review of a distance learning video-cassette.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.

Transactional Mode

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

- Visit to open education institution at secondary/higher level.
- Review of a book on MIS
- Critical evaluation of MIS packages of any open institution.

Essential Readings

- Education Commission Report (1948-1949) Ministry of Education, Government of India.
- ICDE (1995), 17th World Conference for Distance Education, One world, Many voices, Conference Papers, (ed) David Sewart (All reference to Eastern Europe are form Vol. 1)

References:

- IGNOU (1988) : Distance Teaching: Prerequisites and Practices (Block 1,2 & 3). IGNOU New Delhi.
- IGNOU(1988): Reading in Distance Education (Block 1,2 & 3). IGNOU New Delhi.
- Keegan, D.J.(1986) : The Foundation of Distance Education. Croom Helm, USA
- Kaye, A. & Rumble, G. (1981): Distance Teaching for Higher and Adult Education. Croom Helm, USA.
- Parmaji, S.(Ed) (1984): Distance Education. Sterling Publishers, New Delhi.
- Pentz, M.J. & Neil M.W.(1981) : Education of Adults at a Distance. Kogan Page, London.
- Power et al; (2000) : Quality in Distance Education in performance indicator in Higher Education, Aravali, New Delhi
- Reddy, G.R. (1988): Open University : The Ivory Towers Thrown open Sterling Publishers, New Delhi
- Rountree, D. (1986): Teaching through Self-Instruction. Kogan Page, London
- Rumble, G. & Herry, K. (1982) : The Distance Teaching Universities. Croom Helm, USA.
- Rumble, G. (1992): The Management of Distance Learning. UNESCO and IIEP. Paris.
- Sewart, D. Keegan D. & Holmberg, B.(Eds.) (1988): Distance Education: International Perspectives. Routledge, Chapman and Hall, London.

Essential Reading

- Education Commission Report (1948-1949) Ministry of Education, Government of India.
- ICDE (1995), 17th World Conference for Distance Education, One world, Many voices, Conference Papers, (ed) David Sewart (All reference to Eastern Europe are from Vol. 1)
- Indian Journal of Open Learning-STRIDE, Indira Gandhi National Open University, India

References

- Bates, A (1995): Technology, Open learning and Distance Education. Routledge, London.
- Gachuhi, D. & Matiru, B. (Eds) (1989) : Handbook for Designing and Writing Distance Education Materials. Zentralstelle für Erziehung, Wissenschaft und Dokumentation, Bonn, Federal Republic of Germany
- Hutton, B. (1995): A Manual for Writers of Learning Materials for Distance Learning. Open and Distance Learning Today, Routledge, London, pp. 279-87
- Jenkins, J. (1990): Course Development: A Manual for Editors of Distance Teaching Materials, International Extension College, UK.
- Judith, Jonson (2003): Distance Education: The Complete Guide To Design, Delivery, and Improvement. Teachers C. Publisher.
- Lockwood, F (1992): Activities in Self-Instructional Text. Kogan page, London.
- Lockwood, F. (Ed) (1994) : Materials Production in Open and Distance Learning. Paul Chapman, London.
- Lockwood F.(1998): The Design and production of Self-Instructional Materials. Kogan Page Ltd. London.
- Matheswaran, V.P. (2005): Distance Education: Student support services. Anmol, New Delhi.
- Moore, M.G. & William G. Anderson(2004): Handbook of Distance Education, Routledge, U.K.
- Rowntree, D.(1990): Teaching Through Self-Instructional, How to Develop Open Learning Materials, (Revised Edition), Kogan Page, London.
- Rowntree, D.(1994): Preparing Materials for Open Distance and Flexible Learning, Kogan page, London,
- Simpson, O. (2000): Supporting students in Open and Distance Learning. Kogan page, London.

References

- Criscito Pat (2004): Barron's Guide To Distance Learning. Barron's E publisher.
- Daniel, J.S. et al; (1982): Learning at a Distance: A world perspective. Athabasca University, Edmonton.
- Garrison, D.R. (1989): Understanding Distance Education Framework for Future. Routledge, Chapman and Hall, London.
- Holmberg, B. (1986): Growth and structure of Distance Education London: Croom Helm

- Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.) Lector Publishing.
- Holmberg, B. (1989): Theory and Practice of Distance Education Routledge, Chapman & Hall London.
- IGNOU (1988) : Growth and Philosophy Of Distance Education (Black 1, 2 & 3) IGNOU, New Delhi.
- Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
- Keegan, D. (1989): Foundations of Distance Education, London: Routledge
- Race, Phil (1994): The Open Learning Handbook, Second Edition, London: Kogan Page.
- Rathore, H,C,S, (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House.
- Rumble Grevile and Harry, Keith (1982): The Distance Teaching Universalities. London. Croom Helm Ltd.

PAPER NO.VII
(Optional Group-E)
Inclusive Education Educational for
Disadvantaged Groups

Contact Hours per week: 4 Maximum

Examination Duration: 3 hours

Marks: 100

Internal: 20

External: 80

Objectives

On completion of this course the students will be able to

- understand the policy perspectives related to education of socially disadvantaged section in India,
- analyze the status of education of the socially disadvantaged children in the country develop
- knowledge and skill to address issues like social group inequality in schools and, society
- understand the schemes and programmes for education of socially disadvantaged groups identify research priorities and conduct researches in the area of education of socially
- disadvantaged groups understand the concept and importance of gender justice and equality,
- analyse the status of education of girls in schools: access, enrolment, achievement develop an insight into policy, perspectives, issues and concerns of girl's education in
- India reflect on various schemes programmes for girls' education identify research gaps in the area of girls' education

UNIT – 01 : Inclusive Education.

- a) Meaning and concept of inclusive education.
- b) Objective and Characteristics of inclusive education.
- c) Need and significance of inclusive education.
- d) Role and barriers in inclusive education.
- e) Special education : Concepts and modes.

UNIT – 02 : Socially disadvantaged Children in India

- a) Meaning and scope of socially disadvantage children.
- b) Status and provisions of socially disadvantaged children.
NPE (1986), POA (1992), NCF (2005).
- c) International perspectives – Dakar framework of action-2000, millennium development goals (2000) to Indian context.
- d) Present achievement of socially disadvantages children.

UNIT – 03 : Problems of education of socially disadvantaged children and social group inequality.

- a) Multicultural education.
- b) Socio-cultural diversity – Organization and management of schools.
- c) Bias in textbooks, hidden curriculum (teacher attitude, expectations)
- d) Languages issues in multicultural education.
- e) Schools and Programs for education of socially disadvantaged section.

UNIT – 04 : Research priorities in the area of education of disadvantages sections.

- a) Evaluation of centrally sponsored schemes of education of Scs, Sts, minorities.
- b) Status study of education of SCs,STs, minorities and other marginalized groups.
- c) Study of teaching learning practices in schools for disadvantaged child.

- d) New research Trends in socially disadvantaged section.

UNIT – 05 : Status and Problems of Girl's Education in India.

- a) Position of India in Human Development Index (with focus of gender).
- b) Status of girls/women's in Indian society.
- c) Status of access enrolment, retention of girls at various academic levels.
- d) Status of access enrolment, retention and achievement of girl's from disadvantaged children's.

UNIT – 06 : Issues of Girl's Education in India

- a) Social construction of gender : socialization family and gender identity, male gender roles.
- b) Social construction of gender : Caste, class, community and gender relations.
- c) Gender inequality in schooling organization of schooling.
- d) Gender inequality in schooling : gender bias in textbooks, curricular choices and the hidden curriculum.
- e) Co-education : Its educational implications.

UNIT – 07 : Strategies and Programs on girl's education.

- a) Mahila samakshya, Kasturba Gandhi Balika Vidyalaya NPEGL.
- b) Role of NGO's for gender equality in education.
- c) Community participation for education for the girl child.

UNIT – 08 : Research Priorities in the area of girl's education.

- a) Evaluation of centrally sponsored scheme on girls education.
- b) Evaluation of state sponsored scheme on girls education.
- c) Identification of priority areas of research on girl's education.
- d) Case studies on KGVB Mahila samakshya, and their programme.

Transactional Mode

Discussion, group work and presentation

Extension Lecture

Visit to women right organisation, NGOs.

Evaluation/analysis of textbooks.

Individual and group assignments followed by discussion Discussion in group, presentation by students in seminar, visit to ashram, schools/institutions, preparation of a report followed by discussion case studies, individual and group assignment followed by discussion.

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

Case study on problems of girls' education in a locality/block/district.

Analysis of status report on girls' education-access, enrolment etc from selected educational statistics (MHRD), Report cards (NUEPA) and All India Survey Report (NCERT).

Evaluation/analysis of school textbooks from gender perspective.

Visit to state Project office/DPO, discussion with members of girls' education cell and preparation of a report.

Transactional Mode

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

- Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state/region.
- Evaluation of text books to identify bias against socially disadvantaged groups.
- Field visit to residential/ ashram schools and minorities institutions and preparation of a report.
- Identification of research topics in the area of education of socially disadvantaged sections and preparation of proposals.
- Documentation/preparation of report on institutions/schools practicing innovations in the area of education for socially disadvantaged.

Essential Readings

Government of India (1986). National Policy on Education, Department of Education, New Delhi.

Jain, S.C. (2005): *Education and socio-economic development*. Concept publishing house, New Delhi.

Kagan, T.S. (2000): *Worldwide Diversity and Human Rights*. Orient Longman Pvt Ltd., New Delhi.

Ogbu, J.U. (1978): *Minorities, education and caste*. Academic Press, New York. Reissman, F. (1962): *The Culturally deprived child*. Harper and Row Publishers, New Delhi. Sadavinich, A.R. (2007): *Sociology of Education*. Routledge, New York.

References

Bank, B.J. (2007): *Gender and Education: An Encyclopedia*. Praeger, Westport, London. Bhatt, B.D. & Sharma, S.R.(1992): *Women's' education and social Development*. Delhi: Kanishka. Mehrotra, S. (2006): *Child Malnutrition and Gender Discrimination in South Asia*. Economics and Political Weekly,---- Ramchandran, V. (1998): *Girls and women Education: Policies and implementation Mechanism*. Case study: India, Bangkok, UNESCO. Sharma, M.C. & Sharma, A.K. (2003): *Discrimination disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators*. NCTE & NHRC. Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. *International Journal of Educational Development*, July.

M.Ed. – Annual Pattern Specialization Paper VII: Pedagogy of Social Science Education

Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 20
External: 80

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

- Develop an understanding about the meaning, nature, scope, framework of social sciences and social science education.
- To find out the distinction and overlap between social sciences, humanities and liberal arts.
- To know the curriculum, essentials of textbook and content analysis of social science.
- Understand the role of various methods and approaches of teaching social sciences.
- Employ appropriate strategy for transaction of social science curriculum.
- Effectively use different media, materials and resources for teaching social sciences.
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation
- To acquaint with the qualities of becoming a social science teacher.
- To know the research perspectives in pedagogy of social science.

Course Content

Unit I – Conceptualisation of Social Science Education.

(15hrs)

- a) Concept, nature, and scope of social sciences
- b) Existing approaches of teaching-learning of social sciences.
- c) Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences.
- d) Place and importance of social sciences in school curriculum
- e) Aims and objectives of teaching social sciences at various stages of school education

Unit II –Social Science Curriculum

(15hrs)

- a) Concept of curriculum and syllabus
- b) Bases and principles of curriculum development
- c) Social science curriculum at various stages of school education in the light of approaches and principles.
- d) Analysis of social science syllabus and textbook.
- d) Essentials of Social Science textbook and using Social Science textbook in Social Science education.

Unit III – Pedagogical Content Analysis of Social Science

(12hrs)

- a) Pedagogical Content analysis of social science
 - according to the nature of content
 - according to the core concerns of school curriculum
- b) Correlation of social science within the subject, with other subjects and life in general.

- c) Considerations and procedure of year plan, unit plan and lesson plan for Social Science teaching.

Unit IV – Approaches to Pedagogy of Social Science (18hrs)

- a) Critical appraisal of approaches to teaching learning social sciences – behavioristic approach; constructivist approach; inter disciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches .
- b) Critical appraisal of various teaching models- social inquiry, advance organizer, concept attainment and jurisprudential model
- c) Critical appraisal of various teaching learning strategies viz., lecture cum-discussion, project method, investigative project, field survey, regional method, journey method, problem solving, role-play, appraisal, field visits and case studies; action research etc.
- d) Critical appreciation of various learning-strategies - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning.

Unit V- Media, Materials and Resources for Teaching-Learning of Social Science. (18hrs)

- a) Effective use of print media (reference books, periodicals, teachers handbook etc.) and audio-visual materials in teaching of social science.
- b) Integration of ICT in teaching-learning of social science.
- c) Development of teaching-learning materials- textbook, workbook, activity book , self instructional materials and low cost improvised teaching aids.
- d) Effective utilization of resources for teaching social science textbooks and supplementary materials-literature and biographies, environment and community resources.
- e) Various organizations and activities (e.g. quiz, exhibition, social science club, social science fair) for enhancing social science teaching in Maharashtra.

Unit VI – Evaluation in Social Science Education (15hrs)

- a) Competency based evaluation, continuous and comprehensive evaluation, formative and summative evaluation.
- b) Diagnostic test and remediation
- c) Assessment tools and techniques
- d) Construction of achievement test.
- e) Alternative assessment: rubrics, portfolios and projects.
- f) Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- g) Evaluation of attitudes, values, and its disposition etc.

Unit VII- Professional development of social science teacher (12hrs)

- a) Becoming a social science teacher.
- b) Pedagogical knowledge, interest and skills required for social science teaching.
- c) Duties and responsibilities of social science teacher

Unit VIII- Research perspectives in pedagogy of social science education. (15hrs)

- a) Fundamental and applied researches in social science education
- b) Action research approach to social science education.
- c) Using research findings for enhancing quality of social science teaching and learning.
- d) Current research trends in pedagogy of social science.

Transaction Mode

Lecture-cum-discussion, panel discussion, project. on oral history, workshops, seminar, assignment a group discussion around issues and concepts. Group and individual field based assignment focused by workshops and seminar presentations.

Sessional Work (20 marks) (30hrs)

The student should undertake the following activities (any 4):

1. Assignment / term paper on selected themes from the course and presentation in the seminar.
2. Preparation and teaching of a lesson using integrated approach of teaching social science in peer group.
3. Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching social science and presentation.
4. Application of specific methods of teaching-learning during field experience.

5. Development of questions and achievement tests in social science subjects.
6. Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools.
7. Analysis of a social science syllabus or a textbook of a stage/class.

References

- Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Arora, GL (1988), *Curriculum and Quality in Education*, NCERT, New Delhi.
- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.
- Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, McGraw Hills, New York.
- David Lambert and David Balderstone (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience*, Routledge Falmer, London.
- Digumarti Bhaskara Rao (ed.), *Techniques of Teaching Social Sciences*, Sonali Publications, Delhi.
- Digumarti Bhaskara Rao and Ranga Rao (2007), *Techniques of Teaching Economics*, Sonali Publications, New Delhi.
- Ferris, J.Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, McGraw Hills, New York.
- GOI (1993), *Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education*, New Delhi.
- GOI (2005), *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report*, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
- Indian Economic Association Trust for Research and Development (1991), *Teaching of Economics in India*, Interest Publications, New Delhi.
- Jack Zevin, (2000) *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- James Hemming (1953), *Teaching of Social Studies in Secondary Schools*, Longman Geen & Co, London.
- Krishna Kumar, (2002), *Prejudice and Pride*, Penguin Books India, Delhi.
- Maggie Smith (2002), *Teaching Geography in Secondary Schools: A Reader*, Routledge Falmer, London,
- NCERT (1972), *Preparation and Evaluation of Textbooks in Geography: Principles and Procedures*, National Council of Educational Research and Training, New Delhi.
- NCERT (1976), *The Curriculum for the Ten-Year School: A Framework*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1988), *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2001), *National Curriculum Framework for School Education*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks)*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
- NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*, National Council of Educational Research and Training, New Delhi.

NCERT (2006). Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.

Rajni Kumar, Anil Sethi and Shalini Sikka, (2005). School Society and Nation: Popular Essays in Education, Orient Longman, Delhi.

Williams E. Becker, Michael Watts and Suzanne R. Becker (2006). Teaching Economics: More alternatives to chalk and Talk, Edward Elgar Publishing, Northampton, USA.

Journals

Economic and Political Weekly (published from Mumbai, India).

Journal of Economic Education (published from United States of America).

Teaching of History (published from United Kingdom).

Journal of Social Sciences Social Science Quarterly.

Journal of Curriculum Studies (published by Routledge, United Kingdom)

Others

Encyclopaedia of the Social Sciences.

Encyclopaedia Britannica

Websites

www.ncert.nic.in

<http://www.history.org.uk> (for accessing e-version of teaching history).

www.epw.in (for accessing e-version of journal of economic and political weekly).

www.geographyteachingtoday.org.uk

<http://www.indiana.edu/~econed/> (for accessing e-version of journal of economic education).

M.Ed. (Optional Group-G) Pedagogy of Language Education

Contact :150 hrs.

Credits : 08

Examination Duration : 03 hrs

Maximum Marks : 100

Internal : 20

External : 80

Objectives

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

1. Understand the nature and functions of language.
2. Acquaint with the Indian and Western traditions of language.
3. Gain an understanding of language teaching and testing.
4. Discuss conceptual issues related to language education
5. To develop understanding and skill in differentiating between teaching language and teaching literature in the context of L 1, L2 and L3.
6. Survey of various problems with respect to language learning.
7. To acquaint the students to the Indian and Western traditions in Language.
8. To help the students to know the psychology of teaching language learning.
9. To acquaint the students with pedagogy of language learning and language teaching.

Course Content

Unit I – Conceptual Issues Language Learning

- a) Language acquisition and communication -- factors affecting language learning and language acquisitions and communication.
- b) Linguistic, psychological and social processes involved in learning of languages.
- c) Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget – Cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching – learning of language.
- d) Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels.
- e) Innovative techniques for teaching grammar, reading comprehension and written expression.

Unit – II: Nature, Traditions & Social Context of Language

(15 hrs)

- a) Meaning, nature, characteristics and function of language.
- b) Concepts of language communities.
- c) Social context of language communities.
- d) Social context of language.
- e) Sausure and Yekaboson's views about language.

f) Indian and western traditions in language.

Unit – III : Psychology of Language Learning and Linguistic (15 hrs)

- a) Concept of language learning and language acquisition.
- b) Factors affecting language learning and language acquisition.
- c) Brain and language relationship.
- d) Teaching language for creativity.
- e) Linguistics and linguistic process involved in learning of languages with reference to contrastive analysis, error analysis and structural linguistics.
- f) Development of language curriculum and the syllabus : dimensions, factors that influence the curriculum, selection and gradation of content.

Unit – IV : Language Teaching (15 hrs)

- a) Pedagogy of language L1, L2, L3.
- b) Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels.
- c) Innovative techniques for teaching grammar, reading comprehension, written expression and note making.
- d) Teaching literature : story, novel, poetry, personal essay, pen portrait, travelogue, self narration, memories.
- e) Participatory strategies and methods of language teaching.

UNIT V Individualization of Language Learning

- a. Need of individualization of language learning
- b. Techniques viz differential assignments, classroom tasks, personalized system of instruction, programmed learning and individualized i.e. need based reading and writing programmes
- c. Teaching language for creativity.

Unit – VI: Assessment of Language Education. (15 hrs)

- a) Continuous and comprehensive evaluation in language.
- b) Assessment of affective in language, use of tools and techniques such as observation, rating scales, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- c) Self assessment by students and by teachers, peer assessment, assessment of teachers by students.
- d) Planning and assessment of portfolios in language learning: Assessment of curricular activities, assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- e) Different methods and techniques of language testing.

UNIT : VII Indian And Western Tradition In Language (15 hrs)

- a. Indian Traditions
 - i) Yask
 - ii) Panini
 - iii) Patanjali
 - iv) Bhartihari
- b. Western Tradition
 - i) Behaviouristic Approach
 - ii) Cognitive Approach
 - iii) Communicative Approach

Unit – VIII : Contextual Problem and Researches in Language Education (15 hrs)

- a) Problems and issues of the multilingual context in India with reference to three language formula.
- b) Medium of instruction – recommendation of Kothari Commission, NPE 1986, NCF (2005), NKC (2009).
- c) Social, political and personal issues of language teaching.
- d) Preservation of language heritage.
- e) Mother tongue, school language and problem of tribal dialects.
- f) Research trends in India and abroad in language education.

Transaction Mode

Lecture cum discussion, hand on practice in language laboratory, self study, visits to language teaching institutes, presentations in seminar and group discussions, workshop, assignment around issues, debate, quiz, language games.

Sessional Work (10 Marks each) ---- Marks (30hrs)

The students may undertake any two of the following activities :

1. Visit to language laboratory/language institution and writing its report.
2. Preparation of vocabulary test for L1/L2/L3 at primary level.
3. Seminar related to language education, using power point presentation.
4. Survey the language competency of school children and writing report.

References

- Corder, S. P. (1973). *Introducing Applied Linguistics*, Penguin.
- Halliday McIntosh and Strevens (1970). *The Linguistic Sciences and Languages Teaching ELBS*
- Mackey, W. F. (1966). *Language Teaching Analysis*. Longmans.
- Lado R. (1961). *Language Testing : The construction and Use of Foreign Language Tests*. London, Longmans.
- Gurry, P. (1954). *The Teaching of Written English*. London, Longmans.55
- Narayanswami, K. R. *Reading Comprehension at the College Level*. CIEFL, Monograph 8.
- Bansal, R. K. and Harrison, J. B. (1972). *Spoken English for India*. Orient Longman Ltd.
- Turner, J. D. (1965). *Introduction to the Language Laboratory : University of London Press*, London.
- Green, G. H. (1948). *Planning the Lesson*, London : University of London Press.
- Bennett, W. A. (1969). *Aspects of Language and Language Teaching*. Cambridge University Press, London.
- Braden, K. (2006). *Task Based Language Education : From Theory to Practice*. Cambridge University Press.
- Britton, James (1973). *Language and Learning*, Penguin Books, England.
- Byrnes, Heidi (2006). *Advanced Language Learning : The Contribution of Halliday and Vygotsky*. Continuum International Publishing Group.
- Hodges and Rudolf (1972). *Language and Learning to Read – What Language Teachers Should Know About Language*. Houghton Mifflin Co., Boston.
- Joyce and Banks (1971). *Teaching the Language Arts to Culturally Different Children*. Addison – Wesley, Pub Co., London.
- Krashen, Stephen (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International.
- Martinovic, Tic (2004). *Discourse Across Languages and Cultures*. John Benjamin's Publishing Company.
- Ornstein, Jacob (1971). *Programmed Instruction and Education Technology in Language Teaching Field – New Approaches to Old Problems*. The Centre for Curriculum Development Inc. Philadelphia.
- Osherson, N. Daniel & Howard Lasnik (1990). *Language an Introduction to Cognitive Science : Vol. 1*, Massachusetts Institute of Technology. USA.
- Pavelenko, Aneta et. Al. (2001). *Multilingualism. Second Language Learning and Gender*. Walter de' Gruyter GmbH & Co., KG, Berlin.
- Schiffrin, Deborah et. Al. (2001). *The Handbook of Discourse Analysis*. Blackwell Publishing.
- Vygotsky, L. S. (1985). *Thought and Language*. Cambridge, M. A. : The MIT Press.
- Wilkinson, Andrew (1971). *The Foundations of Language*. Oxford University Press: London.

**M.Ed. Annual
Specialization Paper (Optional Paper -H)
Pedagogy of Science Education**

Contact : 150 hrs.

Credit : 08

Examination Duration : 3 hrs

Objectives

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

Maximum Marks : 100

Internal : 20

External : 80

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavour.
- Understand the difference and complementarity between science and technology.
- Understand the need to evaluate curricula and evaluate the same on the basis of different validities.
- Know about and critically study innovative curricular efforts in India and abroad.
- Understand diversity of instructional materials, their role and the need for contextualization in science education.
- Appreciate the role of co-curricular activities in science education.
- Understand the constructivist approach to science instruction.
- Understand the role of assessment in the teaching-learning process in science.
- Familiarize with innovative trends in assessment.
- Analyse issues in science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Content

Unit – I : Nature of Science (15 hrs)

- a) Evolution of Science as a discipline, science as a dynamic expanding body of knowledge, development of scientific knowledge, scientific methods explanations.
- b) Science and technology, complementarities between science and technology, science and mathematics and their complementarities, role of mathematics in science.
- c) Common misconceptions of pupils about the nature of science, characteristics of different disciplines of science, their interrelationship and integration.

Unit – II: Curriculum of Science Education (15 hrs)

- a) Trends in science education from the beginning of the nineteenth century to the present at national and international level.
- b) Criteria of validity of science curriculum, content, ethical environmental process, cognitive, historical.
- c) Taxonomy for curriculum development in science education.
- d) Science curriculum at different stages of school education – at primary, upper primary, secondary and higher secondary.
- e) Instructional materials including textbook: contextualization, criteria and concerns including all stakeholders in their development.
- f) Integrating co-curricular activities with science education.

Unit – III : Approaches to Teaching -Learning of Science Education (15 hrs)

- a) Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science).
- b) Constructivist paradigm, approaches and their implications for science learning : concept development, investigatory approach, guided discovery approach, inductive method, project based learning, planning different types of projects, cooperative and collaborative learning, Learner centered activity based participatory learning, role of experiments in science, low cost experiments and reflective thinking.
- c) Metacognitive strategies – giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- d) Integrating science across different disciplines and with real life situations.
- e) Use of ICT in teaching learning of science pedagogical analysis of science at secondary level.

Unit – IV: Content Analysis and Content Enrichment of Science. (15 hrs)

- a) Content Analysis: Concept ,Need, Importance.
- b) Content Analysis of science,
 - i) according to nature of content,
 - ii) according to concerns of school curriculum.
- c) Content Enrichment: Concept ,Need, Importance.
- d) Content Enrichment in science teaching.
- e) Use of various resources for content enrichment of science; physical resources, humane resources, community resources.

Unit – V: Assessment of Science Education. (15 hrs)

- f) Continues and comprehensive evaluation in science.

- g) Assessment of affective in science, use of tools and techniques such as observation, rating scales, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- h) Self assessment by students and by teachers, peer assessment, assessment of teachers by students.
- i) Planning and assessment of portfolios in science learning: Assessment of curricular activities, assessment of content knowledge through activities and experiments, assessment of laboratory skills.

Unit – VI : Contemporary Issues in Science Education (15 hrs)

- a) Contribution of women in science.
- b) Scientific and technological literacy.
- c) Ethical aspects of science.
- d) Innovations and creativity in science.

Unit – VII: Development of Scientific Attitude (15 hrs)

- a) Scientific Attitude: Meaning and Scope..
- b) Scientific Literacy: Meaning and importance.
- c) Relation of scientific attitude with social and individual health and development: personal, social and national.
- d) Techniques and methods for inculcation of scientific attitude.
- e) Role of science teacher in inculcation of scientific attitude.

Unit – VIII: Researches In Science Education (15 hrs)

- a) Research in science education: Need, and importance.
- b) Researches related to curriculum, syllabus & text books of science at school level.
- c) Researches related to teaching -learning strategies .
- d) Researches' related to evaluation in science education.
- e) Institution/Organization involved in science education & research: NCERT, Dr. Homi Bhabha Centre of Science Education ,Tata Institute of Fundamental Research, Marathi Parishad, Centre for Environmental Education.

Transactional Mode

Group discussion, lecture-cum-discussion, panel discussion, symposium, school visits and sharing of experiences, experimentation with kits and laboratory work project and assignments focusing in observation and interaction with children adolescent, group and individual field based assignments followed by workshops and seminar presentation.

Sessional Work 20 Marks (30hrs)

The student may undertake any four of the following activities for 20 Marks.

1. Assignment/term paper on selected themes from the course.
2. A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i. e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
3. A critical study of science curriculum of secondary stage of any state.
4. Visit to science centre/science museum and presenting the report.
5. Development of an action plan for organization of a science exhibition at different levels, framing guideline on a selected theme and various sub-themes.
6. Develop an action plan on an experiment for development of physical science concept.
7. Development of a Vee map for a selected experiment in Physics, Chemistry or Biology and using it to conduct practicals in the laboratory.
8. Development of a concept map of a selected topic in Physics/Chemistry/Biology.
9. Development of a lesson design based on constructivist approach in a collaborative mode.
10. Development of criteria for evaluation of laboratory work and using it in the laboratory.
11. An action plan for adopting a multisensory approach to teach science to students with special needs.
12. Seminar on contribution of women to science and their implications towards women empowerment.

References

Alan J. McCormack. Trends and Issues in Science Curriculum in Science Curriculum Resource Handbook : A Practical Guide to K12 Science Curriculum. Kraus International Publications.

Bhanumathi, S. (1994). Small Scale Chemical Techniques – Chemistry Education. (April-June) 20-25.

Black, P. (1998). Testing : Triend or Foe? Theory and Practice of Assessment and Testing. Falmer Press, London.

Carey, S. (1986). Cognitive Science and Science Education. American Psychologist.41(1), 1123-1130.

Chalmers, A. (1999). What is the thing called Science. 3rd Ed. Open University Press, Buckingham.

Driver, R. Leach. J. Millar, R. and Scott, P. (1996). Young Peoples Image of Science, Open University Press, Buckingham.

Gipps, C. V. (1994). Beyond Testing. Falmer Press, London.

International Journal of Science Education.

Journal of Research in Science Teaching (Wiley – Blackwell).

Minkoff, E. C. & Baker, P. J. (2004). Biology Today : An Issues Approach, Garland Science. New York, pp. 1-32, Biology : Science & Ethics.

NCERT, National Curriculum Framework – 2005. NCERT, New Delhi.

NCERT, 'Focus Group Report' Teaching of Science (2005). NCERT, New Delhi.

Novak, J. D. & Gown, D. B. (1984). Learning how to learn. Cambridge University Press.

Science & Children (NSTA's peer reviewed journal for elementary teachers).

Steve Alsop & Keith Hicks (2003). Teaching Science. Kogan Page India Private Limited.

Sutton, C. (1992). Words, Science and Learning. Open University Press, Buckingham.

**M.Ed. Annual
Specialization Group-B
(Optional Paper)
Pedagogy of Mathematics Education**

Contact House per week : 4
Credit : 08
Examination Duration : 3 hrs.

Maximum Marks : 100
Internal : 20
External : 80

Objectives

Student teacher will enable to:

- appreciate the abstract nature of mathematics
- distinguish between science and mathematics
- distinguish between the roles of pure and applied mathematics
- develop the understanding of using constructivist approach in mathematics
- develop the skill of using various methods of teaching mathematics develop problem solving skills
- highlight the significance of mathematics laboratory
- distinguish between induction and mathematical induction
- develop the skill required for action research in mathematics

Course Content

Unit- I- Nature, Development and Significance of Mathematics

- a. abstractness of mathematics
- b. distinction between mathematics and science
- c. distinct roles of pure and applied Mathematic
- d. aesthetic aspect of mathematics
- e. historical development of mathematics
- f. contribution of mathematician Gauss and Ramanujan in mathematics

Unit- II – Objectives of Teaching-learning mathematics

- a. aims and objectives of teaching mathematics at various school levels
- b. instructional objectives in teaching mathematics
- c. constructivist approach in teaching of mathematics

Unit- III- Methods of teaching Mathematics

- a. inductive and deductive methods
- b. analytic and synthetic methods
- c. problems solving skills-stages in problem solving techniques to improve problem solving skills (Polya method)
- d. competence based approach in teaching mathematics

- e. pedagogical analysis of mathematics.

Unit- IV- Reflective discussion Recreational aspect of mathematics

- a. mathematical games, puzzles and amusements.
- b. Computer aided learning and computer based instructions
- c. Use and preparation of teaching aids.
- d. Mathematics Laboratory and mathematics club.

Unit- V- Curriculum of mathematics at different stages

- a. Preprimary
- b. Primary
- c. Upper primary
- d. Secondary
- e. Higher secondary

Unit- VI- Structure of Mathematics

- a. axioms, proofs and verification in mathematics
- b. types of theorems such as existence and uniqueness theorems etc.
- c. types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction
- d. sets and venn diagrams as a representative of mathematical properties and their relations.

Unit- VII- Evaluation in Mathematics

- a. Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic)
- b. Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures.
- c. Types of test items in mathematics such as long answer type, short answer type, very short answer type and objective type planning and construction of such items and precautions taken while constructing test items.
- d. action research in mathematics.

Unit- VIII- Teaching of gifted/slow learners in mathematics

- a. backwardness in mathematics
- b. mathematical giftedness
- c. teaching methods
- d. enrichment programmes for backward and gifted students.

Transaction Mode

Lecture-cum-discussion; group and individual field based assignment focusing by workshops and seminar presentation workshops seminar assignment of group discussion around issues and concepts, problem solving session using concrete materials form everyday experiences demonstration; seminars; group discussion; mathematical.

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

1. Assignment on construction of test items
2. Analysis of famous quotations on mathematics
3. Class Test
4. Group puzzles activities
5. Preparation and demonstration of teaching aids
6. Action research in mathematics

References:

1. Aggaral S.M. (1990), A Course teaching of modern mathematics, Dhanpat Raj & Sons New Delhi
2. Mangal S.K. (1990), Teaching of mathematics, Prakash Brothers Educational Publishers, Luddiyana.
3. Siddu K.P. (1995) The Teaching of mathematics, sterling publishers Pvt. Ltd. New Delhi, 110016.
4. Alice F. Art and Eleanan Armaer Thomas. Becoming a Reflective Mathematics Teacher.
5. Baw, G.R. and George, L.U. (1976). Helping Children Learn Mathematics. A Competency Based Laboratory Approach California, Cummings Publishing Co.
6. Bhanumurthy, I.S. (1992) Ancient Indian Mathematics. Wiley Eastern Ltd, New Delhi
7. Gronlund, N.E.(1990) Measurement and Evaluation in Teaching. New York; Macmillan.
8. Heimer, R.T. and Trueblood, C.R. (1970) Strategies for Teaching Children Mathematics; Reading Massachusetts: Addison Wesley Publishing C

9. Kenneth, Kidd P, et al (1970). The Laboratory Approach to Mathematics. Chicago, Science Research Associates
 10. Lieback, Pamela (1984) How Children Learn Mathematics. Penguin Books. Polya, G (1957) How to Solve it. 2nd edition, Garden city, N.Y. Doubleday and Company.
 11. Polya, G Mathematical Discovery on Understanding, Learning and Teaching Problem Solving. John Wiley & Sons
 12. Resonik, L.B. and W.W. Ford (1980) The Psychology of Mathematics for Instruction. New Jersey: Lawrence Erlbaum Associates.
 13. Sawyer, W.W. Mathematics in Theory and Practice. Udham Press Ltd, London.
 14. ओक अ.वा. सत्यवती राऊळ (1991) गणित स्वरूप अध्ययन अध्यापन, नूतन प्रकाशन पुणे.
 15. बापट भा.गो.कुलकर्णी वि ना गणित अध्ययन अध्यापन, व्हिनस प्रकाशन पुणे
 16. बोंदार्डे कै. मु. बोंदार्डे अ कै आणि कस्तुरे जि बा (2010), गणित अध्यापन पद्धती, फडके प्रकाशन कोल्हापूर
 17. देशमुख व.पा. (1972) गणिताचे अध्यापन, मॉडर्न बुक डेपो प्रकाशन पुणे.
 18. जगताप ह.ना. (2006) गणित आशयुक्त अध्यापन, नूतन प्रकाशन, पुणे.
 19. डॉ.गुळवणी मेघा (2011) मार्गदर्शन व समुपदेशन – नित्य नूतन प्रकाशन पुणे
 20. बी.एस.पवार, जी.बी.चौधरी, समुपदेशन मानसशास्त्र प्रशांत पब्लिकेशन पुणे.
 21. दुनाखे अरविंद (2006) शै व व्यावसायिक मार्गदर्शन आणि समुपदेश, नित्यनूतन प्रकाशन पुणे
-