

 <p>Estd. 1962 "A++" Accredited by NAAC (2021) With CGPA 3.52</p>	<p>SHIVAJI UNIVERSITY, KOLHAPUR 416 004, MAHARASHTRA PHONE : EPABX – 2609000, BOS Section – 0231-2609094, 2609487 Web : www.unishivaji.ac.in Email: bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४, २६०९४८७ वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in</p>		
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Ref.: SU/BOS/ IDS / 288

Date: 08 - 05- 2025

To,

- | | |
|---|--|
| 1) The Principal,
All Concerned Affiliated Colleges/Institutions
Shivaji University, Kolhapur | 2) The Head/Co-ordinator/Director
All Concerned Department
Shivaji University, Kolhapur. |
|---|--|

Subject : Regarding revised syllabi of **M. Ed. Part I** degree programme under the Faculty of Inter- Disciplinary Studies

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, nature of question paper and equivalence of **M. Ed. Part I** degree programme under the Faculty of Inter-Disciplinary Studies

This syllabus, nature of question and equivalence shall be implemented from the academic year **2025-2026** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned course will be set for the examinations to be held in October /November 2025 & March/April 2026. These chances are available 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

(Dr. S. M. Kubal)
Dy Registrar

Encl. : As above.

Copy to: For Information and necessary action.

1	The Dean, Faculty of IDS	8	P.G.Admission Section
2	Director, Board of Examination and Evaluation	7	Affiliation T. 1 & T. 2 Section
3	The Chairman, Respective Board of Studies	9	Appointment A & B Section
4	O. E. 02 Exam Section	10	P.G.Seminar Section
5	Eligibility Section	11	I.T. Cell
6	Computer Centre	12	Internal Quality Assurance Cell (IQAC)

SHIVAJI UNIVERSITY, KOLHAPUR



Structure and Syllabus for

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

(Introduced from June 2015 onwards)
(Modified M.Ed. First Year Syllabus and Implemented
from June 2025 onwards)

Shivaji University, Kolhapur

Structure and Syllabus for Degree of Master of Education Course M.Ed. Regular Two-year Semester Course Introduced from June, 2015 onwards. (Modified M.Ed. First Year Syllabus and Implemented from June 2025 onwards)

Preamble

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

Ed.R.1. Duration of the course

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

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

Ed.R.2. Eligibility

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

B.Ed.

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

B.El. Ed.

D.El. Ed. with an undergraduate degree (with 50% marks in each.)

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

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

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

Ed.R.3 Fees:

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

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

Ed.R.5 The Examination for the Degree of M.Ed. course shall be by Papers, Practicum , Field based experience, Dissertation and Viva-Voce, Activity reports.

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

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

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

1. The student must apply to the Head of Institution((Department/ College) giving the reason(s) for absence within 8 days of the conduct of the **examination** along with the necessary documents and testimonials.
2. If the student is absent for participation in **practical activities** (Practicum) authenticated by the Head of the institution, the Head of the institution shall generally grant permission to the candidate to complete the activities.
3. The Head of the institution, on scrutiny of the documents and testimonials, may grant the permission to the student to appear for the additional examination activities.
4. A student who is absent for all class tests and also absent for the assignment, will be allowed to appear for all class tests.
5. A student who is absent for all the class/tests / assignment as the case may be, will be allowed to take admission for next semester

Nature of Question Paper for External Examination

Max. Marks: 80

Credits: 03

Time: 3 Hours

Q. 1. Multiple Choice (a/b/c/d/) : 10 Questions.

10 Marks

Q. 2; Q. 3. and Q. 4 Long answer Question -: With Internal Choice for each Question.

15 Marks each

Q. 5. Short Notes - 5 out 7 .

25 Marks (5 Marks each)

Internal Examination : 20 Marks

STANDARD OF PASSING

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

SCHEME OF EXAMINATION AND CLASSIFICATION OF SUCCESSFUL STUDENTS

1. Four semester - end examinations will be held during the Two year M.Ed. Regular course.
2. Each theory paper will be of 100 marks of which 80 marks will be for External examination and 20 marks will be for internal evaluation throughout the Semester, based on the attendance, performance and activity reports.
3. Minimum for pass in each paper/activity shall be 40% marks obtained in the External examination and internal evaluation separately and 50% in aggregate of four semesters put together.
4. Internal examination Includes: Test, assignment, seminar and /or any other evaluation technique.
5. The concerned teacher for each practicum component has to issue a certificate declaring the student has completed the practicum along with the Credit hours and submit it to the Head / Principal. At the end of IV semester , the Head / Principal has to issue a 'Practicum and other M.Ed. course Activities Completion Certificate' to the University declaring that all Practicum components and all essential activities of the M. Ed. Course have been completed by the student along with the Credit hours . The student shall be declared to have been Passed only after the student has passed all the Theory papers and Department/College has issued the 'Practicum and other M.Ed. course Activities Completion Certificate'.

The declaration of class shall be on the aggregate of the total marks of Four Semesters put-together as follows :

Table No. 1

CLASSIFICATION OF RESULTS

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

Ed.R.6 Working days and Attendance

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

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

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

Credits: As shown in the structure of the course, Maximum Credits: 100 (Four Semesters put-together) based on Marks Minimum Credits for PASS : 50 (Four semesters put- together) based on Marks

Note: Credit may be acquired in decimal points also.

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

Sr.No.	Component	Marks/Credits				
		Semester I	Semester II	Semester III	Semester IV	Total
1	Compulsory Papers	03 Papers 300 Marks (12 Credits)	03 Papers 300 Marks (12 Credits)	03 Papers 300 Marks (12 Credits)	01 Paper 100 Marks (4 Credits)	10 Papers 1000 Marks (40 Credits)
2	Optional Papers (Any One)	01 Paper 100 Marks (4 Credits)	01 Paper 100 Marks (4 Credits)	-	-	02 Papers 200 Marks (8Credits)
3	Specialization Papers (Ele.Edu./Sec.&Sr. Sec. Edu.)(Any one)	-	-	01 Paper 100 Marks (4 Credits)	03 Papers 300 Marks (12 Credits)	04 Papers 400 Marks (16 credits)
4	Ability / Skill Enhancement Courses					
i)	Comm.Skill ; Aca. Writing; Expository Writing; Self Development & Yoga Education	75 Marks (3 Credits)	25 Marks (1 Credit)	-	-	100 Marks (4 Credits)
ii)	ICT &E-Education	100 Marks (4 Credits)	100 Marks (4 Credits)	-	-	200 Marks (8 Credits)
5	Dissertation	25 Marks (1 Credit)	50 Marks (2 Credits)	50 Marks (2 Credits)	100 Marks (4 Credits)	225 Marks (9 Credits)
6	Educational Tour/Visits	-	25 Marks (1 Credit)	-	-	25 Marks (1 Credit)
7	*Internship (Teacher Education) - I&II	-	50 Marks (2 Credits)	50 Marks (2 Credits)	-	100 Marks (4 Credits)
8	**Internship (Specialization) –I&II (Ele.Edu./Sec.Edu.)	-	-	50 Marks (2 Credits)	50 Marks (2 Credits)	100 Marks (4 Credits)
9	Practicum (Specialization)-I &II (Ele.Edu./Sec.Edu.)	-	-	50 Marks (2 Credits)	50 Marks (2 Credits)	100 Marks (4 Credits)
10	Viva-voce (Dissertation)	-	-	-	50 Marks (2 Credits)	50 Marks (2 Credits)
Total Marks/Credits		600 (24 Credits)	650 (26 Credits)	600 (24 Credits)	650 (26 Credits)	2500 (100 Credits)
Total Hours		612	646 + ***Additional hrs. of Edu. Tour	612	612	2482 Hrs. + *** Additional hrs. of Edu.Tour
Inter Semester Break (ISB)		ISB -I 1 Credit (Exp. Writing)	ISB-II 1 Credits (Aca. Writing)	ISB-III 2 Credits (Dissertation)	4 Credits	
Total of Semester I,II,III &IV and ISB						2500 Marks (104 Credits)

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

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

Table No. 3

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

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

Overview - II continued...

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

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

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

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

Semester I													
Code	Title	Marks			Credits			Total Hours			Hours Per week		
		Internal	External	Total	Internal	External	Total	Theory	Practical	Total	Theory	Practical	Total
A) Compulsory Papers (Theory - Credits – Marks &Hours)													
CP - I	Philosophy of Education	20	80	100	1	3	4	51	34	85	3	2	5
CP -II	Psychology of Learner and Learning Process	20	80	100	1	3	4	51	34	85	3	2	5
CP -III	Basics of Educational Research &Statistics	20	80	100	1	3	4	51	34	85	3	2	5
B) Optional Papers (Theory - Credits – Marks &Hours)													
OP -IV (Any One)	A) Educational Guidance & Counseling B) Educational Management	20	80	100	1	3	4	51	34	85	3	2	5
C) Ability/Skill Enhancement Courses (Practical's - Credits – Marks &Hours)													
COM-SK	Communication Skills	25	-----	25	1	--	1	--	34	34	---	2	2
EXP-WRT-I	Expository Writing-I	25	----- -	25	1	---	1	---	34	34	---	2	2
SL-DEV	Self-Development	25	-----	25	1	---	1	---	34	34	---	2	2
ICT-SK	ICT and Education	50	50	100	2	2	4	---	136	136	--	8	8
D) Dissertation (Practical's - Credits – Marks &Hours)													
DIST-FRP	Formulation of Research Proposal	25	----- -	25	1	--	1	---	34	34	---	2	2
Total of Semester I (A+B+C+D)		230	370	600	10	14	24	204	408	612	12	24	36
Inter-Semester Break (ISB) – I (Practical's - Credits – Hours)													
EXP-WRT -II	Expository Writing-II	----	-----	---	1	--	1	---	34	34	---	---	---
For Theory: 01 hr.=01 Credit; Practical: 02 hrs.=01 Credit ; Internal/External Exam. : 25 marks =01 Credit													

Semester II													
Code	Title	Marks			Credits			Total Hours		Hours Per week			
		Internal	External	Total	Internal	External	Total	Theory	Pract.	Total	Theory	Pract.	Total
A) Compulsory Papers (Theory - Credits – Marks &Hours)													
CP - V	Educational Studies	20	80	100	1	3	4	51	34	85	3	2	5
CP-VI	Teacher &Teaching Process	20	80	100	1	3	4	51	34	85	3	2	5
CP-VII	Advance Educational Research and Statistics	20	80	100	1	3	4	51	34	85	3	2	5
B) Optional Papers (Theory - Credits – Marks &Hours)													
OP – VIII (Any One)	C) Comparative Education ***D) Educational Measurement & Evaluation E) Inclusive Education	20	80	100	1	3	4	51	34	85	3	2	5
C) Ability/Skill Enhancement Courses (Practical’s - Credits – Marks &Hours)													
AC-WRT- I	Academic Writing-I	25	-----	25	1	--	1	----	34	34	----	2	2
EED-SK	E- Education	50	50	100	2	2	4	---	136	136	---	8	8
D) Educational Tour/Visits													
EDTR /VST	Educational Tour/Visits	25	-	25	1	-	1	Duration of Edu. Tour will be within the limits laid by Shivaji University					
E) Dissertation (Practical’s - Credits – Marks &Hours)													
DIST-PTDC	Presentation of Research Proposal	25	-	25	1	-	1	-	34	34	-	2	2
DIST-PRP	Preparation of Tool/s for Data Collection	25	-	25	1	-	1	-	34	34	-	2	2
F)*Internship (Teacher Education)-I (Practicals - Credits – Marks &Hours)													
INT-TE-I	Intemship (Teacher Education)-I	25	25	50	1	1	2	----	68	68	Two Weeks in the whole Semester		
Total of Semester II <small>(A+B+C+D+E)</small>		255	395	650	11	15	26	204	442	646 <small>+ **Additional Edu. Tour</small>	12	22	34
Inter-Semester Break (ISB) – II (Practicals - Credits – Hours)													
AC- WRT-II	Academic Writing-II	-	-	-	1	-	1	-	34	34	-	-	-

* Internship (Teacher Education) Programme will be under the observation/supervision of the teachers. **Additional Number of Hours of Educational Tour is subject to change each year depending on the number of Tour days .

*** Syllabus will be prepared on demand.

M.Ed. Semester -I

A) Compulsory Theory Paper

CP-I Philosophy of Education

Total Credits: 04

Total Hours : 85 (5 Hrs. Per week)

Theory : 51 (3 Hrs. Per week)

Practicum: 34 (2 Hrs. Per week)

Maximum Marks

100

Internal Examination Marks

20

External Examination Marks

80

External Examination Duration : 03 Hrs.

Objectives:

On completion of this course students will be able to :

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

Course Content

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

- a) Philosophy- Meaning, Scope, Need and Importance (2hrs.)
- b) Functions of Philosophy – Speculative, Normative and Analytical (1hr.)
- c) Major Branches of Philosophy - Metaphysics, Epistemology and Axiology (1hr.)
- d) Philosophy of Education – Meaning, Scope, Need and Importance, Functions (2hrs.)
- e) Relationship of Philosophy and Education (1hr.)
- f) Teaching Philosophy Statement – Meaning, Need and Importance (1hr.)
- g) Philosophy of Indian Constitution and role of Education (2hrs.)
- h) **Historical Contexts of Philosophy of Education** – Ancient Indian (Vidya, Dnyan, and Darshan) and Ancient Greek Perspectives (Socrates, Plato's Republic, and C.D. Reeves) (2 hrs.)

Unit-2 Critical Analysis of Eastern Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their educational implications with reference to Aims of Education, Curriculum. Teaching -Learning – Evaluation and the Role of Teacher (13 hrs.)

- Upanishadic Philosophy (3 hrs.)
- Jain Philosophy (3 hrs.)
- Buddhist Philosophy (3 hrs.)
- Islamic Philosophy (3 hrs.)
- Vision Derived from the Synthesis of Different Eastern Schools (1 hr.)

Unit-3 Critical Analysis of Western Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their educational implications with reference to Aims of Education, Curriculum. Teaching -Learning – Evaluation and the Role of Teacher (13 hrs.)

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

Unit-4 Critical Analysis and Appraisal of Thought Great Thinkers with reference to Concept of Man and his development (13 hrs.)

- a) Swami Vivekanand (1 hr.)
- b) Rabindranath Tagore
- c) Yogi Aurobindo
- d) Mahatma Gandhi
- e) Mahatma Phule
- f) Dr. B.R. Ambedkar
- g) Savitribai Phule
- h) Plato
- i) John Dewey
- j) Frobel

Transactional Mode:

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

Practicum: (34 hours)

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

Essential Readings

- Altekar A.S. (1975). *Education in Ancient India (7 th Ed.)*. Varanasi : Monohar Prakashan.
- Ambedkar , B.R., (1956). *Goutam Buddha and His Dhamma*. Delhi : Government Press.
- Bhuvanbhansoorishwarji, Acharyadeo (1987) *A Handbook of Jainology*. Gujrat: Shri Vishvakalyan Prakashan Trust
- Broudy, H.S.(1997) *Types of knowledge and Purpose of Education*. In R.C.Anderson, R.J.,Spiro and W.E. Montanaque (eds) *Schooling and the acquisition of knowledge* PP.Hillsdale,NJ: Erlbaum.
- Bruner, J.S.(1996), *The Culture of Education* .Cambridge, M.A.: Harward University Press. Das S. K. (Ed.)(1996) *English Writtings of Rabindranath Tagore*.New Delhi: Sahitya Academy
- Dearden R.F. (1984). *Theory and practice in Education*. United Kingdom :Routledge.
- Dewey, John (1930) *Democracy and Education : An introduction to the Philosophy of Education*. New York: Macmillan.
- Dewey, John. (1929) *Human Nature and Conduct*. New York: Modern Library Dupuis
- Adrian and Bordberg Robert (1968) *Philosophy and Education* Milwauikee : The Bruce Publishing Company.
- Gandhi M. K.(1983) *An Autobiography Or The Story of My Experiments With Truth* Ahemadabad: Navjeevan Pub. House
- Narayan Shriman (Ed.) *The Selected Works of Mahatma Gandhi*. Ahemadabad:Navajeevan Publ.
- Palmer, Joy A (2001). *Fifty Modern thinkers on Education: From Piaget to the Present* London: Routledge
- Perters, R.S. (ed), (1975). *The Philosophy of Education*. London: Oxford University Press
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- Sharif Ja'far (1972) *Islam in India* Delhi: Oriental Books
- Tagore Rabindranath (1972) *Sadhana*.Madras: Macmiilan ISSD Press
- Weber Christian (1960) *Basic Philosophies of Education*. New York : Holt, Rinehart & Winston Inc.
- Wilds Elmer & Lottich Kenneth (4 th Ed) (1970) *The Foundations of Modern Education*. New York: Holt, Rinehart & Winston Inc.

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- Banrs, J.A.(1996) *Cultural Diversity and Education: Foundations Curriculum and Teaching* (4th Ed.) Boston: Alynand, Becon.
- Beyer,L.E.(ed.) (1996) *Creating Democratic Classrooms: The Struggle of Integrate Theory and Practice*. New York: Teachers College Press.
- Bruubacher,John S.; (1969) *Modern Philosophies of Education*. New Delhi: Tata McGraw- Hill, Publishing Company Pvt. Ltd.,
- Butchvarov, P.(1970) *The Concept of Knowledge*. Evanston, Illinois, North Western University Press.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling; Making a Difference*.Australia: Allen and Unwin.
- Dewey, John. (1962) *Reconstruction in Philosophy* . Boaston: Beaon Press
- Hamilto E. AndCairns (1961)*The Collected Dialogues of Plato*. New York:Bollingen Foundation

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

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

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

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

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

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

tkš"kh xtkuu -¼1994½ *Hkkjrh; rRoKkukpk c'gnbfrgkl* ([kaM 1 rs 6) iq.ks: ejkBh rRoKku egkdkš"ka eaMG-

Mkaxs flU/k-¼1980½ tSu /keZ vkf.k rRoKku iq.ks : dkWfUVusaVy izdk'ku rqGiqG: xks- fo-¼1960½ *lyV*—

pfj«k o rRoKku iq.ks : fp«k'kkGk izdk'ku] fnf{kr Jhfuokl ¼1975½ *Hkkjrh; rRoKku*
ukxiwj :

lqfopkj izdk"ku eaMG

/kekZf/kdkjh HkkÅ ¼ laiknd o vuqoknd ½ ¼1963½ *xka/kh xka/kh ok³e*; izdk'ku-uotkr ¼1973½
Jh vjfoan ¼ vuqoknd — e- c- djanhdj½ uoh fnYyh : uW'kuy cqd V^aLV

Hkkslys f'kokthjko -¼2005½ eqfDrxkFkk egkekuokph ¼ r`rh;ko`Rrh ½ iq.ks : v{kjczã izdk'ku

Lokeh foosdkuan ¼2004½^{foosdok.kh} ¼ 3 jh vko`Rrh½ ukxiwj : jked`e.k eB gjnkl ckG'kkL«kh
¼1955½ osnkarhy jkeV^an'kZu iq.ks : nkrs 'ka- jk-

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

Total Credits: 04	Maximum Marks	100
	20	
Total Hours : 85	Internal Exam Marks	20
Theory :51 (3 hrs. Per week)	External Exam Marks	80
Practicum :34 (2 hrs. Per week)	External Examination Duration: 3 hrs.	

Learning Outcomes

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

Understand the framework for how children learn

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

Understand the learner in terms of various characteristics

Learn the factors affecting learner's environment and assessment

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

Understand the concept of mental health and adjustment

Course Content

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

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

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

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

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

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

Learning Styles **(1 hr)**

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

Definition and significance of cognitive development in learning.

The nature vs. nurture debate and its impact on teaching methodologies.

Language Development in Children (3 Hours)

Comparison of Skinner's Behaviorist Theory and Chomsky's Nativist Theory of language acquisition.

The effects of monolingualism and bilingualism on cognitive development.

Critical analysis of the cognitive development theories proposed by Jean Piaget, Robert Gagné, and Lev Vygotsky.

Cognition and Learning Processes (4 Hours)

- Understanding key **cognitive processes**:
 - Perception
 - Attention
 - Memory
 - Concept development
 - Logical reasoning
 - Critical thinking
 - Problem-solving
 - Creativity

Learner Engagement in Knowledge Construction (3 Hours)

- Various ways in which learners engage in constructing knowledge through:
 - Observation
 - Demonstration
 - Exploration and discovery
 - Analysis and contextualization
 - Collaboration
 - Multiple interpretations
 - Critical reflection (based on observations, selected readings, and discussions)

Integration of Local Knowledge and Out-of-School Experiences (3 Hours)

Utilizing children's real-life experiences and local knowledge in the learning process.

Effective Use of Learning Resources (2 Hours)

- Exploring different learning materials and resources to enhance knowledge construction.

Unit - III – Neuropsychology of learning (12 hrs)

Understanding the Brain and Its Functions (3 hrs.)

- Structure and functions of the brain related to learning and cognition.
- Neural mechanisms of memory, attention, and executive functioning.
- Role of brain plasticity and neurodevelopment in education
- **Principles and Applications of Brain-Based Learning (3 hrs.)**
- **Concept and Principles:** Foundations of brain-based learning and its implications in education.

- **Strategies for Brain-Compatible Classrooms:** Designing instruction based on neuroscience insights, including active learning, emotional engagement, and multi-sensory teaching
- **Motivation and Its Role in Learning (3 hrs.)**
- **Theories of Motivation:**
 - Humanistic approach (Maslow's hierarchy of needs).
 - Cognitive approach (Weiner's Attribution Theory).
- **Types of Motivation:**
 - Intrinsic vs. extrinsic motivation in learning.
 - Strategies to enhance student motivation.

Learning Disabilities and Cognitive Challenges (3 hrs.)

- Identification and characteristics of learning disabilities (dyslexia, dyscalculia, dysgraphia, ADHD).
- Neurological and cognitive explanations of learning disabilities.
- Strategies for supporting students with learning difficulties in an inclusive classroom.

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

Adjustment and Mental Health in the Classroom (4 hrs.)

- **Concept of Adjustment and Mental Health:** Definition, significance, and factors influencing mental well-being in students.
- **School and Classroom Practices for Mental Health:** Strategies to foster emotional resilience, well-being, and positive school climate.
- **Stress, Coping Mechanisms, and Emotional Well-being (4 hrs.)**
- **Understanding Stress:** Concept, sources, categories of stressors, and its impact on students.
- **Coping Strategies:** Techniques to manage stress, including cognitive-behavioral strategies, relaxation techniques, and resilience-building.
- **Frustration, Conflict, and Anxiety:** Definitions, causes, and classroom-based interventions for management.
- **Social Dynamics in the Classroom (4 hrs.)**
- **Individual and Group Interactions:** Understanding classroom interdependence, peer influence, and collaborative learning.
- **Social Skills for Classroom Harmony:** Communication, empathy, and conflict resolution techniques for maintaining positive relationships.
- **Socio-Cultural Influences on School and Classroom (3 hrs.)**
- **The Socio-Cultural Environment:** Impact of physical, economic, and cultural factors on student learning and classroom dynamics.
- **Role of Media and Democratic Polity:** Influence of digital media, social security, health, and educational facilities on school systems.
- **Social Conformity and Identity:** Concept of social identity, group behavior, and its effects on student interactions.
- **School Violence and Conflict Resolution:** Understanding violence, group conflicts, and classroom management strategies for a peaceful learning environment.

Transaction Mode:

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

Practicum : (34 hrs)

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

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

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

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

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

Essential readings:

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

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- Maslow, A. H. (1970). Motivation and Personality (2nd Edition). New York : Harper & Row. Meyers, D. G. Social Psychology. Tata McGraw Hill. VIII Edition.
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- Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
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- Social Process in Learning Parents, Peers and Teachers Educational Psychology. Anita Woufolk (2004).
- Vygotsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge,M. A. : MIT Press.
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- Grammage, P. (1990). Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illions: Scott. Pressman Little, Brown Higher Education.
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M.Ed. Semester-I
A) Compulsory Theory Paper

CP-III Basics of Educational Research and Statistics

Total Credits: 04

Total Hours : 85

Maximum Marks : 100

Internal Exam Marks : 20

Internal Exam Duration: 1 Hour

Theory :51 (3 hrs. Per week)

External Exam Marks: 80

Practicum :34 (2 hrs. Per week)

External Examination Duration: 03 hrs.

Learning Outcomes

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

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

explain the characteristics of quantitative, qualitative and mixed research.

select and explain the method appropriate for a research study.

conduct a literature search and develop a research proposal.

convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation.

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

Course Content

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

1. Introduction to Educational Research (2 Hours)

- Meaning, purpose, and areas of educational research.
- Types of research: Basic, Applied, Evaluation, and Action Research—Characteristics and Applications.

2. Sources of Knowledge Generation & Scientific Approach (3 Hours)

- Historical perspective on knowledge generation.
- Scientific approach: Assumptions of science, scientific methods, nature and functions of theory.
- Principles of evidence and application of scientific methods in social science and education research.

3. Research Paradigms in Education (1 Hour)

- Characteristics of Quantitative, Qualitative, and Mixed Methods Research.

4. Planning the Research Study (4 Hours)

- Identifying research problems: Sources, importance, and scope.
- Literature review: Purpose, sources, conducting database and internet searches, evaluating quality of resources.
- Conceptualizing a research problem: Statement of problem, purpose, and research questions in qualitative and quantitative research.

5. Hypothesis Formulation and Research Proposal Preparation (3 Hours)

- Concept, types, and role of hypotheses in research.
- Framework for writing a research proposal and strategies for effective proposal writing.

Unit – II: Quantitative, Qualitative, and Mixed Methods of Research (13 Hours)

1. Types of Research Designs (3 Hours)

- Descriptive studies, correlational studies, developmental studies, comparative studies.
- Cross-sectional, longitudinal, and retrospective research designs.

2. Experimental Research (4 Hours)

- Nature and purpose of experimental research.
- Variables: Independent, dependent, and confounding variables; control mechanisms.
- Experimental research designs:
 - Single-group pre-test-post-test
 - Pre-test-post-test control group
 - Post-test only control group
 - Factorial designs
- Quasi-experimental designs:
 - Nonequivalent comparison group design
 - Time-series design
- Internal and external validity concerns.
- 3. **Historical Research (2 Hours)**
 - Meaning, significance, steps.
 - Primary and secondary sources.
 - Internal and external criticism of sources.
- 4. **Qualitative Research (3 Hours)**
 - Meaning, characteristics, and steps in qualitative research.
 - Approaches: Phenomenology, ethnography, naturalistic inquiry, case studies, and grounded theory.
- 5. **Mixed Methods Research (1 Hour)**
 - Meaning, principles, strengths, and weaknesses.
 - Types and limitations of mixed methods research.

Unit – III: Methods of Data Collection (12 Hours)

1. **Standardized Tools (2 Hours)**
 - Tests, inventories, and scales: Types, construction, and applications.
 - Evaluating tools based on reliability and validity.
2. **Questionnaire Method (3 Hours)**
 - Types of questionnaires and principles of construction.
 - Administration and ethical considerations in questionnaire research.
3. **Interview Method (3 Hours)**
 - Types, characteristics, and applications.
 - Guidelines for conducting effective interviews.
4. **Observation Method (3 Hours)**
 - Qualitative and quantitative observation techniques.
 - Checklists, schedules, time sampling, field notes, and focus group discussions.
 - Researcher's role during observations.
5. **Secondary Data Sources (1 Hour)**
 - Identifying and utilizing existing data sources.

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

1. **Data Classification & Representation (2 Hours)**
 - Types of data: Nominal, ordinal, interval, and ratio scales.
 - Levels of data: Individual and group.
 - Graphical representation techniques.
2. **Measures of Central Tendency and Dispersion (3 Hours)**
 - Mean, median, and mode.
 - Range, variance, and standard deviation.
 - Assumptions, uses, and interpretations.
3. **Normal Distribution (3 Hours)**
 - Theoretical vs. empirical distributions.

- Deviations from normality: Causes and implications.
- Characteristics and applications of the normal probability curve.
- 4. **Relative Positioning of Data** (2 Hours)
 - Percentile ranks and z-scores.
- 5. **Examining Relationships Between Variables** (3 Hours)
 - Scatter plots and interpretation.
 - Correlation: Product-moment, rank correlation.
 - Basic concepts of biserial, point-biserial, tetrachoric, partial, and multiple correlations.
 - Regression concepts: Regression equations, regression lines, and their applications.

Transaction Mode

Lecture-cum-Discussion, brain storming, group discussion, presentations :

Panel discussion; Seminar presentations.

Practicum : (34 hrs)

The students should undertake the following activities :

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

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- Reason, P. & Bradbury, H. (Eds) (2006). Handbook of Action Research : Concise Paperback Edition : Thousand Oaks, CA : Sage.
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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.

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Van Dalen, Debonald, B. and Meyer, William J. (1979). Understanding Educational Research : An Introduction. New York : McGraw Hill.

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

OP-IV A) Educational Guidance and Counseling

Total Credits: 04	Maximum Marks	: 100
Total Hours : 85	Internal Exam Marks	: 20
Theory :51 (3 hrs. Per week)	External Exam Marks	80
Practicum :34 (2 hrs. Per week)	External Examination Duration : 03 hrs.	

Learning Outcomes :

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

Understand the meaning, nature and scope of guidance.

Understand the meaning of and the need for group guidance.

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

Appreciate the need for guidance.

Develop acquaintance with various techniques of group guidance.

Appreciate the need for goals of counseling.

Understand the concept and process of counseling in group situations.

Recognize the different areas of counseling.

Understand the various stages involved in the process of counseling.

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

Understand the essential services involved in school guidance programme.

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

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

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

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

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

Course Content

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

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

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

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

Unit – III : Understanding Counseling (13 hrs.)

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

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

- a) Nature and causes and types of behavioral problems and guidance for them. (3 hrs)
- b) School discipline problems – problems of violence, bullying, drug abuse, truancy, drop outs and developing coping skills. (4 hrs.)
- c) Concept and types of students with special abilities. (2 hrs)
- d) Guidance for gifted & creative, socio and economically disadvantaged, physically and mentally challenged and juvenile delinquents. (4 hrs)

Transactional Mode:

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

Practicum (34 hrs.)

The student may undertake any two the following activities:

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

Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.

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

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

Essential Readings:

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

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

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Needs – Participants Manual. Manchester : Manchester University Press, UK. Nugent,
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Counseling. Vol. I : A Theoretical Perspective. New Delhi : Vikas.

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: A Practical Approach. New Delhi : Vikas.

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

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

Gupta, N. (1991). Career Maturity of Indian School Students. New Delhi :
Anupam Publications.

Isaacson, L. R. & Broen, D. , Career Information. Career Counseling and
Career Development (5th Ed.). Boston : Allyn & Bacon.

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Girls. New Delhi : Vikas Publishing House.

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Individual Development, Social Context Perspective. The Career Development
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M.Ed. Semester -I

B) Optional Theory Paper

OP-IV B- Educational Management

Total Credits : 04

Total Hours : 85 (5 Hrs. Per week)

Maximum Marks 100

Internal Examination Marks 20

Theory : 51 (3 Hrs. Per week)

External Examination Marks : 80

After completion of the course, students will be able to:

1. Identify the need, scope, and purpose of educational planning in terms of national and community needs.
2. Develop skills in planning and using various administrative strategies.
3. Explain the roles and contributions of different agencies in educational planning.
4. Determine and implement planning objectives based on students' individual needs.
5. Acquaint themselves with concepts and types of educational structures.
6. Develop management skills and manage educational projects.
7. Understand and apply Total Quality Management (TQM) in educational settings.

Course Content:

Unit I: Educational Planning – Concept, Need, and Approaches (13 Hours)

- a. Concept and Nature of Educational Planning – (1 hr)**
Definition and nature of planning in education.
- b. Need and Importance of Educational Planning – (1 hr)**
Need and Importance of educational planning is essential for national and community development.
- c. Types of Educational Planning – (2 hrs)**
Institutional, centralized, decentralized (macro/micro-level) planning.
- d. Process of District-Level Planning – (2 hrs)**
Focus on micro-level planning and institutional planning exercises.
- e. Guiding Principles of Educational Planning – (1 hr)**
Principles guiding sound planning at different levels.
- f. Methods and Techniques of Educational Planning – (1 hr)**
Tools and methods for effective planning.
- g. Approaches to Educational Planning – (5 hrs)**
Power Approach
Social Demand Approach
Manpower Approach
Cost-Benefit Analysis
Participatory Planning

Unit II: Planning Mechanisms, Institutions, and Structures (13 Hours)

- a. Perspective Planning at Central, State, and Local Levels – (3 hrs)**
Concepts of macro and micro planning in educational systems.
- b. Priorities in Educational Planning – (2 hrs)**
Priorities set by central and state agencies.
- c. Five-Year Plans in Education – (2 hrs)**
Contemporary educational objectives in national Five-Year Plans.
- d. District-Level Planning: Recent Initiatives – (2 hrs)**
Decentralization and participatory approaches in district planning.
- e. Institutional Planning – (2 hrs)**
Creating and managing plans at the institutional level.
- f. Institutional Structures and Functions – (2 hrs)**
Overview of organizations such as NUEPA, SIEMATs, SCERTs, and DIETs.

Unit III: Organizational Structure, Leadership, and School Development (12 Hours)

- a. **Basic Concepts and Types of Organizational Structures** – (3 hrs)
Hierarchical, flat, matrix, and other models in education.
- b. **Leadership in Educational Organizations** – (1 hr)
Role of leadership in organizational growth and success.
- c. **School as a Social Organization** – (1 hr)
Examining schools as social systems.
- d. **School Effectiveness and Total Quality Management (TQM)** – (2 hrs)
TQM in Education: Continuous improvement, student focus, leadership, and stakeholder involvement.
- e. **Learning Organizations** – (2 hrs)
Developing schools as learning organizations.
- f. **School Improvement and Reforms** – (2 hrs)
Initiatives and strategies for school reform.
- g. **Capacity Building** – (1 hr)
Strategies for leadership and professional development in schools.

Unit IV: Total Quality Management (TQM) and Educational Project Management (12 Hours)

- a. **Introduction to Total Quality Management (TQM)** – (2 hrs)
Definition, principles, and importance of TQM in education.
- b. **Key Principles of TQM** – (3 hrs)
Continuous improvement, customer (student) focus, team-based management in schools.
- c. **Models and Tools for TQM Implementation** – (2 hrs)
PDCA Cycle, Six Sigma, and other quality management tools.
- d. **Project Management in Education** – (2 hrs)
Phases and importance of project management in educational settings.
- e. **Tools for Managing Educational Projects** – (2 hrs)
Gantt charts, PERT, and critical path analysis in managing projects.
- f. **Monitoring and Evaluating Educational Projects** – (1 hr)
Techniques for ensuring project success and assessing outcomes.

Transactional Mode

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

Practicum: (34 hrs)

The students may undertake any two of the following activities:

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

Critical study of an educational project conducted by Government authority

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

Essential Readings

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- Griffiths, V. L. (1963). *Educational Planning*. London, O. U. P.
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- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.
- UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.

M. Ed Semester- I

C) Ability/Skill Enhancement Course

(Practicum) COM-

SK: Communication Skills

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

Objectives –

After completion of this course students will able to:

write official letters.

report official events.

demonstrate Mannerisms, etiquette and netiquettes. face and conduct interviews. conduct official programme.

Course Content

1. Writing Official Letters- English and Marathi (2 hrs)

Leave application to HoD. / Principal

Request for Bonafede Certificate to the Registrar, SUK.

2. Interview Skills - Download Interview Video and write a reflective note, Conduct interview

Face interview

(4 hrs)

3. Welcome Speech of an Event

(2 hrs)

e.g. - Education Day

4. Compering the Programme/Master of Ceremony

Eg. Teachers Day

(2 hrs)

5. Proposing Vote of Thanks (After Programme)

Eg. Guest Lecture/Conference/Event

(2 hrs)

- | | |
|--|--------------------|
| 6. Reporting an activity after the Event | (3 hrs) |
| e.g. – Educational Tour Report | |
| 7. News Paper Reporting of Programme | (4 hrs) |
| e.g. – Conference, Seminar etc. | |
| 8. Preparing a programme of an Event | (2 hrs) |
| e.g. – Teachers Day, Talents Day etc. | |
|
9. Writing ‘Thank You’ letters after a visit to an institution. |
(2 hrs) |
| 10. Writing ‘Acknowledgement’ in Research Report | (4 hrs) |
| 11. Mannerisms, Etiquettes and Netiquettes | (3 hrs) |
| 12. On-line Communication: e-mail (official), e-mail (personal) | (4 hrs) |
| e. g. – Placement, Classmates | |

M. Ed Semester- I

C) Ability/Skill Enhancement Course (Practicum)

EXP-WRT-I Expository writing-I

Total Credits-01

Total Hours -34

Maximum Marks :25

a. Internal written Exam Marks : 15

b. Internal oral Exam Marks : 10

Learning Outcomes:

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

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

Objective:

Student teachers must submit one **expository writing piece** during the semester break. This task aims to develop their academic writing skills, critical thinking, and ability to express ideas clearly.

Guidelines for Submission:

- **Word Count:** 1000–1500 words
- **Format:** Typed, double-spaced, 12-point font (Times New Roman or Arial)
- **Citation Style:** APA/MLA (as per instructions)
- **Submission Deadline:** (To be decided by the institution)

Options for Expository Writing:

1. **Scholarly Article**
 - A well-researched article on an educational, pedagogical, or cognitive science topic.
 - Should include a clear thesis, supporting arguments, and references.
2. **Biographical Writing**
 - A biography of an influential educator, psychologist, or scholar who has contributed to the field of education, learning, or cognitive development.
 - Emphasize their contributions and impact on teaching-learning processes.
3. **Extracts from Popular Non-Fiction** (*Subject-Specific*)
 - Choose excerpts from non-fiction books related to the subject area (Science, Mathematics, History, Geography, Literature, or Language).
 - Analyze the selected text, highlighting key themes and relevance to education.
4. **Review or Summary of a Text (Individual Task)**
 - Summarize and critically review an academic text, book, research paper, or journal article.
 - Include personal reflections, analysis, and implications for teaching.
5. **Newspaper/Magazine Articles on Contemporary Topics**
 - Select a newspaper or magazine article related to education, technology in learning, policy changes, or social issues affecting teaching.
 - Write a critical analysis,

Step: 1 Organizing Your thoughts (Brainstorming)

Step 2: Researching Your Topic

Step 3: Developing a Thesis Statement

Step 4: Writing the Introduction

Step 5: Writing the body of the Essay

Step 6 : Writing the Conclusion

Note: Each students should write an article using the steps of Expository Writing

Semester- I

C) Ability/Skill Enhancement Course (Practicum)

SL-DLV YE: Self Development and Yoga Education

Total Credit: 01

Total Hours: 34

Internal Examination: 01 hour

Maximum Marks : 25

a. Written/ Oral/ Performance : 20 Marks

b. Record of activities : 05 Marks

Objectives:

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

1. fix Goals and plan one's life.
2. identify ones strengths and weakness and take appropriate measures to develop oneself.
3. manage time for all essential activities.
4. manage the workload and balance personal and professional life by reducing stress by performing appropriate Yoga for self development.
5. develop positive thinking by choosing and reading good books and also develop reading habit.

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

M. Ed course .

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

M. Ed Semester-I

A) Ability /Skill Enhancement Course

ICT –SK : Education

Total Credit : 04

Total Marks :100

Total Hours :136 (per week 8 hrs)

External Practical Examination

(Oral /Performance): 01 hr30 min

External Practical Exam Maximum Marks : 50

Internal Practical Examination : 01 hr 30 min

a. Written /Oral /Performance :25 Marks

**b. Record of activities
(Work book and Practical File) : 25 Marks**

Objectives

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

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

Course Content

Unit I: Fundamentals of ICT (34 Hours)

1. Introduction to ICT and Digital Literacy (6 Hours)

- Write a handwritten note on ICT, its nature, and significance in education. (2 Hours)
- Write a note on Cybersecurity: Cyber-crime, Cyber Laws, and Data Privacy. (2 Hours)
- Write a note on Virus scanning and the role of Utility Software. (2 Hours)

2. Basic Productivity Tools (22 Hours)

- **Word Processing (MS Word/Google Docs) (3 Hours)**
 - Prepare a formal leave letter to HOD/Principal. (Print-out required)
 - Explore AI-assisted writing tools like Grammarly and QuillBot.
- **Spreadsheets (MS Excel/Google Sheets) (5 Hours)**
 - Calculate mean, median, and t-correlation. (Print-out required)
 - Generate graphical representations: bar graph, pie chart, etc. (Print-outs required)
 - Use data analytics functions and conditional formatting for educational data.
- **Presentation Tools (MS PowerPoint/Canva/Prezi) (8 Hours)**
 - Create a 10-12 slide presentation on a school subject. (Print handouts required)
 - Incorporate multimedia (audio, video, animations).
- **Drawing and Design Tools (Paint/Canva/Krita/GIMP) (4 Hours)**
 - Create two educational diagrams using a painting tool. (Print-outs required)
 - Explore digital design tools for educational content creation.

3. Internet and Web Technologies (6 Hours)

- Write a note on different search engines and advanced search techniques. *(Handwritten, 2 Hours)*
- Write a note on web browsers, extensions, and their applications. *(Handwritten, 2 Hours)*
- Explore AI-powered search tools like Perplexity AI and ChatGPT-based research assistants.
- Discuss ethical considerations of internet usage in education. *(Handwritten, 2 Hours)*

Unit II: ICT Applications in Education (34 Hours)

- Exploring Digital Educational Resources (16 Hours)**
 - Critically analyze an educational multimedia package and write a report. *(Handwritten, 8 Hours)*
 - Write a note on Open Educational Resources (OER) and Free and Open Source Software (FOSS). *(Handwritten, 6 Hours)*
 - Prepare a list of online journals and abstract services related to ICT in education. *(Handwritten, 2 Hours)*
- Communication & Collaboration Tools (18 Hours)**
 - **Email Communication (MS Outlook/Gmail) (6 Hours)**
 - Compose and send an email with an attachment to the ICT instructor. *(Print-out required)*
 - Understand professional email etiquette.
 - **Online Collaboration Tools (8 Hours)**
 - Use video conferencing platforms (Zoom, Google Meet, Microsoft Teams).
 - Write a note on chat-based communication and collaborative online discussions. *(Handwritten, 4 Hours)*
 - Explore AI-based language translation tools for multilingual communication. *(Handwritten, 4 Hours)*
 - **Digital Libraries & Knowledge Repositories (4 Hours)**
 - List repositories and consortiums related to ICT and education. *(Handwritten, 4 Hours)*
 - Explore online educational platforms like SWAYAM, NPTEL, Coursera, and MIT OpenCourseWare.

Unit III: Computer and Emerging Technologies in Teaching & Evaluation (34 Hours)

- AI and Digital Tools for Teaching & Learning (12 Hours)**
 - Access AI-driven language learning tools and write a review. *(Handwritten, 8 Hours)*
 - Write a note on Interactive Whiteboards (Smart Boards) and their applications. *(Handwritten, 4 Hours)*
- Technology-Enabled Assessment & Evaluation (12 Hours)**
 - Visit an online examination center and write a report on e-assessment and result processing. *(Handwritten, 8 Hours)*
 - Understand OCR (Optical Character Recognition) and OMR (Optical Mark Recognition) in assessments. *(Handwritten, 4 Hours)*
- Innovative Teaching Strategies (10 Hours)**
 - Use an Interactive Whiteboard (Smart Board) for a 10-minute teaching session. *(Write a report on the experience, 10 Hours)*
 - Write a note on online team-teaching, blended learning, and flipped classroom strategies. *(Handwritten, 4 Hours)*

Unit IV: ICT in Research & Research Communication (34 Hours)

- Research Tools & Citation Management (14 Hours)**
 - Download and format international standard references in APA Style. *(Print-out required, 8 Hours)*
 - Download e-books/e-journals for research and cite them in APA format. *(Handwritten, 6 Hours)*
- Quantitative and Qualitative Data Analysis (12 Hours)**
 - Write a note on Excel for quantitative data analysis and visualization. *(Handwritten, 6 Hours)*
 - Write a note on qualitative data analysis techniques and software (NVivo, ATLAS.ti). *(Handwritten, 6 Hours)*
- AI and ICT in Research Methodology (8 Hours)**

- List AI-powered research tools (e.g., ChatGPT, Bard, ResearchRabbit). *(Handwritten, 6 Hours)*
- Explore AI for literature reviews, academic writing, and plagiarism detection. *(Handwritten, 2 Hours)*

Note:

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

Transaction Mode :

1. Lecture cum demonstration and hands on experiences on the use of personal computer/ laptop /palmtop; Use Smart - board ; undertake Educational visits; write reports ;and download content of ICT Education from the Internet ,Use Internet for conduct and analysis of Education Research
- 2. Student to keep a (i)Work- book for practical work done in Class and (ii) Prepare record of Practical's (in Own handwriting as well as Print-outs of Practical's) and File. Teacher's signature to be taken in Work-book as well as in Practical File.**

Essential Readings

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

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

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

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

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

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

Gupta, Vikas (2001). Computer Course Kit, Dream Tech Publications, New Delhi.

Hillman, David, Multimedia Technology of Applications.

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

Sinha, P. K. (1990).

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

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

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

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

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

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

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

Web Addresses :

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

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

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

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

Total Credits: 11 (+2 ISB)

Total Marks: 275

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

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

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

Inter Semester Break I

Expository writing-II

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

Unit Overview:

This assignment is designed to help student teacher educators refine their expository writing skills by exploring and producing well-structured, thoughtful texts on topics drawn from both their academic disciplines and current issues. The task encourages deep reflection, critical analysis, and effective communication, essential for future educators who will both create and critique instructional materials.

Learning Objectives:

By the end of this unit, student teacher educators will be able to:

- **Develop Clear Expositions:** Write well-organized expository texts that present ideas, evidence, and analysis coherently.
- **Engage Critically:** Critically examine various genres (articles, biographies, extracts, reviews, and contemporary pieces) and connect them to their subject areas.
- **Reflect and Connect:** Integrate their personal insights with subject-specific knowledge and broader societal issues.
- **Apply Research and Analysis:** Demonstrate the ability to research, synthesize information, and articulate informed opinions in writing.
- **Enhance Communication:** Improve language proficiency, clarity, and persuasive writing tailored for academic and professional audiences.

Assignment Options:

Student teacher educators are to choose **one** of the following writing forms for their expository assignment:

1. **Article Writing:**
 - Develop an informative article that explores a topic of your choice relevant to education, your subject area, or contemporary issues in society.
2. **Biographical Writing:**
 - Compose a biographical narrative focusing on a notable figure from your discipline or one who has significantly impacted education. Emphasize critical moments and their influence on contemporary practice.
3. **Extracts from Popular Non-Fiction Writing:**
 - Curate and analyze extracts from popular non-fiction works. Focus on themes that intersect with your subject areas (e.g., Science, Mathematics, History, Geography, Literature/Language). Provide commentary on how these themes relate to teaching and learning.
4. **Text Review/Summary with Commentary:**
 - Write a review or a detailed

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

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

Maximum Marks :100
Internal Exam : 20
External Exam :80 Duration : 3 hrs

Objectives :

To enable the student to

1. understand the nature of education as a discipline /an area of study.
2. examine issues related to education as interdisciplinary knowledge.
3. examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
4. understand education as a social phenomena, practice and field of study
5. understand the changing socio-economic and political context of Education
6. To develop analytical and critical understanding about the contemporary concerns of education policies and practices in the field of education
7. discuss the emerging dimensions of school and teacher education.
8. understand the nature and working of Support Systems of Education and Public Finance

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

- a) Critical analysis of education as a discipline/area of study. (2 hrs)
- b) Critical Theories of Education
- c) School Education: Contemporary Challenges (2 hrs)
- d) Procedure of linking : (4 hrs)
 - i) Content knowledge with pedagogy knowledge
 - ii) School knowledge with life outside the school
 - iii) School knowledge with community knowledge
 - iv) Experiential knowledge with empirical knowledge
 - v) Theoretical knowledge and contextual knowledge.
 - vi) Universal knowledge and contextual knowledge.
- e) Need for developing a vision of school education and teacher education (1 hr)
- f) Emerging dimensions of School Education and Teacher Education (3hrs)

Unit II- Education as Interdisciplinary knowledge (13hrs)

- a) Interdisciplinary nature of Education; relationships with disciplines/subjects such as philosophy, Psychology, Sociology, Management, Economics, Anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge. (3 hrs)
- b) Axiological Issues in Education: Role of Peace and other values, Aesthetics in Education (2 hrs)
- c) Contribution of Science and Technology to Education and challenges ahead (2hrs)
- d) Dynamic relationship of Education with the political process. (2hrs)
- e) Issues related to planning, management and monitoring of School and Teacher Education(2hrs)
- f) Human Development Index (2 hrs)

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

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

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

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

d) Supports to curricular engagement in schools (1 hr)

e) Monitoring and Evaluation of schools.(1 hr)

f) Concepts of Economics in Education (2 hrs)

i) Cost of Education

ii) Return of Education

g) Growth of Deemed to be Universities (2 hrs)

Transactional Mode:

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

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

i) Self-study on an identified theme and presentation in a seminar followed by discussion.

ii) Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group

Essential Readings

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

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

Dearden R. F. (1984). Theory and Practice in Education. Routledge : K Kegan & Paul.

Dewey, J. (1916/1977): Democracy and Education: An Introduction to the Philosophy of Education. New York: Macmillan.

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

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

NCERT (2005). National Curriculum Framework, New Delhi.

MHRD, Gov. of India (1992), National Policy on Education (Revised) New Delhi.

MHRD, (1992), Programme of Action. Govt. of India, New Delhi.

Naik, J.P. (1975). Equality, Quality and Quantity: The Elusive Triangle of Indian Education,
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Sharma, P. L. (1990). Teachers Handbook on IED-Helping Children with Special Needs.

NCERT Publication

References

Banrs, J.A. (1996), Cultural Diversity and Education: Foundations curriculum and teaching (4th ed.)
Boston: Alynand, Becon.

Bartlett, S. & Burton, D. (2012). Introduction to Education Studies, Third Edition, SAGE Publications Ltd

Beyer, L.E. (Ed.) (1996). Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice.
New York: Teachers College Press.

Bruubacher, John S.; (1969). Modern Philosophies of Education, Tata McGraw-Hill,
Publishing Company Pvt LTD, New Delhi.

Butchvarov, P. (1970). The Concept of Knowledge. Evanston, Illinois, North Western University Press.

Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007). Teachers and Schooling: Making a
Difference, Allen and Unwin, Australia.

Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission
on education for 21st century, UNESCO.

Freire, Paulo (1970). Pedagogy of the Oppressed. New London, Macmillan Education.

Freire, P. and Shor, I. (1987). A Pedagogy of Liberation.

International Encyclopedia of Education. (1994). (2nd edition) Vol.10. Perganon Press.

Matheson, David (2004) An Introduction to the Study of Education (2nd edition). David Fulton Publish.

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Flamer. London. USA. Canada.

Slatterry, Patrick and Dana Rapp. (2002). Ethics and the Foundations of Education- Teaching
Convictions in a Postmodern World.

Wall, Edmund (2001). Educational Theory: Philosophical and Political Perspectives. Prometheus Books.

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Winch, C. (1986). Philosophy of Human Learning, Routledge, London York: Continuum.

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

Total Credits: 04

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

Theory : 51 (3Hrs./week)

Practicum :34 (2Hrs./week)

Maximum Marks : 100

Internal Exam Marks : 20

External Exam Marks : 80

External Examination Duration : 3 hrs.

Learning Outcomes

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

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

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

Develop commitment and accountability within self and among the trainees.

Develop professionalism within self and among the trainees.

Unit : I Becoming a Teacher (12 hrs)

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

Unit : II Teaching Process (13 hrs)

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

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

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

Unit : IV Teaching as a Profession (13 hrs)

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

Transaction Mode

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

Practicum : (34 hrs)

The student Should undertake the following activities

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

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

Essential Readings

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

References

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

M.Ed. SEMESTER II
Compulsory Theory Paper
CP-VII Advance Educational Research & Statistics

Total Credits: 04

Maximum Marks :100

Total Hours : 85

Internal Exam Marks :20

Theory : 51 (3 hrs. Per week)

External Exam Marks :80

Practicum : 34 (2 hrs. Per week) External Examination Duration: 03hrs

Learning Outcomes

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

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

Course Content

Unit I: Sampling Techniques in Educational Research (12 hrs.)

- a) **Fundamentals of Sampling:** Definition and classification of population; types of population; concept of sample; sampling unit, sampling frame, sample size; factors influencing sampling error; understanding representative and biased samples. (4 hrs.)
- b) **Probability Sampling Techniques:** Detailed exploration of random sampling methods—simple random sampling, systematic sampling, stratified sampling, cluster sampling, and multi-stage sampling—with applications in educational research. (3 hrs.)
- c) **Non-Probability Sampling Techniques:** In-depth study of convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental sampling, and critical case sampling; suitability in qualitative research. (3 hrs.)
- d) **Sample Size Determination:** Criteria for selecting appropriate sample size in quantitative and qualitative research, with emphasis on statistical considerations. (2 hrs.)

Unit II: Inferential Statistical Analysis in Quantitative Research (13 hrs.)

- a) **Parameter Estimation and Sampling Distributions:** Concepts of population parameters and sample statistics; understanding sampling error; standard error of mean and its applications. (3 hrs.)
- b) **Hypothesis Testing and Significance Levels:** Concept of null and alternative hypotheses; types of errors (Type I & II); levels of significance; parametric tests for independent and dependent samples—testing differences in proportions, means (including small sample considerations), and variances. (4 hrs.)
- c) **Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA):** Conceptual framework, assumptions, and applications in educational research. (3 hrs.)
- d) **Non-Parametric Statistical Techniques:** Assumptions, applications, and interpretation of sign test, rank test, median test, and Chi-square test for frequency analysis. (3 hrs.)

Unit III: Qualitative and Mixed-Method Data Analysis (13 hrs.)

- a) **Techniques for Data Reduction and Organization:** Strategies for summarizing qualitative data effectively. (1 hr.)
- b) **Data Display Methods:** Visual representation of qualitative data using matrices, flow charts, and diagrams. (1 hr.)
- c) **Conclusion Drawing and Verification:** Techniques for making credible inferences from qualitative data. (1 hr.)
- d) **Categorization and Thematic Classification:** Identifying emerging themes and patterns for systematic analysis. (2 hrs.)
- e) **Analyzing Visual and Narrative Data:** Interpretation of images, videos, interviews, and documents. (2 hrs.)
- f) **Identifying Relationships Among Categories:** Establishing linkages and theoretical implications. (1 hr.)
- g) **Context Analysis and Triangulation:** Enhancing validity through corroboration of data sources. (1 hr.)
- h) **Ensuring Trustworthiness and Credibility:** Strategies for reliability, dependability, and confirmability in qualitative research. (2 hrs.)

Unit IV: Computer Applications in Data Analysis and Research Reporting (13 hrs.)

- a) **Introduction to Statistical Software (SPSS):** Overview of SPSS features and applications in educational research. (2 hrs.)
- b) **Using MS Excel for Data Analysis:** Descriptive statistics (mean, mode, median, correlation, t-tests); visualization techniques (bar graphs, pie charts, histograms). (3 hrs.)
- c) **Data Preparation and Cleaning:** Understanding data logging, accuracy checks, and structuring datasets for analysis. (2 hrs.)
- d) **Data Management and Storage:** Organizing qualitative and quantitative datasets efficiently. (1 hr.)
- e) **Utilizing Digital Tools for Research Writing:**
 - Word processing for drafting reports.
 - Data processing for statistical representation.
 - Graphic processing for visual enhancement.
 - Online databases and literature review tools. (5 hrs.)

Transaction Mode

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

Practicum : (34 hrs)

The student Should undertake the following activities:

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

References

- Conover, W. J. (1971). *Practical Non-Parametric Statistics*. New York : John Wiley & Sons Inc.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*. New York : McGraw Hill.
- Gibbons, J. D. (1971). *Non-Parametric Statistical Inference*. New York : McGraw Hill.
- Glan, G. V., & Hopkins, K. D. (1996). *Statistical Methods in Education and Psychology*, (3rd Edition). Boston : Allyn & Bacon.
- Guilford, J. P. and B. Fruchter (1987). *Fundamental Statistics in Education and Psychology*. Tokyo : McGraw Hill (Student Sixth Edition)
- Henry, G. T. (1995). *Graphing Data : Techniques for Display and Analysis*. Thousand Oaks. CA : Sage.
- Howell, D. C. (1997). *Statistical Methods for Psychology*. Belmont, CA : Duxbury Press.
- Huck, S. W. (2007). *Reading Statistic and Research*. Boston : Allyn & Bacon.
- Popham and Sirohic (1993). *Educational Statistics – Use and Interpretation*. New York : Harper and Row.
- 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.
- Van Leeuwen, T. & Jewitt, C. (Eds) (2001). *Handbook of Visual Analysis*. London :Sage.

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

Total Credits : 04

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

Theory : 51 (3 Hrs. Per week)

Practicum : 34 (2 Hrs. Per week)

Maximum Marks 100

Internal Examination Marks : 20

External Examination Marks : 80

External Examination Duration: 03 Hrs.

Objectives :

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

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

Unit- 1 Concept , Types and Approaches to Comparative Education

(12 Hrs)

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

Unit-2 Methods of Comparative Education (13 Hrs)

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

- (iii) Philosophical Approach
- (iv) Scientific Approach (Quantities).

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

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

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

- (a) Historical Background and Geography of the country.(2hrs)
- (b) Aims and objectives of Education. (2hrs)
- (c) Administration of Education. (2hrs)
- (d) Present system of primary, Secondary and Higher Education. (4hrs)
- (e) Influence of Culture on Education .(3hrs)
- (f) Teacher Education in Finland (1hr)

Transactional Mode

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

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

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

Essential reading

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

References

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

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

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

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

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

Dieter Meyer - Editor, William L. Boyd - Editor(2001) Education between States, Markets, and Civil Society: Comparative Perspectives. Mahwah, Lawrence Erlbaum Associates. Ciaran Sugrue , Christopher Day (Editors) (2001) Developing Teachers and Teaching Practice: International Research Perspectives., London Publisher: Routledge

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

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

**M.Ed.
Semester-II
Optional
Theory Paper
OP-VIII D) Educational Measurement and Evaluation**

Total Credits:	04	Maximum Marks	100
Total Hours:	85	Internal Exam Marks	20
Theory	: 51 (3 hrs. Per week)	External Exam Marks	80
Practicum	: 34 (2 hrs. Per week)	External Examination Duration	:03 hrs.

Learning Outcomes :

On completion of this paper, students will be able to,

- 1) Determine what measurement and evaluation steps are necessary in a classroom situation.
- 2) Develop necessary measurement and evaluation instruments and to apply these instruments fairly .
- 3) Use the information provided by evaluation and measurement activities to improve their teaching and students' learning.
- 4) Develop theoretical understanding of the evaluation context with the new reform.

Unit : I- Educational Measurement and Evaluation (12 hours)

- a) Educational Measurement and Evaluation: Concept, Scope Need (3hrs)
- b) Educational Measurement and Evaluation: Process, Principles, Type (3hrs)
- c) Relationship between Measurement and Evaluation. (3 hrs)
- d) Taxonomies of Educational Objectives. (3 hrs)

Unit : II- Tools of Measurement and Evaluation (13hours)

- a) Subjective and Objective tools (2hrs.)
- b) Tests: Essay tests, Objective tests (2hrs)
- c) Scales, Questionnaires, schedules, inventories (3hrs)
- d) observation, interviews, performance tests (3hrs)
- e) Oral tests. – Diagnostic tests and remedial measures (3hrs)

Unit : III- Characteristics of a good measuring instrument (13 hours)

- a) Characteristics of a good measuring instrument: Planning, Reliability, Validity, Practicability, Scorability, Usability, applicability etc. (3hrs)
- b) Types of Reliability and Validity and Methods of finding out the reliability and validity of a measuring instrument (3hrs)
- c) Test Standardization: Item Analysis, Norms
 - a. (Age Norms, Grade Norms and percentile Norms) (3hrs)
- d) Norm referenced and criterion referenced tests(2hrs)
- e) Standard scores, T-scores and C-scores(2hrs)
- f) Steps in the standardization of a test – Standardized Tests (3hrs)

Unit : IV- Different types of Measurements (13hours)

- a) Achievement (3hrs)
 - b) Aptitudes (2hrs)
 - c) Intelligence (2hrs)
 - d) Personality (2hrs)
 - e) Attitudes (2hrs)
 - f) Interests (2hrs)
- Development

Transactional Mode :

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

Essential Reading:

References:

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1999). Standards for educational and psychological testing.

Darling-Hammond, L., Barron, B., Pearson, P.D., Schoenfeld, A. H., Stage, E. K., Zimmerman, T. D., Cervetti, G. N., and Tilson, J. L. (2008). Powerful learning: What we know about teaching for understanding. San Francisco, CA: Jossey-Bass.

Gardner, H. (1993). Multiple intelligences: The theory in practice. New York: Basic Books.

Gardner, H. (1999). Intelligence reframed: Multiple intelligences for the 21st century. New York: Basic Books.

Gronlund, N.E. and Cameron, I.J. (2004). Assessment of Student Achievement (Canadian Edition). Toronto: Pearson Education Canada Inc.

Haladyna, T. M. (2004). Developing and validating multiple-choice test items. Mahwah, NJ: Erlbaum.

Hess, F. M. (Ed.). (2008). When research matters: How scholarship influences education policy. Cambridge, MA: Harvard University Press.

Hoboken, NJ: John Wiley & Sons, Inc. Joint Committee on Standards for Educational Evaluation. (2003). The student evaluation standards: How to improve evaluations of students. Thousand Oaks, CA: Corwin.

Hogan, T. P. (2007). Educational assessment: A practical introduction.

Joint Committee on Testing Practices. (2004). Code of Fair Testing Practices in Education. Washington, DC: Author.

Kubiszyn, T. and Borich, G. (2003). Educational Testing and Measurement (7th edition). New York: John Wiley & Sons Inc.

Likert, R A. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 1-55.

Linn, R. L. and Miller M. D. (2005). *Measurement and Assessment in Teaching* (Ninth edition). Upper Saddle River:Pearson Education Inc.

Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

McMillan, J. H. and Wergin, J. F. (2006). *Understanding and evaluating educational research*. Upper Saddle River, NJ:Pearson Education, Inc.

Payne, D. A. (2003). *Applied Educational Assessment* (second edition). Belmont: Wadsworth/Thomson Learning.

Payne, D. A. (2003). *Applied educational assessment*. Belmont, CA: Wadsworth/Thomson Learning.

Popham, W. J. (2005). *Classroom assessment: What teachers need to know*. Boston, MA: Pearson Education, Inc.

Stiggins, R., Arter, J., Chappuis, J., and Chappuis, S. (2007). *Classroom assessment for student learning: Doing it right – Using it well*. Upper Saddle River, NJ: Pearson Education, Inc.

Taylor, C. S. and Nolen, S. B. (2005). *Classroom Assessment: Supporting Teaching and Learning in Real Classrooms*. Upper Saddle River: Pearson Education Inc.

Washington, DC: American Educational Research Association. Bloom, B. S. (Ed.). (1956) *Taxonomy of educational objectives, handbook I: Cognitive domain*. New York: Longman.

Web Resources:

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

Total Credits :	04	Maximum Marks	100
Total Hours :	85	Internal Exam Marks	20
Theory	:51 (3 hrs. Per week)	External Exam Marks	80
Practicum	:34 (2 hrs. Per week)	External Examination Duration	:03 hrs.

Learning outcomes :

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

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

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

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

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

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

identify and utilize existing resources for promoting inclusive practice;

Course Content

Unit I: Foundations of Special and Inclusive Education (12 hrs.)

- a) **Introduction to Special Education:** Meaning, scope, and need for special education. (3 hrs.)
- b) **Comparative Analysis of Educational Approaches:** Differences, advantages, and limitations of special education, integrated education, and inclusive education. (3 hrs.)
- c) **Policy and Commission Recommendations:** Key recommendations from education commissions and committees for restructuring policies and practices to address diversity in educational settings. (3 hrs.)
- d) **Legal and Policy Framework for Inclusive Education:** Current laws, acts, and policies supporting inclusive education for children with diverse needs. (3 hrs.)

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

- a) **Understanding Diversity in Classrooms:** Concept and meaning of diverse learning needs. (2 hrs.)
- b) **Creating Inclusive Learning Environments:** Strategies for building inclusive and learning-friendly classrooms; overcoming barriers to inclusion. (3 hrs.)
- c) **Sustaining Inclusive Practices:** Methods to establish and maintain inclusive education in schools. (2 hrs.)
- d) **Stakeholder Involvement in Inclusion:** Role of teachers, parents, and community members in supporting children with diverse needs. (2 hrs.)
- e) **Developing Inclusive School Environments:**

- Availability and utilization of material and human resources.
- Strategies to change attitudes of key stakeholders.
- Exploring community services and resource mobilization. (4 hrs.)

Unit III: Understanding Children with Diverse Needs and Resource Utilization (13 hrs.)

a) Categories of Children with Diverse Needs:

- Sensory challenges (Hearing and Visual impairments).
- Physical challenges.
- Intellectual challenges (Gifted, Talented, and Mentally Challenged children).
- Developmental disabilities (Autism, Cerebral Palsy, Learning Disabilities).
- Social and emotional difficulties.
- Scholastic backwardness, underachievement, and slow learners. (4 hrs.)

b) **Early Identification and Intervention:** Importance of early detection, functional assessment, and development of compensatory skills. (3 hrs.)

c) **Curriculum and Pedagogical Adaptations:** Modifications in instructional objectives, curriculum, and co-curricular activities to meet diverse learning needs. (3 hrs.)

d) **Technology for Inclusive Education:** Role of assistive technology, digital tools, and ICT in supporting diverse learners. (3 hrs.)

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

a) Curriculum Adaptation for Inclusion:

- Need for curriculum adaptations for various disabilities and challenges.
- Techniques for modifying content, laboratory skills, and play materials. (5 hrs.)

b) **Assessment and Intervention Strategies:**

- Use of records and case profiles for identification and assessment.
- Designing intervention programs for inclusive classrooms. (3 hrs.)

c) **Teacher Preparation for Inclusive Education:**

- Skills, competencies, roles, and responsibilities of inclusive educators.
- Professional ethics and standards for inclusive education teachers. (3 hrs.)

d) **Research in Inclusive Education:** Planning and conducting research activities related to special and inclusive education. (2 hrs.)

Transactional Mode:

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

Practicum: (34 hrs.)

The students may undertake any two of the following activities :

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

Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
Identify suitable research areas in inclusive education.
Observation of Inclusive teaching strategies and discussion.

Essential Readings:

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

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

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

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

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

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

References

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

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

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

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

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

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

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

Total Credit: 01

Internal Examination :01 hour

Maximum Marks 25

Total Hours: 34

a. Written/ Oral/ Performance : 20 Marks

b. Record of activities : 05 Marks

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

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

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

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

Activity:

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

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

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

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

Objectives :

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

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

Unit I: Foundations of E-Education and Digital Teaching Tools (34 hrs.)

a) Exploring Virtual Learning Environments:

- Visit a virtual classroom, observe digital interactions, and prepare a detailed handwritten reflective report. *(10 hrs.)*
- b) Assessment and Evaluation in Digital Learning:**
- Design a rubric for an educational topic using assessment principles and print the final version. *(14 hrs.)*
- c) E-Portfolio Development for Professional Growth:**
- Create a personalized e-portfolio, including teaching philosophy, lesson plans, and digital artifacts, and submit a printed version. *(10 hrs.)*

Unit II: Instructional Design and Multimedia in E-Teaching (34 hrs.)

a) Understanding Instructional Design Models:

- Study and summarize various instructional design models, including ADDIE, SAM, and Gagne's Nine Events of Instruction, in a handwritten report. *(14 hrs.)*
- b) Multimedia Storyboarding for Digital Content:**
- Develop a multimedia storyboard (10-20 slides) based on a school subject, incorporating interactive elements and media integration. *(20 hrs.)*

Unit III: Web-Based Learning and Open Educational Resources (34 hrs.)

a) Synchronous Communication for E-Learning:

- Conduct an online class/discussion using a synchronous e-tool (e.g., Skype, Zoom, Microsoft Teams) and submit a structured report on the experience. *(8 hrs.)*

b) Asynchronous Communication for E-Learning:

- Use email for instructional exchange, assignment feedback, or discussion, and prepare a detailed report on the interaction process. *(10 hrs.)*

c) Exploring Open Educational Resources (OERs):

- Curate a list of 10-20 OERs relevant to a chosen field (e.g., Educational Psychology, Teacher Education) and submit a handwritten documentation. *(8 hrs.)*

d) Innovative Teaching Approaches in E-Learning:

- Prepare an analytical note on Blended Learning and Flipped Classroom methodologies, highlighting their pedagogical benefits. *(8 hrs.)*

Unit IV: E-Education Management Systems and Digital Resource Development (34 hrs.)

a) Developing a Learning Object Repository (LOR):

- Create a structured Learning Object Repository (LOR) on an e-education topic and submit a handwritten report. *(12 hrs.)*

b) Learning Management Systems (LMS) and Content Management:

- Study LMS and LCMS concepts, functionalities, and applications in online education, and summarize findings in a handwritten report. *(11 hrs.)*

c) Moodle-Based Content Development:

- Explore Moodle as an LMS, prepare a digital learning module, and create an upload-ready instructional resource. *(11 hrs.)*

Transaction Mode :

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

Note:

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

Essential Readings:

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

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

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

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

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

Harasim, L. (1990). Online Education : Perspectives on a New Environment. New York : Presser.

Harasim, L. (1993). Global Network Computers and International Communication. Cambridge; NIT Press 5.

Joseph W. Lowrey (2006). Dreamweaver 8 Bible, Wiley Publication.

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

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

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

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

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

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

Rosenberg, M. J. (2001). E-learning. New York : McGrawHill. Schank, R. C. (2001). Virtual Learning. McGraw Hill.

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

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

Horton, W.(2001).

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

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

M. Ed Semester II
Educational Tour/Visits

Total Credits : 01

Total marks : 25

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

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

M. Ed. Semester II & III

Internship- Teacher Education (INT-TE)

II Semester

Internal Practical Marks : 25

External Practical Marks : 25

Total Credits: 04

III Semester

Internal Practical Marks : 25

External Practical Marks : 25

Maximum Marks 100

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

It will comprise following activities

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

Observation of Lecture of Student-Teacher/ Teacher Educator

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

Guidance, Observation and Feedback for Practice Teaching

Administration, Scoring and interpretation of Psychological Test

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

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

Observation of In-service Teacher Education Programme

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

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

Total Hours -34

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

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

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

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

Activity:

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

