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SHIVAJI UNIVERSITY, KOLHAPUR-416 004. MAHARASHTRA
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 शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४.

दुरध्वनी: (ईपीएबीएक्स) २६०९००० (अभ्यास मंडळे विभाग- २६०९०९४) तार : युनिशिवाजी
 फॅक्स : ००९१-०२३१-२६९१५३३ व २६९२३३३. e-mail bos@unishivaji.ac.in.

SU/BOS/Education/3132

Date : 17/6/2009

1) The Principal,
 All Affiliated Colleges/Institutions (M.Ed.)
 Shivaji University,
 Kolhapur.

Sub:-Regarding revised syllabi of M.Ed.(Annual Pattern) under the Faculty of Education.

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that, the university authorities have accepted and granted approval to the revised syllabi of M.Ed. (Annual Pattern) under the faculty of Education.

The revised syllabi will be implemented from the academic year 2009-2010. i.e. from June, 2009 onwards. A soft copy (C.D.) containing the syllabi is enclosed herewith. This syllabi is also available on university website www.unishivaji.ac.in.

Further, it is hereby informed that, the question papers on the pre-revised syllabi of above subjects will be set for examinations to be held in April-2010 and April 2011. These two chances are given for repeater students, if any.

You are, therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully,

Sd/-
 Dy. Registrar

Encl:- As above

Copy to: - 1) Dean, Faculty of Education
 2) Chairman Board of Studies in Education.
 3) Appointment Section
 4) Affiliation Section (U.G.)
 5) O.E. III Section
 6) Computer Centre

SHIVAJI UNIVERSITY, KOLHAPUR



Structure and Syllabus
for
Degree of Master of Education

M.Ed Regular ONE YEAR Course – Annual Pattern

Introduced from June 2009

(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,2009 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.

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 marksheet 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 2003	Revised Syllabus of June 2009
Paper I Philosophical and Sociological Foundations of Education	Paper I Philosophical and Sociological Foundations of Education
Paper II-Psychological Foundation of Education	Paper II-Psychological Foundation of Education
Paper III-Methodology of Educational Research	Paper III- Research and Statistics in Educational
Paper IV- Teacher Education	Paper IV- Teacher Education
Paper V- (I) Information Technology and Education (Optional)	Paper V- Information Technology and Education (Compulsory)
Paper VI- (E) Education Technology (Optional)	Paper V- Information Technology and Education Technology (Compulsory)
Paper VI- (D) Education Measurement and Evaluation (Optional)	Paper VI- (B) Education Measurement and Evaluation (Optional)
Paper VI- (F) Environmental Education (Optional)	Paper VI- (C) Environmental Education (Optional)
Paper VI- (H) Guidance and Counseling (Optional)	Paper VI- (D) Guidance and Counseling (Optional)
Paper VI- (J)Language Education (Optional)	Paper VII- (F) Language Education (Optional)
Paper VI- (K) Management, Planning and Financing of Education (Optional)	Paper VII- (G) Management, Planning and Financing of Education (Optional)
Paper VI- (M) Science Education (Optional)	Paper VII- (H) Science Education (Optional)
Paper VI- (N) Special Education (Optional)	Paper VII- (I)Special Education (Optional)
Practicals	Practicals
Head II Dissertation (100 Marks)	Head V(i) Dissertation Work (100 Marks)
Head II Viva-Voce (50 Marks)	Head V(ii) Viva-Voce (Dissertation and All Practicals) (50 Marks)
Head III Field based experiences related to supervision and evaluation of practice teaching and other aspects of school experiences of B.Ed. programmers (50 Marks)	Head IV Field based experiences (Internship)related to (i)B.Ed. (50 Marks) (ii)D.Ed. (50 Marks)
Head IV(i) Two optional paper practicals (50 Marks for each paper)	Head IV (i) Practicals related to paper V,VI and VII (50 Marks for each paper)
Head IV(iii) One Seminar (25 Marks)	Head III (i) Seminar (25Marks)

PAPER I
COMPULSORY PAPER
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF
EDUCATION

OBJECTIVES: To enable the student to :

1. understand the nature and scope of Philosophy of Education
2. analyze, interpret and synthesize various concepts and philosophical principles related to educational phenomena
3. understand the impact of Eastern & Western Schools of philosophy on Education
4. understand the nature and scope of Sociology of Education
5. analyze, interpret and synthesize various concepts and sociological principles related to educational phenomena
6. understand the changing nature of Global Society and Role of Education in it

UNIT- I PHILOSOPHY AND EDUCATION

- a. Philosophy – meaning, need, its Nature and functions.
- b. Philosophy of Education – meaning & scope
- c. Metaphysics (related to Nature, Man & Society) and Education
- d. Epistemology and Education: Knowledge and methods of acquiring knowledge with special reference to Dialectical Approach, Scientific Inquiry and Yoga
- e. Axiology and Education : Contribution made by Bhagwatgita, Jainism, Buddhism and Islam to value Education

UNIT- II IMPACT OF EASTERN AND WESTERN SCHOOLS OF PHILOSOPHY ON EDUCATION

- a. Eastern Schools of Philosophy
 - i) Sankhya and Upanishadic
 - ii) Jain
 - iii) Buddhist
 - iv) Islam
- b. Western schools of Philosophy
 - i) Reconstructionism
 - ii) Perennialism
 - iii) Essentialism
 - iv) Existentialism

UNIT- III EDUCATIONAL THOUGHTS

Contribution of Educational thoughts and practices made by great thinkers and critical appreciation with reference to their views on –

- a) Concept of Man and his Development
- b) Socio-cultural scenario, a global perspective.

Thinkers – Swami Vivekanand, Ravindranath Tagore, Yogi Aurobindo, Mahatma Gandhi, Plato, Immanuel Kant and John Dewey

UNIT- IV IMPACT OF SOCIO – ECONOMIC – POLITICAL IDEOLOGIES AND EDUCATION

- a) Impact of Individualism
- b) Impact of Fascism
- c) Impact of communism
- d) Philosophy of Emerging Indian Society and Education : Meaning and Characteristics of Democracy, Socialism and Secularism and Role of Education with reference to them

UNIT- V EDUCATION AND SOCIETY

- a. Sociology : meaning, need, scope and functions
- b. Sociology of Education : meaning and scope
- c. Social system – meaning & characteristics; Education as a social system
- d. Social change : meaning, barriers in social change, Education as a process of social change
- e. Social Interactions : Types and Role of Education
- f. Socialization : meaning and need, Education as a process of Socialization
- g. Responsibility of Education in Freedom and Discipline.

UNIT- VI THE CHANGING NATURE OF GLOBAL SOCIETY AND EDUCATION

- a. Knowledge Society : Meaning and characteristics, Role of Teacher and student in Knowledge society
- b. Liberalization of Education: Meaning and scope
- c. Privatization of Education –meaning, merits and demerits
- d. Globalization : Meaning & scope, challenges before Education, changes required in present system of Education in India to meet those challenge

UNIT- VII CURRENT CHALLENGES IN EDUCATION

- a. Women Empowerment through Education : Gender Disparities, Women empowerment – need & Role of Education
- b. Education in multicultural society.
- c. Parent Education : Meaning, need and scope, Parent-Teacher Associations & their functions, main features of Parent Education Programmes
- d. Distance Education : Meaning, Characteristics, Objectives, Cost-effectiveness, Support-services used, Process of counselling & role of the Counsellor

UNIT- VIII EDUCATION FOR SUSTAINABLE DEVELOPMENT AND PEACE

- a. Education for Sustainable Development.
 - i) Environmental Education : Meaning, Scope, Need , Curriculum at various levels, essential teaching-learning strategies & evaluation modes
 - ii) Education for Sustainable Development : Meaning, dimensions and principles of Sustainable Development, strategies of Sustainable Development(in brief), Role of Education in Sustainable Development
- b. Education for Peace : Meaning & Need of Peace and Education For Peace, historical Perspective, Role of Education For maintaining the Peace
- c. Human Rights Education : Meaning and need of Human Rights Education , Role of Education with reference to Human Rights

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PAPER – II
COMPULSORY PAPER
PSYCHOLOGICAL FOUNDATION OF EDUCATION

OBJECTIVES : To enable the student to :

1. understand the concept, principles of educational psychology to education .
2. to understand the implications of the psychological theories to education and apply.
3. acquaint with the process of development and assessment of various human abilities and traits.

UNIT- I PSYCHOLOGY AND EDUCATION

- a. Concept and scope of Educational psychology and its need in Teacher Education Programme
- b. Indian psychology : characteristics, Nature ,Scope and its contribution to Education
- c. Methods of psychology – Case study ,Experimentation, Observation, Interview, Introspection, Sociometry
- d. Limitations of Educational psychology

UNIT-II SCHOOLS OF PSYCHOLOGY AND THEIR CONTRIBUTION TO THE FIELD OF EDUCATION

(15 Hrs)

- a. Associationism
- b. Gestalt psychology
- c. Purposivism
- d. Behaviorism
- e. Structuralism
- f. Functionalism
- g. Psychoanalytic school
- h. New Trends in Psychology – constructivism

UNIT– III HUMAN DEVELOPMENT AND THORIES OF HUMAN DEVELOPMENT

- a. Concept and aspects of Human development and its implication to teaching learning process
- b. Stages of Human development Erickson
- c. Development task theory –Havighurst
- d. Cognitive development theory –Piaget
- e. Moral development theory-Kohlberg
- f. Psycho-social development theory – Freud

UNIT- IV HUMAN BEHAVIOUR

- a. Innate behaviour: (i) Instincts and their sublimation, (ii) New approach for behaviour : Motivation ,Types of motivation .
- b. Acquired behaviour : Habit ; skill; emotions; sentiments; attitude; will; character and their educational implications .

- c. General tendencies: suggestion, sympathy and imitation, with their educational importance.
- d. Biological bases of Behaviour

UNIT – V PSYCHOLOGY OF LEARNING

- a. Concept and kinds of learning
- b. Levels of learning –Gagne
- c. Mastery learning –Bloom
- d. Behavioristic theory – Hull
- e. Signal learning theory – Tolman
- f. Field theory- Lewin
- g. Social learning theory – Bandura
- h. Information processing theory – Bruner

UNIT– VI PERSONALITY DEVELOPMENT

- a. Personality development – Indian view: Upanishad; Patangali's Yogshastra; Budhistic view
- b. Trait theory – Allport, Eysenck
- c. Psychoanalytic theory – Freud, Erickson
- d. Behavioristic theory- Dollard & Miller
- e. Phenomenological theory – Carl Roger, Maslow
- f. Personality fig five theory- New trend
- f. Concept of mental health, adjustment and their educational implications
- g. Personality assessment

UNIT – VII ADJUSTMENT AND MENTAL HEALTH

- a. Concept and types of adjustment
- b. Concept and characteristics of good mental health
- c. Defence mechanisms – mechanism of denial, mechanisms of escape, mechanism of substitution
- d. Maladjustment; neurotism and psychotism.
- e. Principles of mental hygiene ; preventive, constructive and curative measures for mental health of students, teachers and school personnel
- f. Juvenile delinquency

UNIT- VIII SOCIAL PSYCHOLOGY

- a. Meaning and scope of social psychology
- b. Group dynamics: Group process, Interpersonal relations sociometric grouping
- c. Socio-emotional climate of the classroom and influence of teacher characteristic on students
- d. Social observational Behavioral theory
- e. Contribution of social psychology to education

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PAPER III COMPULSORY PAPER RESEARCH & STATISTICS IN EDUCATION

OBJECTIVIES: 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.
4. acquire the knowledge of various methods for educational research.
5. understand the use of different tools and techniques for research.
6. prepare research proposal.

UNIT- I EDUCATIONAL RESEARCH

- 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 and Quantitative Research
- f. Inter disciplinary Educational Research and its implications

UNIT- II RESEARCH PROBLEM AND RESEARCH PROPOSAL

- 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 and Synopses : Preparation and oral presentation

UNIT- III METHODS OF EDUCATIONAL RESEARCH

- a. Historical
- b. Descriptive-Survey, Ex-post facto, Field study and Case Study
- c. Experimental
- e. Developmental and Genetic
- f. Ethnographic

UNIT –IV: RESEARCH TOOLS, TECHNIQUES AND DATA

ANALAYSIS

- a. Types of Scales, Parametric and Non parametric Data
- b. Research Tools-Questionnaire , Rating Scale, Checklist , Schedules
- c. Data Analysis (Concepts only) – Quantitative & Qualitative Descriptive & Inferential
- d. Tabulation of data.

- e. Measures of Central Tendency
- f. Measures of Variability
- g. Concepts of Correlation –Linear, Biserial , Multiple & Partial

UNIT- V RESEARCH TOOLS, AND DATA ANALYSIS

- a. Research Tools: Questionnaire, Opinionaire,
- b. Techniques: Interview, Observation, Sociometric
- c. Types of Psychological Tests
- d. Standardization of Tests
- e. Standardized and teacher made tests, CR and NR tests

UNIT- VI HYPOTHESIS CONCEPT AND TESTING

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

UNIT- VII ANALYSIS OF DATA

- a. Measures of Relationship - Product Moment Method, Regression, and Prediction. Only concepts of bi-Serial, point bi-serial, tetra-choric, multiple and partial, phi correlation.
- b. Normal Probability Curve, its application with reference to different statistical measures
- c. Factor Analysis (Concept only)
- d. Interpretation and Generalization of Results

UNIT-VIII REPORT WRITING AND EVALUATION OF RESEARCH REPORT

- a. Preparation of Research Report of Dissertation/Thesis : Sections – Preliminary Main body, Reference
- b. Preparation of Research Abstracts and Research Synopsis
- c. Presentation of Research thesis/dissertation for defence
- d. Evaluation of Research Report -Thesis / Dissertation

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प्रकाशन .

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देशपांडे प्रकाश आणि पंडीत बन्सीबिहारी 1995 शैक्षणिक कृती संशोधन पुणे : नूतन पाटोळे एन के . 1994 संशोधन पद्धती यशवंतराव चव्हाण महाराष्ट्र, मुक्त विद्यापीठ, नाशिक.

PAPER – IV COMPULSORY PAPER TEACHER EDUCATION

OBJECTIVES :- To enable the student to :

1. understand the philosophical foundation of teacher education.
2. acquaint with aims, objectives, structure and curriculum of teacher education.
3. trace the development of teacher education in India & West.
6. understand the thinking process of a teacher.
7. become acquainted with managerial aspects of various practicals in teacher education.

UNIT- I PHILOSOPY OF TEACHER EDUCATION

- a. Concept, Aims and General objectives of Teacher Education
- b. Objectives of Teacher Education at various Levels
- c. Concept of Man and their Implications for Teacher Education
 - i) Behaviouristic ii) Humanistic iii) Constructistic
- d. Social context of Teacher Education
- e. Ethics of shaping another Person's Behaviour

UNIT- II TEACHER EDUCATION–HISTORICAL PERSPECTIVES

- a. History of Teacher Education in West -
 - i) Trends ii) Developments and iii) Forces that shaped Teacher Education
- b. History of Teacher Education in India -
 - i) Trends ii) Developments and iii) Forces that shaped Teacher Education

- c. Reports of National Commissions on Education - (with reference to Teacher Education only)
- d. Reports of International Commissions on Education - (with reference to Teacher Education only)
- e. National Commissions on Teacher

UNIT- III STRUCTURE AND CONTENT OF TEACHER EDUCATION

- a. Components and Patterns of Teacher Education
- b. Structure and content of Teacher education for –
 - i) Pre-primary
 - ii) Elementary
 - iii) Secondary &
 - iv) Higher secondary stages of Education
- c. In service Teacher Education -
 - i) Need & Rationale
 - ii) Present programmes
 - iii) Personalized Education for Teachers & Self directed learning.

UNIT IV TEACHER THOUGHT PROCESS

- a. Concept of Teaching & Learning
- b. Relationship among Learning, Teaching and Teacher Education
- c. 3 Ps in Teaching – Perception, Planning and Performance
- d. Principles of planning, guiding for planning and procedure of feed back
- e. Teacher Thought process and Decision making

UNIT- I TEACHER EDUCATION AND QUALITY ASSURANCE

- a. Competency Based Performance & Commitment Oriented Teacher Education
- b. Quality Assurance
- c. Role, Functions and Responsibilities of –
 - i) NCTE & NCERT
 - ii) NAAC
 - iii) University Faculty of Education

UNIT- II PROCESS OF BECOMING A TEACHER

- a. Contexts of Becoming a Teacher –
 - i) Personal Context
 - ii) Teacher Educator's Context
 - iii) Client Context
 - iv) Research Context
- b. Teacher Professionalism – Roles, Attitudes, Values, Job Satisfaction
- c. Role of Teacher Education in shaping the behavior of Teacher and Professionalizing a Teacher
- d. Role of In service Teacher Education in shaping the teachers behavior and professionalizing a teacher

UNIT- III LABORATORY, FIELD EXPERIENCES AND OTHER PRACTICALS IN TEACHER EDUCATION

- a. Continuum Training and place of laboratory experiences

- b. Micro teaching, SSST, Stimulated Recall system
- c. Practice Teaching- stray lesson, Block Teaching
- d. Field Experiences – Internship
- e. Organization of other Pedagogical components of Teacher Education – CCM, Evaluation, SS, SUPW and Co-curricular Activities

UNIT- IV ISSUES AND RESEARCHES IN TEACHER EDUCATION

- a. Current issue in Teacher Education
- b. Unsolved problems in Teacher Education
- c. Trends in researches in Teacher Education
- d. Fundamental and applied researches in Teacher Education in India and in other countries

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PAPER – V
COMPULSORY PAPER
INFORMATION TECHNOLOGY AND EDUCATIONAL
TECHNOLOGY

OBJECTIVES: To enable the student to :

1. be acquainted with the Information and Communication Technology to apply for Education
2. be acquainted with Computer Hardware and Software to be able to use in Education
3. be acquainted with the nature, forms, research trends and applications of Educational Technology
4. be acquainted with Media Technology and Instructional System for use in Education

UNIT–I INFORMATION AND COMMUNICATION TECHNOLOGY

- a. Information technology: concept need and importance
- b. Historical development of information technology and different facts of information technology
- c. Meaning of telecommunication, Analog and digital signal, Modulation and its need
- d. Modems: Transfer speeds
- e. Communication satellite, ISDN
- f. Need for Data Transmission ,The Basic communication systems, Data Transmission and techniques
- g. Internet for Educational purposes
- h. Importance of computer networks, network terminology, types of network
- i. Theory and models of communication

UNIT – II COMPUTER HARDWARE

- a. Meaning of hard-ware and various hardware components of a personal computer
- b. Input Device :Input fundamentals, Categories of Input Devices: Keyboard Input: Keyboards and their types : Pointing Devices: mouse track ball, touch pad, touch screen joystick, pen-based systems, personal digital assistants(PDA),light pen, digitizing tablet: Data scanning devices :bar code readers ,Optical Mark Readers (OMR) Optical scanners, Optical character Recognition (OC) Magnetic Ink Character recognition, (MICR) system voice Input Devices.
- c. Hardware inside data processing unit
- d. Output devices : Output Fundamentals, Categories of output devices: softcopy output device :Monitors : Cathode-ray tube (CRT) Classification and characteristics of a monitor ,voice output systems :sound cards and speakers 3D Audio :Hard Copy Output Devices : Impact Printers –letter quality

printers dot-matrix printers, high speed printers : Non Impact printers –ink-jet printers thermal printers laser printers: plotters.

- e. Memory and its types–primary secondary stage devices

UNIT- III COMPUTER SOFTWARE

- a. Computer Software : Meaning and Types
- b. System software : Types - System Control Software, System support software, System Development Software
- c. Operating Systems : Meaning, Types, Commands and Working
- e. Programming language : Classification, Types, Uses and special features of high level languages
- f. Application software, Utility software (in brief) & Features of MS Windows & MS Office

UNIT –IV EDUCATIONAL TECHNOLOGY

- a. Meaning, need, scope, significance, limitation and objectives of Educational Technology.
- b. Forms of Educational Technology : Media Technology, Instructional Technology, Teaching Technology, Behavioral Technology, Cybernetics.
- c. Technology Literacy - Visual, Audio, Media and - Meaning, Importance and development of each.
- d. Major Development Trends in Researches in the field of Educational Technology.
- e. Educational Technology in Formal, Non Formal; and Distance Education, with reference to Counselling and Support Services

UNIT –V MEDIA TECHNOLOGY AND INSTRUCTIONAL SYSTEM

- a. Types, Classification, Selection, Preparation and Use of Media - Projected, Non Projected, Community resources for individual and group learning Methods.
- b. Multi Sensory Teaching at various levels i)Memory ii)Understanding iii)Reflective - Multi Media Technology-concept, characteristics.
- c. Print media technology and Photography Technology.
- d. Learner Centered Instruction and Analysis of Learners.
- e. System Approach to Instruction - Task Analysis.
- f. Designing Instructional System - Individual mode, Small group mode, Large group mode

UNIT- VI TEACHING STRATEGIES AND EVALUATION

- a. Teaching Strategies - Meaning, Nature
- b. Function and types.
- c. Teaching for Knowledge construction
- d. Innovative Teaching Strategies - Discussion Think pair share, Partners in Learning,

- e. Teaching for various levels of objectives - Objectives as the basis of Teaching and Evaluation.
- f. Meaning, Concept of Educational Evaluation - Norm Referenced and Criterion Referenced Tests - Formative and Summative Evaluation.

UNIT- VII INTERNET, WORLD WIDE WEB AND COMPUTER MULTIMEDIA

- a. Concept and Meaning of Internet, A brief History of the Internet, Applications of the Internet, Internet Hardware and Software requirement, Internet Security, Internet Terminology
- a. The World Wide web : Introduction to WWW, web pages and HTML, web Browsers; web Search Engines, Internet Service Providers, Net Surfing, Internet Services
- b. Electronic Mail (e-mail) : The Concept of e-mail, Advantages and Disadvantages of e-mail, working with e-mail, Mailing Basics, Internet Mail Protocols, Useful e-mail services, Newsgroups
- c. The Concept of Multimedia, Components of Multimedia, Use Of Multimedia : in Entertainment, Software Training, Education and Training, in office work; Multimedia Servers and Databases
- d. Multimedia Tools (In brief) : Paint and Draw Applications, Graphic Effects and Techniques, Sound and Music, Video, Multimedia Authoring Tools, types of Presentations
- e. Computer care - Virus, security and maintenance

UNIT- VIII APPLICATIONS OF IT IN EDUCATION, TRAINING AND RESEARCH

- a. Use of IT in Educational Management : Office Automation, Correspondence, Personal records, Accounting, Examinations,
- a. Use of IT in Self Learning; Distance learning, Virtual schools and colleges, Educational web sites
- c. Use of IT in Teaching and Learning at School and College Levels : Computer in schools, Computer Aided Instruction, Computer Assisted Learning, Drill-Practice-Tutorial, Simulation and games in instruction, Presentation aids, interactive multimedia, web based learning
- d. Use of IT in Research : Problem selection, Review, Data collection, Analysis and Interpretation, Reporting, Presentation

Practicals desirable to be done during theory classes to support theory. (Compulsory)

1. Power point slide show between 12 to 15 slides on school topic or B.Ed topic or M.Ed topic.
2. Paint applications: Prepare pictorial chart.
3. Use Internet for teaching, learning and research.

4. Observation of at least 1 School lesson or 1 B.Ed. lesson to identify Psychological and Environmental Barriers occurring during communication and analyze the reasons for the occurrence.
5. Local visits (i)Printing press (ii)Photography studio (iii) Resource centre/ EMRC/ MKCL/ Electronic Shop/AIR.

References:

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PAPER –VI OPTIONAL PAPER FIELD OF SPECIALIZATION -I A: CURRICULUM DEVELOPMENT

COURSE OBJECTIVES:

1. To enable the student- teacher to develop an understanding about important principles of curriculum construction.

2. To help student-teacher to understand the bases and determinants of curriculum.
3. To orient the student-teacher with curriculum design, process and construction of curriculum.
4. To acquaint the student teacher with curriculum implementation and curriculum evaluation.
5. To help the student teacher to understand issues, trends and researches in the area of curriculum development.

UNIT I CURRICULUM

- a) Concept, meaning and need.
- b) Difference between curriculum and syllabus, basic elements and their relationship with curriculum.
- c) Factors influencing curriculum.
- d) Types and their characteristics.

UNIT II DETERMINANTS OF CURRICULUM

- a) Bases of determinants of curriculum.
 - b) Philosophical considerations.
 - c) Sociological considerations.
 - d) Psychological considerations.
 - e) Discipline-oriented considerations.
- Other considerations: historical, scientific and mastery learning.

UNIT III CURRICULUM DEVELOPMENT : HISTORY AND CONCEPT

- a) The concept of curriculum development.
- b) History of curriculum development.
- c) Theory and procedures of curriculum development.
- d) Suggestions and recommendations in curriculum development as per University commission, Mudliar and Kothari commission.

UNIT IV CURRICULUM DESIGN AND ORGANIZATION.

- a) Meaning of the terms- design and organization.
- b) Components and sources of design.
- c) Principles and approaches of curriculum designing.
- d) Curriculum construction and steps involved.
- e) Curriculum development process with its steps.

UNIT V SYSTEMS APPROACHES TO CURRICULUM DEVELOPMENT

- a) Systems approach : Concept of a system, meaning and characteristics of systems approach, stages, uses.
- b) Curriculum as a system, its characteristics.

- c) Systems analysis for curriculum development.
- d) Systems design and construction of a prototype.
- e) Systems operation and evaluation.
- f) Systems approach to curriculum improvement.

UNIT VI DESIGNING CURRICULUM FOR FORMAL, NON FORMAL AND DISTANCE EDUCATION

- a) Curriculum and National policy of Education. (1986)
- b) Designing curriculum for formal education.
- c) Designing curriculum for non formal and Adult education.
- d) Curriculum designing for distance education.

UNIT VII STREAMLINING CURRICULUM ADMINISTRATION

- a) Concept of curriculum administration.
- b) Grass-root planning, analysis of the situation.
- c) Curriculum implementation strategies.
- d) Support materials and their production-textbooks, teacher's handbooks, instructional materials etc.
- e) Models of implementation.

UNIT VIII CURRICULUM EVALUATION

- a) Importance of curriculum evaluation.
- b) Models of curriculum evaluation.
- c) Interpretation of evaluation results and method.
- d) Issues and trends in curriculum development and research.

PRACTICALS :

Any four of the following :

- 1) Analyse the compulsory papers of the present B.Ed. course and report.
- 2) Analyse 1 text book of any class (V to X) of any subject and report.
- 3) Interview of 5 experts involved in B.Ed. curriculum development and report.
- 4) Compare the pre-revised and revised curriculum (structure) and the syllabus of compulsory papers of B.Ed. course and report.
- 5) Design a 3 months course curriculum for Non-formal Education (any subject)

REFERENCE :

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PAPER –VI
OPTIONAL PAPER
FIELD OF SPECIALIZATION -I
B : EDUCATIONAL MEASUREMENT AND EVALUATION

OBJECTIVES : To enable the student to :

1. get acquainted with the basic concepts and practices adopted in educational measurement and educational evaluation
2. understand the relationship between measurement and evaluation
3. to understand various taxonomies of educational objective
4. get acquaint with various reforms in examination system

UNIT- I EDUCATIONAL MEASUREMENT AND EDUCATIONAL EVALUATION

- a. Meaning and concept of Educational Measurement
- b. Historical background of measurement
- c. Educational Evaluation - Concept, process, principles and types
- d. Relationship among measurement, assessment and evaluation

UNIT –II TAXONOMIES OF EDUCATIONAL OBJECTIVES

- a. Taxonomies of educational objectives .
- c. Bloom's taxonomy of Cognitive domain .
- d. Krathol's taxonomy of Affective domain.
- e. Dave's taxonomy of Psychomotor domain.
- f. Objective as a base of teaching and measurement .

UNIT- III CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT

- a. Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power, Norms
- b. Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability
- c. Validity - Types, Factors affecting, interpretation and improving validity

UNIT- IV EXAMINATION REFORMS

- d. Grading, Marking and Credit System
- b. Semester System
- c. Question Bank
- d. Continuous Internal Assessment
- e. Moderation and revaluation
- f. Online Examination

UNIT-V TOOLS OF MEASUREMENT AND EVALUATION

- a. Subjective and objective tools of measurement

- b. Nature, characteristics, advantages and limitations of the tests: essay tests, objective tests, and performance tests; Scales; Inventories; Questionnaires and Schedules
- c. Norm –referred and criterion referenced tests.

UNIT-VI STANDARDIZATION OF THE TEST AND INTERPRETATION OF THE SCORES

- a. Meaning and need for standardization of the test
- b. Steps involved in standardization of the test.
- c. Raw derived and standard scores Z score and T score
- d. Norms and standards.

UNIT-VII MEASUREMENT OF INTELLIGENCE CREATIVITY AND PERSONALITY

- a. Intelligence test-Individual & group (verbal non-verbal and performance tests)
- b. Measurement of creativity; language creativity and creativity
- c. Personality tests; Personality inventories; check list; adjustment inventories, projective techniques; performance records. .

UNIT- VIII MEASUREMENT OF ACHIEVEMENT; ATTITUDE; APTITUDE AND INTEREST

- a. Achievement test
- b. Interest inventories Kuder / Strong Cambell
- c. Attitude scale Thurstone, Likert
- d. Attitude tests : Differential Aptitude Tests c and GAT B general aptitude test batteries

PRACTICALS :- Compulsory

Any two of the following :

1. Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)with the readymade test or inventory and interpret the results.
2. Prepare administer and assess an achievement test for one Unit at B.Ed or M.Ed level and equaluance the results (within the group and against a standard)
3. Prepare a question bank of 25 questions at different levels and types for any one paper of B.Ed. or M.Ed. Course.
4. Study of online examination system through visit to computer Institute.

References :

- Blood, Don and Budd, William, (1972). Educational Measurement and Evaluation. New York : Harper and Row Publishers.**
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- Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics. Bombay : Sheth Publishers.
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PAPER – VI
OPTIONAL PAPER
FIELD OF SPECIALIZATION
C. ENVIRONMENTAL EDUCATION

OBJECTIVES :- To enable the students to :

1. understand the relation between Man & Environment.
2. understand the process of Environmental Disaster Management.
3. understand the process of Environmental Education.
4. acquire the laboratory skills for Experiments related to Environmental Education.
5. acquire skills for Planning & Conducting Environmental Awareness Programmes.

UNIT- I MAN AND ENVIRONMENT

- a. Environment : Meaning & types
- b. Natural, Social & Economic environment : interdependence & interaction among them
- c. Relation between Man and Environment
- d. Environmental Health – meaning and importance
- e. International Conferences For Environmental Protection : Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002)
- f. United Nations Environmental Programme (UNEP) – Objectives & Functions

UNIT- II ENVIRONMENTAL DISASTERS AND DISASTER MANAGEMENT (15 Hrs.)

- a. Environmental Disasters : meaning , natural & manmade disasters and their management

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

UNIT- III ENVIRONMENTAL EDUCATION (15 Hrs.)

- a. Environmental Education : Meaning, need and scope
- b. Historical perspective of Environmental Education
- c. Need of Environmental Education for School Teachers and Teacher Educators
- d. Guiding Principles of Environmental Education
- e. Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework For Teachers and Teacher Educators (2005) given by NCTE
- f. Study of curriculum of Environmental Education at Primary & Secondary levels of Education currently implemented in Maharashtra : objectives, content Areas, teaching – learning and modes of Evaluation as prescribed in the curriculum

UNIT- IV EDUCATION FOR CONSERVATION OF NATURAL RESOURCES

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

UNIT- I EDUCATION FOR ENVIRONMENTAL MANAGEMENT (15 Hrs.)

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

UNIT- II ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

- a. Sustainable Development : Meaning & dimensions (natural, social & economic) -

- b. Strategies For Sustainable Development : suggested in Agenda – 21
- c. Guiding Principles for Sustainable Development
- d. Mahatma Gandhi's concept of Development
- e. Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development
- f. Role of Environmental Education in Sustainable Development- Need of an Inter- disciplinary Approach

UNIT- III TEACHING – LEARNING AND EVALUATION IN ENVIRONMENTAL EDUCATION

- a. Teaching – Learning Strategies For Environmental Education : Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Role Play, Dramatization and Games
- b. Evaluation in Environmental Education Use of Observation, Self-reporting techniques (attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education
- c. Training For Environmental Education – (Preparing an Environmental Education Teacher) Major components of the Training Programme

UNIT- IV ROLE OF VARIOUS AGENCIES IN ENVIRONMENTAL EDUCATION

- a. Role of Educational Institution & Role of a Teacher - Characteristics and Responsibilities of Environmental Education Teacher
- b. Role of Family in Developing proper attitudes, values, skills and behavior patterns.
- c. Role of Central & State Government in Environmental Education
- d. Role of NGOs in Environmental Education (with reference to two National & two Local NGOs)
- e. Role of Media in Environmental Education – Print Media, Posters, Slides, Television, Radio and Computer (Internet)

PRACTICALS - (30 Hours) Compulsory

1. Preparation and Use of a strategy for teaching Environmental Education at school level / college level .
 2. In connection with practical -1
Preparation & use of an Evaluation Tool (no standardization) for measuring the attainment of the teaching objectives.
-
- 1 Any two of the following -
 - a. To measure the P^H of at least five samples of water.
 - b. To measure the turbidity of at least five samples of water.
 - c. To measure the conductivity of at least five samples of water.

- d. To measure the hardness of at least five samples of water.
- e. To measure the intensity of sound with the help of Sound Level meter in – at least one Residential area, one Hospital area, one Educational Institution area and one Industrial area
1. Planning & Conducting an Environmental Awareness Programme for a class (5th to 12th std.) in any one school or college.

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PAPER – VI
OPTIONAL PAPER
FIELD OF SPECIALIZATION
D: GUIDANCE AND COUNSELLING

OBJECTIVES :- To enable the student to :

1. understand concept, need, principles, objectives & bases of Guidance.
2. understand the different types of Guidance.
3. understand the concept, need, approaches, ethics of Counselling.
4. understand the tools and techniques used in Guidance and Counselling.
5. acquaint students to use techniques of Guidance & Counselling

UNIT- I 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.

UNIT- II TYPES OF GUIDANCE

- a. Personal Guidance – Meaning, Concept, Need and Programmes of Personal Guidance
- b. Educational Guidance - Meaning, Concept, Need and Programmes of Educational Guidance.
- c. Vocational Guidance - Meaning, Concept, Need and Programmes of Vocational Guidance.
- d. Group Guidance – Concept, Meaning and techniques of Group Guidance

UNIT- III COUNSELLING (15 Hrs.)

- a. Concept, Nature, Principle and Need for Counselling
- b. Approaches for Counselling – Directive and Non- directive approaches with their steps
- c. Counselling stages & process.
- d. Code of ethics pertaining to Counselling.
- e. Group Counselling – Concept, Meaning, Techniques and Purposes of Group Counselling.

UNIT- IV TOOLS AND TECHNIQUES USED IN GUIDANCE AND COUNSELLING

- a. Standardize tools and techniques – Meaning and Definition.
- b. Intelligence test, Aptitude test, Interest Inventory and Personality Inventory
- c. Non-Standardize techniques – Meaning and Definition
- d. Interview, Rating Scale, Questionnaire and Projective technique. (3 hrs.)
- e. Personnel for Counsellor, Role of family & Community.

UNIT– I GUIDANCE AS A PROFESSION (15 Hrs.)

- a. Guidance as a profession –concept and meaning
- b. Importance of Guidance Profession
- c. Personality characteristics of the Guide

- d. Social characteristics of the Guide
- e. Scope and ethics of Guidance Profession

UNIT- II GUIDANCE OF CHILDREN WITH SPECIAL NEEDS

- a. Guidance for physically handicap –meaning concept, types & need of guidance for physically handicap
- b. Guidance for learning disable –meaning concept and need of guidance for learning disable.
- c. Guidance for Juvenile Delinquent –concept, Planning and need of guidance for Juvenile
- d. Guidance for Juvenile Delinquent concept-meaning and need of guidance for Juvenile
- e. Guidance for Gifted -meaning concept and need of guidance for gifted children

UNIT– III COUNSELLING AS A PROFESSION

- a. Counselling as a profession –Concept- and meaning
- b. Importance of Counselling Profession
- c. Characteristics of Counselors
- d. Scope and future of Counselling profession
- e. Ethics of Counselling Profession

UNIT- IV COUNSELLING PROCESS AND GROUP COUNSELLING

- a. Concept and meaning of Counselling process and group Counselling
- b. Variables affecting Counselling Process
- c. Significances and Techniques of group Counselling
- e. Group Counselling in Education

PRACTICALS - (30 Hours) Compulsory

1. Use of counselling techniques in B.Ed College 05 students
2. Administration of adjustment / Personality Inventory on 20 Students –teacher of D.Ed. B.Ed./M.Ed.
1. Use of Tool or Technique used for Guidance and Counselling Services and collect data from any Secondary School / Institution and analyze.
2. A visit to the Vocational Guidance Services in Secondary or Higher Secondary Schools.

References :

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: नित्यनूतन प्रकाशन

Paper VII
FIELD OF SPECIALIZATION
F: LANGUAGE EDUCATION

OBJECTIVES

1. To develop an understanding of the nature functions and implications for planning and teaching language.
2. To acquaint the students to the Indian and Western traditions in Language.
3. To help the students to know the psychology of teaching language learning.
4. To acquaint the students with pedagogy of language learning and language teaching.
5. To develop understanding and skill in differentiating between teaching language and teaching literature in the context of L 1 and L2.

UNIT I : NATURE, CHARACTERISTICS AND SOCIAL CONTEXT OF LANGUAGE

- a. Nature and characteristics of language
- b. Use of Language
- c. Concepts of Language Communities
- d. Social Context of Language
- e. Saussure and Yekaboson's views about language

UNIT : II INDIAN AND WESTERN TRADITIONS IN LANGUAGE

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

UNIT : III LANGUAGE TEACHING

- a. Nature, and function of first language, second language, third language and planning for it's teaching.
- b. Need of teaching languages (L1, L2, L3) in school curriculum
- c. Methods of Language teaching (L1, L2, L3) in school curriculum
- d. Teaching of Literature :Story, Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, Self Narration, Memories

UNIT: IV PSYCHOLOGY OF TEACHING AND LEARNING LANGUAGE

- a. Psycholinguistic approach, principles of language

- b. Relation between the brain and language
- c. Psychology of language learning and language acquisition(4hrs)
- d. Factors affecting language learning and language acquisition (3hrs)

UNIT I LINGUISTICS AND LANGUAGE

- a. Nature and functions of linguistics
- b Contrastive Analysis
- c. Error Analysis
- d . Structural Linguistics

UNIT II PEDAGOGY OF LANGUAGE TEACHING

- a. Teaching the first language (L1) the second language (L2) and other languages (L3) difference in objectives instructional materials evaluation etc Factors affecting the teaching of L1, L2, L3
- b. Developing the language curriculum and the syllabus: factors that influence the curriculum, dimensions, selection and grading of content selecting the contexts for teaching and learning, transaction techniques and evaluation techniques.
- c. Developing basic language skills and intermediate as well as advanced language skills that are level specific viz primary secondary and higher secondary
- d. Innovative techniques for teaching grammar reading comprehension written expression note-making etc.

UNIT III 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 IV RESEARCHES AND PROBLEMS OF LANGUAGE EDUCATION IN INDIA

- a. Multi lingual context of India
- b. Three –Language formula original as well as modified and its present status

- c. Policy Formulation and language Education levels: National Level, State level, District and Local level
- d. Researches done in India in the field of Teaching of language

PRACTICALS: (30 hrs)

- 1 . Preparation of vocabulary test for L1/L2/L3 at Primary /Secondary level
- 2 Survey the language Competency of school children /women /disadvantaged groups and writings its report.
- 1 . Visit to Language Laboratory and writing it's report
- 2 . Preparation of two content enriched lesson –Plan by using various sources.

REFERENCES:

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 Turner J.D. Introduction to the Language Laboratory : University of London Press London. 1965
 Green G.H. Planning the Lesson , London : University of London Press 1948

**PAPER – VII
 OPTIONAL PAPER
 FIELD OF SPECIALIZATION**

G: MANAGEMENT, PLANNING AND ECONOMICS OF EDUCATION

OBJECTIVES :- To enable the students to:

1. Understand the concept and principles of Educational Management to Education.
2. Understand the concept and principles of educational administration to education .
3. Draw implications of management theories to educational systems.

UNIT – I CONCEPT OF MANAGEMENT OF EDUCATION

- a. Meaning and nature of management
- b. Historical background of management
- c. Meaning, nature and scope of educational management
- d. Principles of Educational management
- e. Approaches to management: scientific systematic, behavioristic, humanistic empirical, **POSDCORB & PODC**
- f. Objectives of Educational management
- g. Process and functions of Educational
- h. Need for management in Education

UNIT– II EDUCATIONAL ADMINISTRATION

- a. Concept of Educational administration
- b. Development of modern concept of Educational administration: Taylorism, Administration of projects, Administration of bureaucracy, Human Relations Approach to Administration
- c. Concept , need and factors related to job satisfaction
- d. Leadership in educational administration: meaning and nature of leadership ; styles of leadership ; Theories of leadership – contingency model by fielder, the vertical Dyad Theory; Evaluation of leadership.
- e. Challenges and Performance Appraisal of Educational Administration

UNIT –III PLANNING OF EDUCATION

- a. Meaning nature and principles of planning
- b. perspective planning concept, nature, scope and use of perspective planning in education
- c. Institutional planning : concept nature and scope and importance of institutional planning in education
- d. Decision making in education concept, types and techniques of decision making in education
- e. Manpower planning-concept need and importance of manpower planning for human resource development

UNIT –IV EDUCATIONAL SUPERVISION (15 Hrs)

- a. Meaning need nature and importance of educational supervision
Academic supervision vs. Administrative supervision

- b. Functions and process of supervision
- c. Supervision of different levels of education
- d. Planning and organizing of Supervisory programmes
- e. Implementing supervisory programmes

UNIT– I ECONOMICS OF EDUCATION

- a. Meaning and nature of economics
- b. Meaning need and importance of economics of education
- c. Scope of economics of education
- d. Benefits of education
- e. Educational costs

UNIT-II FINANCING OF EDUCATION

- a. Management of financing
- b. Nature and scope of educational finance
- c. Sources and allocation of funds and maintenances of accounts
- d. private and self financing of educational institutions.
- e. School finance, students loans

UNIT-III TOTAL QUALITY MANAGEMENT (TQM)

- a. Historical background of TQM
- b. Concept of TQM in Education
- c. Aspects and strategies of TQM
- d. Quality assessment in education –NAAC ,Internal Quality Assurance cell (IQC) ,NCTE
- e. Methods of controlling in educational management –PERT PPBS
- f. Centralization and Decentralization of educational management at different levels of education

UNIT- IV PERFORMANCE APPRAISAL

- a. Purposes of appraisal
- b. Concepts and need of performance appraisal
- c. Approaches to performances appraisal
- d. Essentials and criteria of good appraisal system
- e. Performance appraisal methods and techniques
- f. Limitations of performance appraisal
- g. Autonomy and accountability of institutions

PRACTICALS - (30 Hours) Compulsory

1. Visit to any one Local Government body-Municipal Corporation / Nagar arishad / Grampanchyat for studying financing of Primary or Secondary Education and writing of its report
2. A study of TQM related programmes and performance appraisal techniques of any Educational Institution. (Primary School/Secondary School/College/University)

1. A study of Human Resource Development of any Educational Institution(University/College/ Secondary School/Primary School) and writing of it's report.
2. Visits to different Managements School - Public School / Military School / International School / Noyodaya Vidyalaya / Ashrama Shala (Any Two) and writing of its report.

References :

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PAPER – VII

**OPTIONAL PAPER
FIELD OF SPECIALIZATION
I: SPECIAL EDUCATION**

OBJECTIVES :- To enable the student to :

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

UNIT- I CONCEPT AND NATURE OF SPECIAL EDUCATION

- a. Meaning & Scope of Special Education
- b. Needs & objectives of Special Education
- c. Identification and Early Intervention Programmes for Special Education.
- d. Modes of Special Education

UNIT- II EDUCATION FOR MENTALLY RETARDED

- a. Meaning & Characteristics of Mentally Retarded
- b. Causes and types of Mentally Retarded
- c. Educational Programmes for Mentally Retarded
- d. Prevention and Rehabilitation for Mentally Retarded

UNIT- III EDUCATION FOR VISUALLY IMPAIRED

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

UNIT- IV EDUCATION FOR HEARING IMPAIRED

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

UNIT- I EDUCATION FOR GIFTED AND CREATIVE CHILDREN

- a. Meaning and Characteristics of Gifted and Creative Children
- b. Need & Significance of Special Education for Gifted and Creative Children
- c. Enrichment Programmes for Gifted and Creative Children
- d. Importance of Special Education for Gifted and Creative Children

UNIT- II EDUCATION FOR ORTHOPAEDICALLY HANDICAPPED

- a. Meaning and Characteristics of Orthopaedically Handicap
- b. Causes and types of Orthopaedically Handicap
- c. Educational Programmes for Orthopaedically Handicap
- d. Prevention and Rehabilitation for Orthopaedically Handicap

UNIT- III EDUCATION FOR JUVENILE DELINQUENTS

- a. Meaning and Characteristics of Juvenile Delinquency
- b. Types and Causes of Juvenile Delinquency
- c. Causes and Remedies of anti-social character disorder
- d. Educational Programmes and Rehabilitation for Juvenile Delinquents

UNIT- IV CONCEPT AND NATURE OF INCLUSIVE EDUCATION

- a. Meaning and Concept of Inclusive Education
- b. Need & Significance of Inclusive Education
- c. Objectives and Characteristics of Inclusive Education
- d. Role of Inclusive Education

PRACTICALS - (30 Hours) Compulsory

- 1. Visit to any local Special School and Report.
- 2. A Survey of Special Children included in Regular Schools – Local Primary Schools or Secondary Schools and Report.
- 1. Visit to any local Special School and report.
- 2. Conduct of Two case studies (from Special Schools or Remand home) and report.

References :

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Head IV

Field Based Experience (Internship) Related to B.Ed. and D.ED. Courses.

i) B.Ed. Course

1. Lecture for compulsory paper.
2. Lecture for methodology of school subject.
3. Lesson Guidance, Observation and feedback – Two lessons of each method.
4. Psychological experiment.
5. Conduct of any other activities in B.Ed. colleges.

ii) D.Ed. Course

1. Lecture for compulsory paper.
2. Lecture for methodology of school subject.
3. Lesson Guidance, Observation and feedback – Two lessons of each method: Guidance for joyful teaching.
4. Guidance for preparation of inexpensive teaching aids.
5. Conduct of any other activities in B.Ed. colleges.