

**RashtraSant Tukadoji Maharaj
Nagpur University, Nagpur**

**CBCS : Master of Education
(M.Ed.) CURRICULUM
(For Two Years)**

**Direction, Regulations and CBCS
M.Ed. Curriculum
Semester - I to IV**

With Effect From:- 2015-2017

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
Direction No. 18 of 2015

Direction issued under section 14(8) of the Maharashtra Universities Act, 1994, relating to Master of Education, first to last semester in Choice Based Credit System Semester Pattern for the award of Degree of Master of Education(Two years degree course), Full Time in the Faculty of Education.

Whereas, the Maharashtra Universities Act No. XXXV of 1994 has come into force with effect from 22nd July, 1994.

AND

Whereas, the National Council for Teacher Education (NCTE) vide its notification no.51-1/2014 dated 28/11/2014, issued (Recognition, Norms and Procedure) Regulation, 2014. The earlier notification (Recognition, Norms and Procedure) Regulation, 2009 (NCTE) has been repealed.

AND

WHEREAS, National Council of Teacher Education (NCTE) notification No. 51-1/2014 dated 28/11/2014 accepted by the Maharashtra State and the RTM Nagpur University and came into the force from 28/11/2014.

AND

Whereas, the Dean of the Faculty of Education has concurred with the recommendations of the Board of Studies in Education in the Faculty of Education on 25th August 2015.

AND

Whereas, the Board of Studies in Education and faculty of Education at its meeting held on 25th August 2015, have decided to make amendments related to M. Ed. first to last semester, in Choice based Credit system Semester Pattern for award of degree of **Master of Education (Two years degree course)**, of Full time in the Faculty of Education.

AND

Whereas, the Faculty of Education has consented to the draft direction for the award of M.Ed., degree in its meeting held on 25th August 2015. This Direction shall come into force from the date of its issuance.

Now, therefore, I, **Dr. Sidharthvinayak Kane Vice-chancellor of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur** in exercise of powers vested in me under section 14(8) of the Maharashtra Universities Act, 1994, do hereby issue the following Direction pertaining to the amendment as made for M.Ed., first to last semester in Choice based Credit system Semester Pattern for award of M.Ed. degree in the Faculty of Education.

1. This Direction shall be called “Direction regarding Choice based Credit system Semester Pattern Scheme” and Examination leading to M.Ed. first to last semester in Choice based Credit system Semester Pattern in the Faculty of Education, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.
2. Subject to the compliance with the provisions of this Direction and any other Ordinance which is in force from time to time shall be applicable.
3. **DURATION OF THE COURSE.**

The M.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014. The M.Ed. programme shall be of duration of two academic years spread over four semesters.

4. WORKING DAYS

- a. There shall be at least two hundred working days each year exclusive of the period of examination and admission. The days shall be counted from last day of admission or in accordance with any other norms as per policy of the NCTE/state Govt./University whichever is applicable.
- b. The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for internship. Every candidate should have to complete all the practical work to the satisfaction of the Head/Principal. He/ She should have obtained such certificate from the Head/Principal of the institute and copy of the same to be submitted to the university by the institution on behalf of the examinee.

5. ELIGIBILITY

- a. Candidates with at least fifty percent marks (50%) in the Bachelor's Degree and B.Ed. (50%) from any recognised statutory university are eligible for admission to the programme.
- b. The reservation and relaxation of SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

6. ADMISSION PROCEDURE

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or in accordance with any other procedure as per the policy of the State Government/University.

Fees of the M.Ed. program will be collected annually for first year in the beginning of I semester (i.e. at the time of admission) and for II year in the beginning of III semester.

7. EXAMINATION

M.Ed. is a full time regular course for two academic years spread in four semesters.

M.Ed. students can answer in English or in Marathi or in Hindi medium.

If the Student has not completed theory courses, practicum and internship, he/she will not be allowed to appear in the M.Ed. examination.

8. a. List of the Core Course of M.Ed. Programme

- Course A001 Core-1: Fundamental Concepts of Educational Research
- Course A002 Core-2: Psychology of Learning & Development
- Course A003 Core-3: Educational Studies
- Course A004 Core-4: Method of Educational Research
- Course A005 Core-5: Philosophy of Education
- Course A006 Core-6: Perspectives in Teacher Education
- Course A007 Core-7: Tools & Techniques in Educational Research
- Course A008 Core-8: Sociology of Education
- Course A009 Core-9: Treatment of Data & Research Report Writing
- Course A010 Core-10: Dissertation

b. List of the Group Course of M.Ed. Programme

- B-101 Childhood Education
- B-102 Higher Education
- B-103 Inclusive Education
- B-104 Values in Bhartiya Chintan

c. Group-A: Elementary Education

- B-105 Issues and Problems in Primary Education
- B-106 Curriculum Pedagogy in Primary Education
- B-107 Educational Management and Organization in Primary Education

d. Group-B: Secondary Education

- B-108 Issues and Problems in Secondary Education
- B-109 Curriculum Pedagogy in Secondary Education
- B-110 Educational Management and Organization in Secondary Education

e. List of the Elective Course of M.Ed. Programme

- C-101 Curriculum Studies in Education
- C-102 ICT in Education
- C-103 Guidance & Counselling
- C-104 Special Education
- C-105 Inferential Statistics
- C-106 Educational Administration and Leadership
- C-107 Curriculum Pedagogy & Assessment

f. List of the Optional Course of M.Ed. Programme

- D -101 History & Economy of Education
- D-102 Application of Descriptive Statistics in Research
- D-103 Psychological Testing
- D-104 Educational Measurement & Evaluation

- 09** Any graduate who has taken the degree of Bachelor of Education of this University or a degree of another University recognized as equivalent there to may be admitted to the M.Ed. Programme of the university , after having fulfilled the requirements as laid down by the University and NCTE.

10 THE COURSES FOR M.Ed. PROGRAMME

The courses for the M.Ed. programme are divided in four parts

- Part 1. Semester – 1
- Part 2. Semester – 2
- Part 3. Semester – 3
- Part 4. Semester – 4

M.Ed. Semester – 1

Course No.	Course	Inst. H/W	Credit	Total		
	Core Courses (Perspective)			Internal	External	Total
A 001	Core-1: Fundamental Concepts of Educational Research	4	4	20	80	100
A 002	Core-2: Psychology of Learning & Development	4	4	20	80	100
A 003	Core-3: Educational Studies	4	4	20	80	100
A 010	Core-10: Preparation of research proposal	4	-	-	-	-
Optional Courses - Any One of the Following Paper						
D 101	History & Economy Education	4	4	20	80	100
D 102	Application of Descriptive Statistics in Research	4	4	20	80	100
D 103	Psychological Testing	4	4	20	80	100
D 104	Educational Measurement & Evaluation	4	4	20	80	100
Practical, projects and other Assignment work						
E 501	Presentation of Research Proposal	4	2	50	-	50
E 502	Library Work	2	1	25	-	25
E 503	Seminar	4	2	50	-	50
E 504	Symposium	4	2	50	-	50
Total		06	07	175	-	175
Inter Semester Break						
E 505	Communication Skill Expository Writing	1	1	25	-	25
E 506	Self Development and Yoga Education	1	1	25	-	25
Total		2	2	50	-	50

Note:

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 300 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 270 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration students has to earn **2 credits**.
- Total Credit for Semester-I is 25.

M.Ed. Semester – 2

Course No.	Course	Inst. H/W	Credit	Total		
	Core Courses (Perspective)			Internal	External	Total
A 004	Core-4: Methods of Educational Research	4	4	20	80	100
A 005	Core-5: Philosophy of Education	4	4	20	80	100
A 006	Core-6: Perspectives in Teacher Education	4	4	20	80	100
A010	Core-10:Dissertation Guidance	4	-	-	-	-
Elective Courses (Any One of the Following Paper)						
C 101	Curriculum Studies & Education	4	4	20	80	100
C 102	ICT in Education	4	4	20	80	100
C 103	Guidance and Counseling	4	4	20	80	100
C 104	Special Education	4	4	20	80	100
Practical, projects and other Assignment work						
E 508	Seminar	-	1	25	-	25
E 509	Workshop	-	1	25	-	25
E 510	Visit to Special School	-	1	25	-	25
E 511	Preparation of Tool	-	1	25	-	25
E 512	Review of Previous Researches	-	1	25	-	25
Total			5	125	-	125
Inter Semester Break						
E 513	Internship (4 Week)	-	4	100	-	100
Total		-	4	100	-	100

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 270 hours for (05 + 04) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of six Weeks (45 days) duration students has to earn **4 credits**.
- Total Credit for Semester-II is 25.

M.Ed. Semester – 3

Course No.	Course	Inst. H/W	Credit	Total		
	Core Courses (Perspective)			Internal	External	Total
A 007	Core-7: Tools & Techniques in Educational Research	4	4	20	80	100
A 008	Core-8: Sociology of Education	4	4	20	80	100
A010	Core-10:Dissertation Guidance	4	-		-	-
Specialization of Group Courses (Any One)						
B 101	Childhood Education	4	4	20	80	100
B 102	Higher Education	4	4	20	80	100
B 103	Inclusive Education	4	4	20	80	100
B 104	Values in Bhartiya Chintan	4	4	20	80	100
Any One of The Following Elective Course						
C 105	Inferential Statistics	4	4	20	80	100
C 106	Educational Administration and Leadership	4	4	20	80	100
C 107	Curriculum Pedagogy and Assessment	4	4	20	80	100
Practical, projects and other Assignment work						
E 515	Seminar to Enhance Special Skills	-	1	25	-	25
E 516	Case Study		1	25	-	25
E 517	Educational Visit	-	1	25	-	25
E 518	Library Work	-	1	25	-	25
E 519	Field Visit and Data Collection	-	1	25	-	25
E 520	Academic Writing	-	2	50	-	50
Total			07	175	-	175
Inter Semester Break						
	Research paper writing based on Dissertation	-	02	50	-	50
Total			09	225	-	225

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 270 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Weeks (30 days) duration students has to earn **2 credits**.
- Total Credit for Semester-III is 25.

M.Ed. Semester – 4

Course No.	Course	Inst. H/W	Credit	Total		
	Core Courses (Perspective)			Internal	External	Total
A 009	Core-9: Treatment of Data & Research Report Writing	4	4	20	80	100
A010	Core-10:Dissertation Guidance Dissertation & Viva-voce exam	6	6	-	150	150
Specialization of Group Courses (Any One from Group-A or Group-B)						
Specialization for Elementary Education (Any two from Group-A)						
B 105	Issues and Problems in Primary Education	4	4	20	80	100
B 106	Curriculum Pedagogy in Primary Education	4	4	20	80	100
B 107	Educational Management and Organization in Primary Education	4	4	20	80	100
OR						
Specialization for Secondary Education (Any two From Group-B)						
B 108	Issues and Problems in Secondary Education	4	4	20	80	100
B 109	Curriculum Pedagogy in Secondary Education	4	4	20	80	100
B 110	Educational Management and Organization in Secondary Education	4	4	20	80	100
Practical, projects and other Assignment work						
E 522	Workshop	-	2	50	-	50
E 523	Visit to Inlibnet, Central Lib., Resource Centres	-	1	25	-	25
E 524	Visit to Educational Institute	-	1	25	-	25
E 525	Organization of Workshop/Seminar	-	2	50	-	50
E 526	Presentation of seminar/Dissertation	-	1	25	-	25
	Total		07	175		175

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 300 hours and total credit for theory & Dissertation is 18 (For Theory 1 hour is assigned per week per credit) 18
 - Total Practical work is of 64 days (total minimum hours for practical is 210 hours for 07 credits. (For practical 2 hours is assigned per week per credit.)
 - Total Credit for Semester-IV is 25.
- **** For the purpose of calculation of grades, credit earned for the theory papers shall only be considered, however, students are required to complete all the assignments and submission works for the award of M. Ed. degree.

11 Grading System:

The marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the 07 points scale as given below in Table 01,

Table 01

Range of Marks obtained out of 100 or Equivalent Fraction	Letter Grade	Grade Point	Description
90 -100	A+	10	Outstanding
80-89	A	9	Excellent
70-79	B+	8	Very Good
60-69	B	7	Good
55-59	C+	6	Fair
50-54	C	5	Average
Less than 50	F	0	Dropped or Fail

12 Calculation of Semester Grade Point Average (SGPA):

- Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
- Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a student's performance.

The formula for calculation of SGPA and CGPA is given below:

01 The marks will be allotted in all examinations which will include college assessment marks and the total marks for each Theory / Practical shall be converted into Grades as per **Table No.1**

02 SGPA shall be calculated based on Grade Points corresponding to percentage of marks as given in **Table No. 01** and the Credits allotted to respective Theory / Practical shown in the scheme for respective semester.

03 SGPA shall be computed for every semester as per formulae (1) and CGPA shall be computed only in IV semester.

$$SGPA = \frac{C_1 \times G_1 + C_2 \times G_2 + \dots + C_n \times G_n}{C_1 + C_2 + \dots + C_n} \quad (1)$$

Where:

C = Credit of individual Theory / Practical

G = Corresponding Grade Point obtained in the respective Theory /Practical.

n = Number of subject heads in a given semester

04 The CGPA shall be calculated based on SGPA of I to IV semester taken together as per formulae (2)

$$\text{CGPA} = \frac{(\text{SGPA})_{\text{I}} \times (\text{Cr})_{\text{I}} + (\text{SGPA})_{\text{II}} \times (\text{Cr})_{\text{II}} + (\text{SGPA})_{\text{III}} \times (\text{Cr})_{\text{III}} + (\text{SGPA})_{\text{IV}} \times (\text{Cr})_{\text{IV}}}{(\text{Cr})_{\text{I}} + (\text{Cr})_{\text{II}} + (\text{Cr})_{\text{III}} + (\text{Cr})_{\text{IV}}} \dots \dots (2)$$

Where:

(SGPA) I = SGPA of I Semester

(Cr) I = Total Credits for I Semester

(SGPA) II = SGPA of II Semester

(Cr) II = Total Credits for II Semester

(SGPA) III = SGPA of III Semester

(Cr) III = Total Credits for III Semester

(SGPA) IV = SGPA of IV Semester

(Cr) IV = Total Credits for IV Semester

SGPA = Semester Grade Point Average

CGPA = Cumulative Grade Point Average

- i. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
 - ii. CGPA equal to 8.25 and above shall be considered as equivalent to First Class with distinction and CGPA equal to 6.75 to 8.25 shall be considered as First Class and so on..... as mentioned in table 02
 - iii. The cumulative grade point average will be calculated as the average of the SGPA of the four semesters, as shown above.
- 13** A candidate desirous to appear for the M.Ed. Examination shall be allowed to do so if,
- i. He/ she is a full-time student and has undergone a regular course of study in an institution recognized for the purpose, for two Academic year after passing the B.Ed. Examination.
 - ii. the student has remained present in the institution for 80% of the total working days (including days of internship, workshops , seminars, but excluding of the days of terminal and other examinations) during the period of programme. No student is allowed to appear in examination for any reason if he/she fails to comply this above condition.
- 14** The M.Ed. Programme consists of a total of ten core papers distributed in Semester I to IV and two optional papers in each of the semesters as shown and core paper 10th is Dissertation of 50 marks (Including Viva Voce of 100 marks based on dissertation).
- 15** The submission of dissertation for core paper 10 is mandatory for the students. He/she should submit the dissertation on the approved topic approved by Research Recognition Committee of the Faculty of Education before the commencement of final examination of 4th Semester failing which he/she shall not be allowed to appear in the examination. The student must submit one copy of his/her dissertation before the 4th semester to the University (the same be submitted to the Library of the PG Department of Education RTM Nagpur University and get the receipt of the same).
- 16** The student should submit his/her synopsis for the approval of the topic of the dissertation through the Supervisor under whom he/she proposed to work within 2 months from the date of commencement of the programme in the respective semester and University should communicate the student regarding the decision of RRC regarding the approval of the topic before the end of October of the respective year.

- a. If a topic submitted by the student is not approved then he/she shall submit the same again to the University within 30 days for RRC approval.
- b. The students have the right to select their supervisor. Principal/Head of the Department will only fix the number of the students for each supervisor for supervision only.
- c. The supervisor of the dissertation of the student shall be full time regularly appointed Post Graduate teacher exclusively appointed for M.Ed. course. In no case, the supervisor should supervise more than 10 students at a time.

17 The supervisor shall supervise the work of his / her status for the M.Ed. Dissertation in all the semesters.

- i. There will be one internal examination in each semester and the student has to obtain at least 50% marks in all the courses, i.e. Core and optional courses and 50% in aggregate of the marks, otherwise he/she shall not be allowed to appear in final examinations of the said semester.
- ii. End Semester examination (Final Examination) shall be held by the university.
- iii. If the student gets less than 50% of the marks in any of the Core or optional courses and/or has secured less than 50% marks in aggregate in final examinations of First/second/third Semester held by the university, he/she shall have to clear first/second/third semester examinations before forth Semester final examinations, to get the degree of M. Ed.
- iv. Students appearing for the M.Ed. Examination should submit his or her dissertation one month before the commencement of the final examinations of forth Semester. Affiliated colleges are required to submit the dissertations of students registered with them, to the Department of Education. Student(s) shall not be allowed to appear in the final examinations of forth semester, without submission of his or her dissertation.

18 One Soft copy and two hard copies of the dissertation and two copies of synopsis of the dissertation are to be submitted one month before the commencement of forth semester University Examination, to the Department of Education, RTM Nagpur University, Nagpur, in type-written or printed form.

19 STANDARD OF PASSING

- i. To pass the final examinations of First Semester, a student is required to pass separately in each of the Core and Optional Courses. The student has to get at least 50% marks in each course and 50% marks in aggregate.
- ii. If the student is unable to pass the final examinations of first semester, he/she will be allowed to join second semester but he/she has to reappear in failed subjects of first semester along with the final examinations of second Semester. If the student fails to pass in I and II semester still he/she can take admission in III semester but he/she has to reappear in the failed subjects of I and II semester along with the final exam of III semester. However, for the fourth semester final examination, a student will not be allowed to appear till the student passes all the courses of previous semesters i. e semester I to III .

- iii. The student has to score 50% in each course and 50% in Aggregate to pass the exam of each semester.
 - a. The class of passing and grade obtained in examinations will be given by combining the marks obtained by the students in all the end semester final examinations (Semester I to IV) held by the university.
 - b. No class will be awarded in the mark sheet/transcript of semester I to III examination; however, SGPA shall be calculated for the same.
 - c. CGPA will be calculated after clearing all the courses of semester I to IV and the grades/class shall be awarded on the basis of following table 03.

Table 02 Grade Conversion

CGPA	Division
8.25 or more	First Class with distinction
6.75 or more but less than 8.25	First Class
6.25 or more but less than 6.75	Higher second Class
5.75 or more but less than 6.25	Second Class
Less than 5.75	Dropped or Fail

Equivalent percentage calculation will be based on the following formula:

$$\text{Equivalent \%} = (\text{CGPA} - 0.75) \times 10$$

- d. In case, student applies for rechecking or reassessment for any of the courses and there is increase in marks, he/she will not be considered for any university award.
 - iv. To pass the final examinations of Fourth Semester, a student is required to pass separately in each course and dissertation. Student has to get at least 50% marks in each of the Core, Group, Elective and optional Courses and at least 50% marks in dissertation separately in both dissertation assessment and viva voce examination and 50% marks in aggregate.
 - v. If the student is not able to pass the examination of the fourth semester, he/she will be given two more chances to appear in the final university examinations of the fourth Semester in next two subsequent years. If he/she is not able to pass the examination within four years after registration, he/she has to reregister him/her self and redo his/her study from the first semester.
 - vi. The M. Ed. Degree will be awarded after successful completion of the fourth Semester examination.
 - vii. **Rule. 19 sub -clause –i/ii/iii/iv/v/vi** will again be applicable to the student, who will get re-admission, from the commencement of the course..
20. If a candidate passes in the dissertation but fails in aggregate, the marks obtained by him/her

in the dissertation shall be carried forward to subsequent year or years. If a candidate passes in the aggregate and fails in the dissertation, the marks obtained by him/her in the courses shall be carried forward to subsequent year or years and he/she has to submit a new dissertation on a topic other than selected earlier by the student. If a candidate fails in aggregate in the examination held at the end of First, Second, third or fourth Semester, he / she may be exempted from appearing in the examination of such course/courses, where he/she has secured at least 50 percent marks. Candidates whose marks are carried forward under this regulation shall be declared to have passed the examination and shall not be eligible for any University awards.

21. As soon as possible after the examination, the board of examination shall publish a list of successful examinee and the degree shall be awarded on the basis of First to Fourth semester taken together.

22. Repealed: the Ordinance No. -- of 1994 which is existing at present is hereby repealed with immediate effect and all the students those who have taken the admission under this Ordinance are only to be allowed to appear in examination in the year 2015-16 and 2016-17 and after this, no student will be allowed to appear in this examination for any reasons whatsoever. He/ She should take the admission afresh under this proposed direction No.18 of 2015 This is effective from the year 2015-16.

I further direct that the aforesaid Direction shall come into force from the date of issuance and shall remain in force till the relevant Ordinance comes into force in accordance with the provisions of Maharashtra Universities Act, 1994 and the relevant provisions published by this Direction shall be repealed from the existing Directions.

Sd/-
Dr. Siddharth Vinayak Kane
Vice-Chancellor,

Nagpur
Dated : 08/09/2015

M.Ed. SYLLABUS

**RashtraSant Tukadoji Maharaj
Nagpur University, Nagpur**

**CBCS : Master of Education
(M.Ed.) CURRICULUM
(For Two Years)**

**CBCS M.Ed. Curriculum
Semester - I to IV**

With Effect From:- 2015-2017

RTM NAGPUR UNIVERSITY
CHOICE BASED CREDIT SYSTEM (CBCS)
SYLLABUS FOR MASTER OF EDUCATION (M.Ed.)
PROGRAM
(With effect from 2015-2017)

The Education faculty has been providing courses leading to degrees at B.Ed., M.Ed. and Research levels and offering opportunities to the youngsters to pursue a career in education. Emphasis is being laid on the pursuit of a vision of competent teacher grounded in values and who are able to adopt teaching as a profession directed at self empowerment and thus play an important role in the development of the nation, by aligning with the progressive venture and face of the country's mission.

PREAMBLE

The Master of Education programme, generally known as M.Ed. is a professional course that prepares teachers for

1. Secondary/ Higher Secondary School.
2. College of Education.
3. Department of Education.
4. PTC College and DIET.
5. Institutions engaged in Educational Research, Educational Planning, Educational Technology and Educational Administration.
6. Educational Media research centre

1. DURATION OF THE COURSE.

The M.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014. The M.Ed. programme shall be of duration of two academic years spread over four semesters.

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- b. The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for internship. Every candidate should have to complete all the practical

work to the satisfaction of the Head/Principal. He/ She should have obtained such certificate from the Head/Principal of the institute and copy of the same to be submitted to the university by the institution on behalf of the examinee.

3. ELIGIBILITY

- a. Candidates with at least fifty percent marks (50%) in the Bachelor's Degree and B.Ed. (50%) from any recognised statutory university are eligible for admission to the programme.
- b. The reservation and relaxation of SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

4. ADMISSION PROCEDURE

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If the Student has not completed theory courses, practicum and internship, he/she will not be allowed to appear in the M.Ed. examination.

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B-104 Values in Bhartiya Chintan

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C-105 Inferential Statistics

C-106 Educational Administration and Leadership

C-107 Curriculum Pedagogy & Assessment

k. List of the Optional Course of M.Ed. Programme

D-101 History & Economy of Education

D-102 Application of Descriptive Statistics in Research

D-103 Psychological Testing

D-104 Educational Measurement & Evaluation

7. Any graduate who has taken the degree of Bachelor of Education of this University or a degree of another University recognized as equivalent there to may be admitted to the M.Ed. Programme of the university , after having fulfilled the requirements as laid down by the University and NCTE.

8. THE COURSES FOR M.Ed. PROGRAMME

The courses for the M.Ed. programme are divided in four parts

Part 1. Semester – 1

Part 2. Semester – 2

Part 3. Semester – 3

Part 4. Semester – 4

M.Ed. Semester – 1

Course No.	Course	Inst. H/W	Credit	Total		
	Core Courses (Perspective)			Internal	External	Total
A 001	Core-1: Fundamental Concepts of Educational Research	4	4	20	80	100
A 002	Core-2: Psychology of Learning & Development	4	4	20	80	100
A 003	Core-3: Educational Studies	4	4	20	80	100
A 010	Core-10: Preparation of research proposal	4	-	-	-	-
Optional Courses - Any One of the Following Paper						
D 101	History & Economy Education	4	4	20	80	100
D 102	Application of Descriptive Statistics in Research	4	4	20	80	100
D 103	Psychological Testing	4	4	20	80	100
D 104	Educational Measurement & Evaluation	4	4	20	80	100
Practical, projects and other Assignment work						
E 501	Presentation of Research Proposal	4	2	50	-	50
E 502	Library Work	2	1	25	-	25
E 503	Seminar	4	2	50	-	50
E 504	Symposium	4	2	50	-	50
Total		06	07	175	-	175
Inter Semester Break						
E 505	Communication Skill Expository Writing	1	1	25	-	25
E 506	Self Development and Yoga Education	1	1	25	-	25
Total		2	2	50	-	50

Note:

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 300 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 270 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration students has to earn **2 credits**.
- Total Credit for Semester-I is 25.

M.Ed. Semester – 2

Course No.	Course	Inst. H/W	Credit	Total		
	Core Courses (Perspective)			Internal	External	Total
A 004	Core-4: Methods of Educational Research	4	4	20	80	100
A 005	Core-5: Philosophy of Education	4	4	20	80	100
A 006	Core-6: Perspectives in Teacher Education	4	4	20	80	100
A010	Core-10:Dissertation Guidance	4	-	-	-	-
Elective Courses (Any One of the Following Paper)						
C 101	Curriculum Studies & Education	4	4	20	80	100
C 102	ICT in Education	4	4	20	80	100
C 103	Guidance and Counseling	4	4	20	80	100
C 104	Special Education	4	4	20	80	100
Practical, projects and other Assignment work						
E 508	Seminar	-	1	25	-	25
E 509	Workshop	-	1	25	-	25
E 510	Visit to Special School	-	1	25	-	25
E 511	Preparation of Tool	-	1	25	-	25
E 512	Review of Previous Researches	-	1	25	-	25
Total			5	125	-	125
Inter Semester Break						
E 513	Internship (4 Week)	-	4	100	-	100
Total		-	4	100	-	100

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 270 hours for (05 + 04) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of six Weeks (45 days) duration students has to earn **4 credits**.
- Total Credit for Semester-II is 25.

M.Ed. Semester – 3

Course No.	Course	Inst. H/W	Credit	Total		
	Core Courses (Perspective)			Internal	External	Total
A 007	Core-7: Tools & Techniques in Educational Research	4	4	20	80	100
A 008	Core-8: Sociology of Education	4	4	20	80	100
A010	Core-10:Dissertation Guidance	4	-		-	-
Specialization of Group Courses (Any One)						
B 101	Childhood Education	4	4	20	80	100
B 102	Higher Education	4	4	20	80	100
B 103	Inclusive Education	4	4	20	80	100
B 104	Values in Bhartiya Chintan	4	4	20	80	100
Any One of The Following Elective Course						
C 105	Inferential Statistics	4	4	20	80	100
C 106	Educational Administration and Leadership	4	4	20	80	100
C 107	Curriculum Pedagogy and Assessment	4	4	20	80	100
Practical, projects and other Assignment work						
E 515	Seminar to Enhance Special Skills	-	1	25	-	25
E 516	Case Study		1	25	-	25
E 517	Educational Visit	-	1	25	-	25
E 518	Library Work	-	1	25	-	25
E 519	Field Visit and Data Collection	-	1	25	-	25
E 520	Academic Writing	-	2	50	-	50
Total			07	175	-	175
Inter Semester Break						
	Research paper writing based on Dissertation	-	02	50	-	50
Total			09	225	-	225

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 240 hours and total credit for theory is 16 (For Theory 1 hour is assigned per week per credit)
- Total Practical work is of 52 days (total minimum hours for practical is 270 hours for (07 + 02) 09 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Weeks (30 days) duration students has to earn **2 credits**.
- Total Credit for Semester-III is 25.

M.Ed. Semester – 4

Course No.	Course	Inst. H/W	Credit	Total		
	Core Courses (Perspective)			Internal	External	Total
A 009	Core-9: Treatment of Data & Research Report Writing	4	4	20	80	100
A010	Core-10:Dissertation Guidance Dissertation & Viva-voce exam	6	6	-	150	150
Specialization of Group Courses (Any One from Group-A or Group-B)						
Specialization for Elementary Education (Any two from Group-A)						
B 105	Issues and Problems in Primary Education	4	4	20	80	100
B 106	Curriculum Pedagogy in Primary Education	4	4	20	80	100
B 107	Educational Management and Organization in Primary Education	4	4	20	80	100
OR						
Specialization for Secondary Education (Any two From Group-B)						
B 108	Issues and Problems in Secondary Education	4	4	20	80	100
B 109	Curriculum Pedagogy in Secondary Education	4	4	20	80	100
B 110	Educational Management and Organization in Secondary Education	4	4	20	80	100
Practical, projects and other Assignment work						
E 522	Workshop	-	2	50	-	50
E 523	Visit to Inlibnet, Central Lib., Resource Centres	-	1	25	-	25
E 524	Visit to Educational Institute	-	1	25	-	25
E 525	Organization of Workshop/Seminar	-	2	50	-	50
E 526	Presentation of seminar/Dissertation	-	1	25	-	25
	Total		07	175		175

*** Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 300 hours and total credit for theory & Dissertation is 18 (For Theory 1 hour is assigned per week per credit) 18
 - Total Practical work is of 64 days (total minimum hours for practical is 210 hours for 07 credits. (For practical 2 hours is assigned per week per credit.)
 - Total Credit for Semester-IV is 25.
- **** For the purpose of calculation of grades, credit earned for the theory papers shall only be considered, however, students are required to complete all the assignments and submission works for the award of M. Ed. degree.

9. Grading System:

The marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the 07 points scale as given below in Table 01,

Table 01

Range of Marks obtained out of 100 or Equivalent Fraction	Letter Grade	Grade Point	Description
90 -100	A+	10	Outstanding
80-89	A	9	Excellent
70-79	B+	8	Very Good
60-69	B	7	Good
55-59	C+	6	Fair
50-54	C	5	Average
Less than 50	F	0	Dropped or Fail

10. Calculation of Semester Grade Point Average (SGPA):

- c. Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
- d. Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a student's performance.

The formula for calculation of SGPA and CGPA is given below:

05 The marks will be allotted in all examinations which will include college assessment marks and the total marks for each Theory / Practical shall be converted into Grades as per **Table No.1**

06 SGPA shall be calculated based on Grade Points corresponding to percentage of marks as given in **Table No. 01** and the Credits allotted to respective Theory / Practical shown in the scheme for respective semester.

07 SGPA shall be computed for every semester as per formulae (1) and CGPA shall be computed only in IV semester.

$$SGPA = \frac{C_1 \times G_1 + C_2 \times G_2 + \dots + C_n \times G_n}{C_1 + C_2 + \dots + C_n} \quad (1)$$

Where:

C = Credit of individual Theory / Practical

G = Corresponding Grade Point obtained in the respective Theory /Practical.

n = Number of subject heads in a given semester

08 The CGPA shall be calculated based on SGPA of I to IV semester taken together as per formulae (2)

$$\text{CGPA} = \frac{(\text{SGPA})_{\text{I}} \times (\text{Cr})_{\text{I}} + (\text{SGPA})_{\text{II}} \times (\text{Cr})_{\text{II}} + (\text{SGPA})_{\text{III}} \times (\text{Cr})_{\text{III}} + (\text{SGPA})_{\text{IV}} \times (\text{Cr})_{\text{IV}}}{(\text{Cr})_{\text{I}} + (\text{Cr})_{\text{II}} + (\text{Cr})_{\text{III}} + (\text{Cr})_{\text{IV}}} \dots \dots (2)$$

Where:

(SGPA) I = SGPA of I Semester

(Cr) I = Total Credits for I Semester

(SGPA) II = SGPA of II Semester

(Cr) II = Total Credits for II Semester

(SGPA) III = SGPA of III Semester

(Cr) III = Total Credits for III Semester

(SGPA) IV = SGPA of IV Semester

(Cr) IV = Total Credits for IV Semester

SGPA = Semester Grade Point Average

CGPA = Cumulative Grade Point Average

- iv. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
 - v. CGPA equal to 8.25 and above shall be considered as equivalent to First Class with distinction and CGPA equal to 6.75 to 8.25 shall be considered as First Class and so on..... as mentioned in table 02
 - vi. The cumulative grade point average will be calculated as the average of the SGPA of the four semesters, as shown above.
11. A candidate desirous to appear for the M.Ed. Examination shall be allowed to do so if,
 - i. He/ she is a full-time student and has undergone a regular course of study in an institution recognized for the purpose, for two Academic year after passing the B.Ed. Examination.
 - iii. the student has remained present in the institution for 80% of the total working days (including days of internship, workshops , seminars, but excluding of the days of terminal and other examinations) during the period of programme. No student is allowed to appear in examination for any reason if he/she fails to comply this above condition.
 12. The M.Ed. Programme consists of a total of ten core papers distributed in Semester I to IV and two optional papers in each of the semesters as shown and core paper 10th is Dissertation of 50 marks (Including Viva Voce of 100 marks based on dissertation).
 13. The submission of dissertation for core paper 10 is mandatory for the students. He/she should submit the dissertation on the approved topic approved by Research Recognition Committee of the Faculty of Education before the commencement of final examination of 4th Semester failing which he/she shall not be allowed to appear in the examination. The student must submit one copy of his/her dissertation before the 4th semester to the University (the same be submitted to the Library of the PG Department of Education RTM Nagpur University and get the receipt of the same).
 14. The student should submit his/her synopsis for the approval of the topic of the dissertation through the Supervisor under whom he/she proposed to work within 2 months from the date of commencement of the programme in the respective semester

and University should communicate the student regarding the decision of RRC regarding the approval of the topic before the end of October of the respective year.

- d. If a topic submitted by the student is not approved then he/she shall submit the same again to the University within 30 days for RRC approval.
 - e. The students have the right to select their supervisor. Principal/Head of the Department will only fix the number of the students for each supervisor for supervision only.
 - f. The supervisor of the dissertation of the student shall be full time regularly appointed Post Graduate teacher exclusively appointed for M.Ed. course. In no case, the supervisor should supervise more than 10 students at a time.
15. The supervisor shall supervise the work of his / her status for the M.Ed. Dissertation in all the semesters.
- v. There will be one internal examination in each semester and the student has to obtain at least 50% marks in all the courses, i.e. Core and optional courses and 50% in aggregate of the marks, otherwise he/she shall not be allowed to appear in final examinations of the said semester.
 - vi. End Semester examination (Final Examination) shall be held by the university.
 - vii. If the student gets less than 50% of the marks in any of the Core or optional courses and/or has secured less than 50% marks in aggregate in final examinations of First/second/third Semester held by the university, he/she shall have to clear first/second/third semester examinations before forth Semester final examinations, to get the degree of M. Ed.
 - viii. Students appearing for the M.Ed. Examination should submit his or her dissertation one month before the commencement of the final examinations of forth Semester. Affiliated colleges are required to submit the dissertations of students registered with them, to the Department of Education. Student(s) shall not be allowed to appear in the final examinations of forth semester, without submission of his or her dissertation.
16. One Soft copy and two hard copies of the dissertation and two copies of synopsis of the dissertation are to be submitted one month before the commencement of forth semester University Examination, to the Department of Education, RTM Nagpur University, Nagpur, in type-written or printed form.

17. **STANDARD OF PASSING**

- ii. To pass the final examinations of First Semester, a student is required to pass separately in each of the Core and Optional Courses. The student has to get at least 50% marks in each course and 50% marks in aggregate.
- iv. If the student is unable to pass the final examinations of first semester, he/she will be allowed to join second semester but he/she has to reappear in failed subjects of first semester along with the final examinations of second Semester. If the student fails to pass in I and II semester still he/she can take admission in III semester but he/she has to reappear in the failed subjects of I and II semester along with the final exam of III semester. However, for the fourth

semester final examination, a student will not be allowed to appear till the student passes all the courses of previous semesters i. e semester I to III .

- v. The student has to score 50% in each course and 50% in Aggregate to pass the exam of each semester.
 - d. The class of passing and grade obtained in examinations will be given by combining the marks obtained by the students in all the end semester final examinations (Semester I to IV) held by the university.
 - e. No class will be awarded in the mark sheet/transcript of semester I to III examination; however, SGPA shall be calculated for the same.
 - f. CGPA will be calculated after clearing all the courses of semester I to IV and the grades/class shall be awarded on the basis of following table 03.

Table 02 Grade Conversion

CGPA	Division
8.25 or more	First Class with distinction
6.75 or more but less than 8.25	First Class
6.25 or more but less than 6.75	Higher second Class
5.75 or more but less than 6.25	Second Class
Less than 5.75	Dropped or Fail

Equivalent percentage calculation will be based on the following formula:

$$\text{Equivalent \%} = (\text{CGPA} - 0.75) \times 10$$

- e. In case, student applies for rechecking or reassessment for any of the courses and there is increase in marks, he/she will not be considered for any university award.
- v. To pass the final examinations of Fourth Semester, a student is required to pass separately in each course and dissertation. Student has to get at least 50% marks in each of the Core, Group, Elective and optional Courses and at least 50% marks in dissertation separately in both dissertation assessment and viva voce examination and 50% marks in aggregate.
- v. If the student is not able to pass the examination of the fourth semester, he/she will be given two more chances to appear in the final university examinations of the fourth Semester in next two subsequent years. If he/she is not able to pass the examination within four years after registration, he/she has to reregister him/her self and redo his/her study from the first semester.
- vi. The M. Ed. Degree will be awarded after successful completion of the fourth Semester examination.
- vii. **Rule. 19 sub -clause –i/ii/iii/iv/v/vi** will again be applicable to the student, who will get re-admission, from the commencement of the course..

18. If a candidate passes in the dissertation but fails in aggregate, the marks obtained by him/her in the dissertation shall be carried forward to subsequent year or years. If a candidate passes in the aggregate and fails in the dissertation, the marks obtained by him/her in the courses shall be carried forward to subsequent year or years and he/she has to submit a new dissertation on a topic other than selected earlier by the student. If a candidate fails in aggregate in the examination held at the end of First, Second, third or fourth Semester, he / she may be exempted from appearing in the examination of such course/courses, where he/she has secured at least 50 percent marks. Candidates whose marks are carried forward under this regulation shall be declared to have passed the examination and shall not be eligible for any University awards.

19. As soon as possible after the examination, the board of examination shall publish a list of successful examinee and the degree shall be awarded on the basis of First to Fourth semester taken together.

20. Repealed: the Ordinance No. -- of 1994 which is existing at present is hereby repealed with immediate effect and all the students those who have taken the admission under this Ordinance are only to be allowed to appear in examination in the year 2015-16 and 2016-17 and after this, no student will be allowed to appear in this examination for any reasons whatsoever. He/ She should take the admission afresh under this proposed direction No..... This is effective from the year 2015-16.

Format of Question Paper for M.Ed. Programme

Section-1		
NOTE: For the PG Assessment (M.Ed.) there must be internal examiner that is within the University and External Examiner that is outside the University. One section of the PG must be assess by external examiner and one section by internal examiner for the		
Q.1 From Unit-1 & 2	Answer any two out of three from the following questions. Each answer should be in about 500 words. (One or Two essay type applied question is to be asked From Unit-1 & 2) Each question carries 10 Marks	20 Marks
Q.2 From Unit-1 & 2	Q.2 - (A) Answer any three out of four from the following questions. Each answer should be in about 250 words. Each question carries 05 Marks. From Unit-1 & 2	15 Marks
	Q.2 - (B) Answer the following five questions in short. Each question carries 01 Marks. From Unit-1 & 2	05 Marks
Section-2		
Q.3 From Unit-3 & 4	Answer any two out of three from the following questions. Each answer should be in about 500 words. (One or Two essay type applied question is to be asked From Unit-3 & 4) Each question carries 10 Marks.	20 Marks
Q.4 From Unit-3 & 4	Q.2 - (A) Answer any three out of four from the following questions. Each answer should be in about 250 words. Each question carries 05 Marks. From Unit-3 & 4	15 Marks
	Q.2 - (B) Answer the following five questions in short. Each question carries 02 Marks. From Unit-3 & 4	05 Marks
Total Marks		80 Marks

objectivity and transparency of the assessment.

CBCS

M.Ed. SYLLABUS

SEMESTER - I

Note:

1. In this semester all the course carries four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60 hours.
3. Weightage for each unit is 25%.

Course No A001
Semester – 1
M.Ed. Core Course – I
FUNDAMENTAL CONCEPTS OF EDUCATIONAL RESEARCH
Credit-4 **Marks-100**

Objectives:

To enable student to understand

1. The meaning of scientific inquiry, Paradigm, Theory and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. The different strategies, approaches, methods of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of Sampling.
6. Various type of tools and data collection.
7. The broad canvas of Educational Research

Unit – 1: Research in Education

1. Meaning of Research & Educational Research
2. Characteristic of Educational Research
3. Need & importance of Educational Research
4. Types of Research
 - ✓ Basic, Applied and Action research.(Meaning, characteristic, Steps and Limitation for each types)
5. Importance of Educational Research for Teachers
6. Ethical Considerations in Education Research.

Unit – 2 : Steps in the research process

1. Identifying the problem
2. Objectives and Hypothesis or Research Question
3. Reviewing related Literature
4. Variables :
 - a) Identification
 - b) Types : Dependent, Independent, Control, Moderate, Inter- Veining
 - c) Operational Definitions
 - d) Manipulating
 - e) Controlling
5. Methods of research
6. Sampling procedure
7. Tools to be used and preparation there of
8. Data collection
9. Statistical analysis and interpretations
10. Writing a research report

Unit – 3: Selection of Research Problem and Drafting the Proposal

1. Sources of research problem
2. Characteristics of a good research problem
3. Criteria used in a selecting problem
4. Narrowing the range of the problem
5. Drafting a research proposal

Unit – 4 : The Research Hypothesis and Sampling Techniques

4A : The Research Hypothesis

1. Meaning, Types and Forms of Hypothesis
2. Criteria for construction and Evaluation of Hypothesis
3. Involving variables in hypothesis
4. Testing Hypothesis
 - a) Parametric methods
 - b) Non parametric methods
5. Criteria for accepting or rejecting hypothesis

4B: Sampling Techniques

1. Meaning of Population and Sample
2. Importance of sampling
3. Characteristic of a good sample
4. Size and appropriateness of sample
5. Sampling techniques :
 - a) Probability samples : Simple random sampling, stratified random sampling, systematic sampling, cluster sampling
 - b) Judgement samples : Incidental sampling, Purposive sampling, Quota sampling
 - c) Other sampling techniques : Sampling by pairs, double sampling, sequential sampling
6. Advantages and limitations of different types of sample
7. Mistakes often made in sampling

Suggested Practical Work:

1. Identify Suitable research problem for your dissertation work.
2. Prepare the five reviews of previous dissertation work and present in your group.
3. Prepare the research proposal for your research problem and present in Seminar.

Reference Books:

1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York; Longman Inc.
3. Burroughs G.E.R. (1975) : Design and Analysis in Educational Research (2ndEd.) Oxford: Alden & Mow bray Ltc.
4. Bruce W. (1952) : Conduction Educational; Research (2ndEd.) New York : McGraw Hill Book Co.
5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
7. Gilbert, S. (1979) : Foundations of Educational Research, Englewood, Cliffs, New Jersey : Prentice Hall Inc.

8. Hyman H.H.(1955) : Survey : Design and Analysis, Principles, Cases, Procedures, New York : The Free Press
9. Kerlinger F.N. (1964) : Foundations of Behavioural Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.
13. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)
14. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Book Depot.
15. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.
16. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.
17. Truckman B.W. (1978): Conduction Educational Research (2nd Ed.)New York: Harcourt Braco Jovenovich Inc.
18. Vaishnav,R.,& Bhoyar, M. : 2013 Urban Deprived Children under Sarva Shiksha abhiyan, A Research Monograph on Platform Gyan Mandir, Sandesh Prakashan, New Delhi
19. Vaishnav R. - 2014: Continuous And Comprehensive Evaluation System in the Schools of Nagpur City (Research Monograph), Sandesh Prakashan New Delhi,
20. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.
21. Patel R.S. (2015) Research Methodology (1st Edition, English Version), Ahmedabad, Jay Publication.
22. Patel, R.S.: February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
23. Patel, R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.

Course No A002
Semester – 1
M.Ed. Core Course– II
PSYCHOLOGY OF LEARNING & DEVELOPMENT

Credit-4

Marks-100

Objectives:

1. To help students understand introduction, methods of educational psychology and cognitive, moral and social developmental and educational implication.
2. To help students understand the Multiple Intelligences and Transactional Analysis.
3. To help students understand the Creativity, Emotional Intelligence and Adversity Quotient.
4. To help students understand the Theory of Learning, Personality, Adjustment and Mental Health.

Unit-1 Introduction to Educational Psychology and Developmental Psychology

1. Educational Psychology and Schools of Psychology
(i) Concept (ii) Aims of Educational Psychology (iii) Growth and Development
2. Methods of Educational Psychology
(a) Observation (b) Experimental (c) Case Study Methods (d) Clinical Method (e) Psychoanalysis method
3. Concept and Educational Implication of theories:
(a) Cognitive (Piaget) (b) Moral (Kohlberg) (c) Social (Bandura)

Unit-2 Multiple Intelligences and Transactional Analysis

1. Multiple Intelligence
(a) Meaning (b) Types (c) Teaching Strategies Suitable to teach Students with Different Intelligence
2. Strategies to Enhance Multiple Intelligences of Students
3. Transactional Analysis
(a) Meaning (b) Types (c) Advantages of Transactional Analysis (d) Mechanism of TA Psychology
4. Meta-cognition: Concept, Models and Types

Unit-3 Creativity, Emotional Intelligence and Adversity Quotient

1. Creativity
(a) Concept (b) Levels of Creativity (c) Education for Concurring Creativity in Classroom
2. Emotional Intelligence
(a) Meaning (b) Relation between Creativity and Intelligence (c) Characteristics of an Emotionally Matured Person (d) Ways to Foster Emotional Intelligence
3. Adversity Quotient
(a) Concept (b) Components (c) Levels (d) Ways to Enhance Adversity Quotient

Unit-4 Theory of Learning, Personality, Adjustment and Mental Health

1. Stimulus - Response Theory of Learning
 - a. Watson's Experiments and Contribution
 - b. Guthrie's Experiments and Contribution
 - c. Cognitive Theory of Learning: Tolman's Theory
2. Conditional Theory of Learning: Gagne's Hierarchy of Learning
3. Comparison of Classical and Operant Conditioning, Comparison of S-R Theories and Field Theory
4. Techniques and Tests of Personality Assessment

Suggested Practical Work:

1. To organize seminar on Current topic of educational psychology.
2. To Visits of Psychological lab and get the skills use of all equipments.
3. To organize workshop on Multiple Intelligences and Transactional Analysis.
4. To Visits of Institutions which doing work about to increase Adjustment and Mental health.
5. To prepare any one tool on Creativity or Emotional Intelligence or Adversity Quotient and it's administration on five Students.
6. Conducting case study on one student who has difficulties in learning in primary years.
7. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
8. Analysis of a case of maladjusted adolescent learner.

Reference Books:

1. Agarwal, J. C. (2007), Basic Ideas in Educational Psychology, Shipra Publication, New Delhi
2. Bhatia, H. R., (2005), A Textbook of Educational Psychology, Macmillan India Ltd., New Delhi
3. Chauhan, S. S. (2007), Advanced Educational Psychology, Vikas Publishing House
4. Dandpani, S. (2007), Advanced Educational Psychology, Anmol Publications, New Delhi
5. Kaur Rajpal, (2006), Adolescent Psychology, Deep and Deep Publication, New Delhi
6. Lester. D. Crow, (2007), Educational Psychology, Surjeet Publications, Delhi
7. Mangal, S. K., (2007), Essentials of Educational Psychology, Prentice Hall of India, Delhi
8. Mangal, S. K., (2002), Advanced Educational Psychology, Prentice Hall of India, Delhi
9. Rajamanikam, M., (2005), Experimental Psychology, Concept Publishing Company, New Delhi
10. Sharma, Promila (2005), Educational Psychology, APH Publishing Corporation, New Delhi
11. Sharma, Yogendra, (2004), A Textbook of Educational Psychology, Kanishka Publishers, New Delhi
12. Sing Yogesh Kumar & Nath R., (2005), Psychology in Education, APH Publishing Corporation, New Delhi
13. T. Shankar, (2007), Methods of Teaching Educational Psychology, Crescent Publishing Corporation, New Delhi
14. Vaishnav, R. & Bhujade, K. 2014: Teaching Strategies for Attention Deficit Hyper

Activity Disorder ,Scholars Press, Germany

15. Vaishnav, R. & Gawalpanchi, R. 2015: Teaching Strategies for Mathametical Learning Disability, Scholars Press, Germany
16. Weisinger Hendrie, (2006), Emotional Intelligence at Work, Willey India, New Delhi

Course No A003
Semester – 1
M.Ed. Core Course – III
EDUCATIONAL STUDIES

Credit-4

Marks-100

Objectives:

1. To understand and explore the meaning, aims, purposes of education
2. To develop understanding of philosophical, sociological and historical dimensions of education.
3. To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them
4. To expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations
5. To develop the capacity to establish peace within oneself.
6. To develop the capacity to establish harmony within a group and methods of conflict resolution.
7. To understand the meaning of leadership and develop attitudes and skills of a catalyst.
8. To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

Unit 1: Philosophical Understanding of Education

1. Exploring, and inquiring into the nature and need of education in human societies
2. Relationship between schooling and education.
3. Exploring various educative processes in human societies
4. Understanding the basic assumptions about human nature, society, learning, and aims of education

Unit 2: Education, Politics and Society

1. Prominent characteristics of education in India during 18th century
2. India's Contemporary Education: continuities with and shifts from colonial legacy
3. Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion
4. Political nature of education

Unit 3: Knowledge and Curriculum

1. Child's construction of knowledge: attaining knowledge through activity and experience. "Body of knowledge" and children's construction of knowledge
2. Concepts of Belief, Information, Knowledge and Understanding
3. Bodies of knowledge: different kinds of knowledge and their validation processes
4. Processes and criteria for curriculum selection and construction, Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks

Unit 4: Peace and Harmony

1. Harmony in self

- Desire of self, self-evaluation, acceptance of self (Svayam Ki Svikratiyan).
- When am I happy? Why do I get happy?
- Happiness: What is temporary, long-duration, continuous happiness?
- Why am I living and how do I want to live?
- What is right and wrong, How to make the right decision?
- What is the difference between a healthy mind and a healthy body?

2. Harmony within and with the Body

- Difference between the nature (svarup), activities, needs of Body and *Jeevan* (I/Self).
- Meaning, Aim and Definition of a healthy body.
- Meaning of Health and Sanyam (Self-regulation) and its process.
- Importance of regular *Aasan*, *Pranayam*, Exercise in one's daily routine.

3. Harmony in Society

- Society: meaning, importance, purpose, nature (svarup).
- Importance of mutual fulfilment in human society.
- Humane work in society – meaning and purpose.
- Humane Order for Education-Right Living, Health-Self Regulation, Justice-Security, Production-Work and Exchange-Storage.
- Basis, importance and objectives of Political, Economic and Social Order.

Suggested Practical Work:

1. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy, Rashtrisant Tukadoji Maharaj, Dr. B.R. Ambedkar (any one). and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
2. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of Maharashtra State, vision of school education in India.

Reference Books:

1. Nagraj, Manav Vyavahar Darshan (Hindi), Divya Path Sansthan, Amarkantak.
2. Nagraj, Vyavaharvadi Samajshastra (Hindi), Divya Path Sansthan, Amarkantak.
3. A Nagraj, 1998, *Jeevan Vidya ek Parichay*, Divya Path Sansthan, Amarkantak.
4. Antoine de Saint-Exupery. (1977). *The Little Prince*. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (*available in Hindi*).
5. Dalal, A.S. (2001). *Our Many Selves*. Pondicherry, India: Sri Aurobindo Ashram.
6. Barde, S. & Parasher, G. S. 2010 :Bharat Ratna Dr. Baba Saheb Ambedkar shaikshanik chintan ,New bismah Kitabghar, New Delhi
7. Frankl, V. (1946). *Man's Search for Meaning*. New York: Pocket Books.
8. Joshi, K. (ed) (2005). *The Aim of Life*. Auroville, India: Saiier.
9. Krishnamurti, J. (1953). *Education and the Significance of Life*, Ojai, California, USA: Krishnamurti Foundation Trust.
10. NCERT, (2006). *Education for Peace*, Position Paper. New Delhi: NCERT.
11. Gaur, R Sangal, R. Bagaria, G P 2009, *A Foundation Course in Value Education*.
12. *Walk with Me: A Guide for Inspiring Citizenship Action*. (2006). New Delhi: Pravah Pub.
13. Makade, S. & Parasher, G. S. 2010: Rashtrasant Tukadoji Maharajanche Shaikshanik mulya, Sandesh Prakashan New Delhi

Course No. D101
Semester – 1
Optional Course: D: 101
HISTORY AND ECONOMICS OF EDUCATION

Credit-4
Objectives:

Marks-100

The students will be able to understand :

1. Growth and development of Education in various period of time.
2. Concept, ideas, aims, objectives methods, status of women education, reports of various commissions and the relevance.
3. Concept of economics of Education
4. Importance and relation between Education and Economic Development and cost benefit analysis.

Unit: 1 EDUCATION IN BRAHMANIC, BUDDHIST PERIOD AND MEDIVAL PERIOD

- 1.1 Concept, ideas, aims and objectives.
- 1.2 Organization of education and Educational ordination-(Prabbajja, Upsampda).
- 1.3 Teacher student relationship and their duties.
- 1.4 Curriculum, methods of teaching- Maktab and Madrasa
- 1.5 Women education
- 1.6 Relevance to the present day education.

Unit: 2 EDUCATION IN BRITISH PERIOD

- 2.1 Growth and development of Education under East India Company.
- 2.2 Charter act – 1813, Macaulay’s Minute.
- 2.3 Woods Despatch 1853-54, Indian Education commission 1982-83.
- 2.4 Sadler Commission 1917-19, Sargent Report 1943-44

Unit: 3 ECONOMICS OF EDUCATION: INTRODUCTORY CONCEPT

- 3.1 Economic Thoughts on Education: Classical, Neo-Classical and Modern
- 3.2 Concept, Need, and Scope of Economics of Education
- 3.3 Relationship between Education and Economics, Education as Industry: A critical analysis
- 3.4 Education as an Economic Good, Education as Consumption and Investment

Unit: 4 EDUCATIONS, ECONOMIC DEVELOPMENT AND COST-BENEFIT ANALYSIS

- 4.1 Concept and Importance of Human Capital, Education and Human Capital Formation
- 4.2 Contribution of Education to Economic growth: Critical and Empirical Analysis, Social and Private Cost, Opportunity Cost and Unit Cost
- 4.3 Direct (Social & Private) and Indirect benefits of Education (spill-over and externalities)
- 4.4 Cost Benefit Analysis of Education and Criteria for Financing Education

Suggested Practical Work:

1. Prepare an exhibition on history of education.
2. Conduct an action research / comparative research to find out unit cost in Education.

Reference Books:

1. Agrawal, J.C: *Land Marks in the History of Modern Indian Education*, New Delhi
2. Brubecher, John.S: *A History of the Problems of Education, Education and National Development: Report of the Kothari Commission on Education*, New Delhi, 1966.
3. Dharmpal: *Collected Writings Vol. III, The Beautiful Tree (Indigenous Indian Education in the Eighteenth Century)*, Other India Press, Mapusa Goa. (Hindi Translation is available with the title: RALIYAMNU VRUKSHA Punarutthan Trust, 9/B, Anand Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad- 28)
4. Keay, F.E: *Indian Education in Ancient and later Times*
5. Mookerji, R.S: *Ancient Indian Education*,
6. Mukerji, S.N: *History of Education in India- Modern period* Acharya Book Depot; Baroda
7. Nurulla & Naik: *A students History of Education in India*
8. Pandey, R.S: *Development of Indian system of Education*
9. Rawat, P.L: *History of Indian Education*, Agra

(For Economics of Education)

1. Ansari, M.M. *Education and Economic Development*, New Delhi, AIU Publication, 1987.
2. Blaug Mark *Economics of Education & the Education of an Economist*, New York, University Press, 1987.
3. Blaug Mark *An Introduction to Economics of Education*, England, Penguin Books Ltd. 1980.
4. Garg, V.P. *The Cost Analysis in Higher Education*, New Delhi, Metropolitan Book Co., 1985.
5. Harbison & Myers *Education, Manpower and Economics growth*, New Delhi, Oxford & IBH. (Indian Edition) 1968.
6. Jivtode ,P. & Vaishnav, R. 2014: *Maharashtratil Vdyapeethache Shaikshanik Yogdan* , Sandesh Prakashan, New Delhi
7. Kneller, G. F. *Education & Economic Growth*, New York, John Wiley, 1968.
8. Nagpal C.S. & Mittal A.C. (eds)
9. Pandit, H. N *Measurement of cost Productivity & Efficiency of Education*, New Delhi, NCERT, 1969.
10. Prakash Sri. & Choudhury, S. *Expenditure on Education: Theory, Models and Growth*, New Delhi, NIEPA, 1994.
11. Pscharo Pulos, G. & Woodhall, M *Education for Development-An Analysis of Investmentchoices*, London, World Bank Publisher, 1985.
12. Schultz, T. W *The Economic Value of Education*, Columbia, Columbia University Press, 1963.
13. Sethi, Vinita *Educational Development and Resource Mobilization*, New Delhi, Kanishka Publication, 1997.
14. Sodhi, T. S *Education and Economics Development*, Ludhiana, Mukand Publications, 1978.
15. Tilak, J.B.G. *Economics of Inequality in Education*, New Delhi, Sage Publications, 1987.

16. Vaizey John *Economics of Education*, London, Faber & Faber, 1962.
17. Schultz, T. W, *The Economic Value of Education*, Columbia, Columbia University Press, 1963.
18. Sethi, Vinita, *Educational Development and Resource Mobilization*, New Delhi, Kanishka Publication, 1997.
19. Sodhi, T.S. *Education and Economics Development*, Ludhiana, Mukand Publications, 1978.
20. Tilak, J.B.G. *Economics of Inequality in Education*, New Delhi, Sage Publications, 1987.
21. Vaizey John *Economics of Education*, London, Faber & Faber, 1962.

APPLICATION OF DESCRIPTIVE STATISTICS IN RESEARCH

Credit-4

Marks-100

COURSE OBJECTIVES:

1. To understand the scope and application of educational statistics.
2. To acquire himself with statistical theories and its application in Educational Research.
3. To appropriate the role of parametric and non-parametric statistics in various types of educational research.
4. To understand the importance of educational statistics and its relationship with of educational research.

Unit – 1 Introduction and Descriptive Measures of Statistics

- a. Scope, Importance and Application of Educational Statistics
- b. Measures, Scales, Nominal, Ordinal, Interval, Ratio
- c. Graphical representation, Histogram, Frequency polygon, Smoothed frequency, Cumulative frequency graph
- d. Measures of central tendency Mean, Median, Mode, Combined Mean, Merits and demerits with calculation
- e. Measures of variability
 - 1) Range, Quartile deviation, Mean deviation, Standard deviation, Combined standard deviation
 - 2) Shepherd's correction
 - 3) Co-efficient of variation
 - 4) Merits and demerits and uses

Unit – 2: Norms and Probability

a) Norms

Percentile, Percentile rank, Cumulative percentage curve or ogive, Use of percentile and percentile rank in establishing norms, Limitations of percentile and percentile rank, Standard scores meaning, Types, Calculation and its uses

b) Normal probability curve

Probability, Equation of normal probability curve, Uses of N.P.C. some *sigma* values, Skewness and kurtosis of N.P.S., Uses of N.P.C. (with computation)

Unit – 3: Correlation & Regression

Meaning, Methods to calculate correlation, Interpretation of co-efficient of correlation regression line, Regression equation, Prediction, Standard error, Co-efficient of alienation

Unit – 4: Statistical inference

- 1) Significance of mean, Standard error, Confidence interval, Degrees of freedom, Sampling distribution, Significance of median, Standard Deviation, Percentage and correlation of sampling testing of hypothesis
- 2) α error and β error, Significance of mean difference, C.R., One tailed and two tailed tests, Significance difference of median, Significance difference of Co-efficient of correlation and percentage

Suggested Practical Work

1. Prepare a critical assessment of statistical techniques used in a research report
Preparation of graphic designs of data obtained in a research study.
2. Collect the result of two classes and apply mean and SD of this data and prepared a comparative report.
3. Prepare the percentile rank and t -Score of above collected data and compare them

Reference Books:

1. Blommers, Paul and Lindquist (1965): Elements Statistical Methods, University of London press ltd.
2. Dowine N.M., R.W. Heath (1965): Basic Statistical Methods, New York: Harper & Row.
3. Edwards, A.L. (1963): Statistical Methods of Behavioural Science, New York: Hall, Rinherth and Winston.
4. Ferguson, G.A.: Statistical Analysis in Psychology and Education, New York: McGraw Hill & Co. Inc.
5. Fruther B.: Introduction to Factor Analysis, New Delhi: Affiliated east-west-press Pvt. Ltd.
6. Garrett, H.E. (1961): Statistics in Psychology and Education, Bombay: Allied Pacific Pvt. Ltd.
7. Guilford J.P. (1965): Fundamental Statistics in Psychology and Education, New York: McGraw Hill Co. Inch.
8. Lindquest, E.F. (1968): Statistical Analysis in Educational Research, Oxford and IBH Publication Co.
9. Patel, R. S. (2009): Statistical Mehods for Educational Research, Ahmedabad: Jay Publication
10. Siegel Sidney and N.J. Castdlan (1988): Non Parametric Statistic, New York: McGraw Hill Book Company.

Paper No. D103
Semester – 1
Optional Paper: D: 103
PSYCHOLOGICAL TESTING

Credit-4
Objectives:

Marks-100

A student teacher will be able to;

- Understand the meaning and nature of Psychological testing underlying principles
- Know the process of test construction and test standardization
- Score tests and interpret results.
- Appreciate the need to have a wide range of test material in the school.
- Know elementary test statistics.

UNIT – 1 INTRODUCTION TO PSYCHOLOGICAL TEST

- 1.1 The meaning and nature of psychological Test & Definition of a Psychological Test
- 1.2 Type of Psychological Test: Individual vs. Group; Norm reference vs. Criterion reference, etc.
- 1.3 Criteria for selection of a Test & Characteristics of a good Test
- 1.4 Uses of Tests, Misuse of Psychological Tests and Safeguards for avoiding misuses

UNIT – 2 TEST CONSTRUCTION

- 2.1 General Procedure from the selection of traits to establishing reliability and validity
- 2.2 Item Construction
 - (i) Classification of what is to be measured
 - (ii) Preparing a list of behaviour-trait selection (content of universe)
 - (iii) Item analysis qualitative as well as quantitative
 - (iv) Item selection
- 2.3 Different try-outs of the tests and its objectives (To decide time factor, item analysis, finalization of instruction, internal consistency of items, etc.)
- 2.4 Other features of Test Construction
 - (i) Special factors to be considered in test construction, format, time, administration, mode of answer, scoring, etc.
 - (ii) Sampling procedures- need and purpose, major types, sample for pilot studies, item analysis and final run
 - (iii) Administration procedure for final run

UNIT – 3 TEST STANDARDIZATION

- 3.1 Norms:
 - (i) Need of norms, its definition
 - (ii) Different types of norms and their derivation
 - (iii) Criteria for type of norms with its justifications
 - (iv) Verbal interpretation of different norms
- 3.2 Reliability:
 - (i) Definition, different types of reliability, its estimation procedures
 - (ii) Pros and cons of each type of reliability
- 3.3 Validity:
 - (i) Definition, different types of validity
 - (ii) Pros and cons of each type of validity
 - (iii) Cross validates, expectancy tables, cut of score
- 3.4 Relationship between reliability & validity & interpretation of test results

UNIT - 4 STATISTICAL CONCEPTS OF DIFFERENT TEST MEASUREMENT

- 4.1 Statistics for Item analysis
- 4.2 Statistics for Norm
- 4.3 Statistics for reliability
- 4.4 Statistics for Validity

Suggested Practical Work:

1. To collect different psychological test.
2. To construct some question of one psychological test.
3. To find out the reliability and validity of the constructed test.
4. To apply that test into classroom.
5. To interpret that psychological test.

Reference Books:

- Anastasia A: Psychological Testing, New York, Macmillan Publishing Co. (7th edition)
- Buros, D.K.(ed): 'The Seventh Mental Measurement Year Book', Highland Park, N.J. Gryphon Press, 1972
- Cronbach, L.J.: 'Essential of Psychological Testing'; New York, Harper, (3rd edition), 1982.
- Freeman, F.S.: 'Theory and Practice of Psychological Testing'. New Delhi: Oxford and IBH Co. 1980.
- Garrett, H.E.: 'Statistics in Psychological and Education, Bombay: Vakils, Feffer and Simons Pvt. Ltd., 1985
- Helmstaller, G.C.: 'Principals of Psychological Measurement', London: Methuen Co., Ltd. 1966
- Long, L. and Mehta, P.H.: 'The First Measurement Handbook for India', New Delhi, NCERT, 1966.
- Nunnally, L.C.: Psychometric Theory,' New York, Mc-Graw Hill Book op. Inc.,1967
- Nunnally,J.C.: 'Educational Measurement and Evaluation, New York, Mc-Graw Hill 1972
- Pareek, U and Sound, S.: Directory of Indian Behavioural Science Research, Delhi, Acharan Sahakar, 1971
- Super, D.E. and Crites, J.C.: 'Appraising Vocational Fitness by Means of Psychological Tests.'

OBJECTIVES:

1. To acquaint the student with the basic concepts and practices adopted in Educational Measurement and Evaluation.
2. To help the student understands relationship between measurement and evaluation in Education and the existing models of evaluation.
3. To orient the students with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make students understand how various aspects of education are measured, evaluate, interpreted and results are recorded to help learners.

Unit – 1 The Measurement and Evaluation Process

1. Concept of Measurement and Evaluation
2. Inter-relationship between Measurement and Evaluation in Education
3. Scope and Need of Evaluation
4. Functions of Evaluation
5. Basic principles of Evaluation
6. Evaluation and Curriculum
7. Examination: Open-book exam, Online exam (Concept, Need, Characteristics)

Unit – 2 Taxonomies of Educational Objective

1. Classification of Objective of Cognitive Domain: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation (Meaning, Specific objectives and expected behavioral changes).
2. Classification of objective of Affective Domain: Attending Responding, Valuing, Organization, Characterization (Meaning specific objectives and expected behavioral changes).
3. Classification of objectives of Psychomotor Domain: Visualization, Concentration, Responses under guidance, Learning of working, Mastery (Meaning specific objectives and expected behavioral changes).

Unit – 3 Norm Reference and Criterion Reference testing

1. Concept of norm reference and criterion reference test
2. Difference between criterion reference and norm reference test
3. Steps for construction of norm and Criterion Reference Test
 - ✓ Instructional intent specifying the domain
 - ✓ Item development
 - ✓ Item review
 - ✓ Test development
4. Use of criterion referenced test and NRT
5. Item analysis procedure for norm reference and criterion referenced mastery tests

Unit – 4 Qualities desired in measurement procedure

1. Validity : Concept, Nature, types, its estimation Procedure and problems of validity measures

2. Reliability : Concept, Nature, types and problems of reliability measures, Cross validities
3. Relationship between validity and reliability
4. Usability : Concept, Factors affecting the usability of measurement procedure

Suggested Practical Work

1. Choose any one of Psychological Test and find out the reliability and validity of the constructed test.
2. Apply Standardize test into classroom and interpret the result.
3. Prepare a note on measurement and Evaluation.

Reference Books:

1. Blooms, et. Al., (1966): Taxonomy of Educational Objectives: Hand Book, (1) Cognitive Domain, New York: David McKay Co.
2. Bloom Hatings and Madaus (1971): Handbook on Formative & Summative Evaluation of Student Learning, New York: McGraw Hill Book Co.
3. Eble Robert, L (1966): Measuring Educational Achievement, New Delhi: Prentice Hall.
4. Furst, E.J. (1958): Constructing Evaluation Instrument, New York: David Mckay Co.
5. Grondland, N.E. (1958): Constructing Evaluation Instruments, New York: David Mckay Co.
6. Groundland, N.E. (1976): Measurement and Evaluation in Teaching (3rd Ed.), New York: Macmillan Co.
7. Hills, J.R. (1976): Measurement and Evaluation in the classroom, Columbus, Ohio: A Bell Howell Co.
8. Krathwoh, et.al. (1966): Taxonomy of Educational Objectives: Handbook: 2, Affective domain, New York: David McKay Co.
9. Lindquist Evert F. (1955) (Ed.): Educational Measurement, Washington, America council on Education.
10. Meherens W.A. & Lehman J.J. (1973): Measurement and Evaluation in Education in Education and psychology, New York: Holt, Rinehart & Winston, Inc.
11. Mager Robert F. (1962): Preparing Instructive Objectives, Palo, Alto, California: Fearin Publishers.
12. Nunnaly, J.C. (1964): Educational Measurement and Evaluation, New York: McGraw Hill Book Co.
13. Popham W.J. (Ed.) (1971): Criterion Referenced Measurement, Englewood Cliffs, N.J.: Education Technology pub.
14. Thondike Robert, L & Elizabeth P. Hagen (1961): Measurement and Evaluation in psychology and Education, (2nd Ed.) New York: Wiley.
15. Thuckman, B.W. (1975): Measuring Educational Outcomes, New York: Harccurt Brace, Javanovich, Inc.
16. Vaishnav,R. & Parasher G.S. 2010:Computer Aided Instructional Design in Education,Kitabi Dunia, New Delhi
17. Wringghstone, J. Wayae (1956): Joseph Justman & Iewing Robbins: Evaluation in Modern Education, New York: America Book Co.
18. Jha, A. S. (2009): Measurement and Evaluation, Ahmedabad: Jay Publication

CBCS

M.Ed. SYLLABUS

SEMESTER - II

Note:

1. In this semester all the course carries four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60 hours.
3. Weightages for each unit is 25%.

Course No A004
Semester – 2
M.Ed. Core Course – IV
METHODS OF EDUCATIONAL RESEARCH

Credit-4

Marks-100

Objectives:

To enable student to understand

1. The meaning of scientific inquiry, Paradigm, Theory and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. The different strategies, approaches, methods of educational research.
4. The meaning and techniques of Sampling.
5. Various type of tools and data collection.
6. The broad canvas of Educational Research

Unit – 1: Historical Research Method

1. Concept of Historical Research Method
2. Importance of Historical Research in Education
3. Objectives of Historical Research
4. Steps of Historical Research Method
5. Errors Made by New Researchers
6. Criteria to Evaluate Historical Research
7. Subjects of Historical Research

Unit – 2: Descriptive Research Method

1. Concept, Use, Objective and Characteristic of Descriptive Research Methods
2. Types of Descriptive Research Methods
 - a. Survey Method
 - b. Developmental Methods (Concept, Characteristic, Steps, Types and Illustration for each Method)

Unit – 3: Qualitative Research Method

1. Content Analysis Method
2. Co-relation Method
3. Ethnographic Method (Concept, Characteristic, Steps, Types for Qualitative Research Method)

Unit – 4: Experimental Research Method

1. Meaning and characteristic in experimental research
2. Method of control, criteria for the experimental design, appropriateness, adequacy of control, internal & external validity
3. Various types of experimental designs including quasi experimental design

Suggested Practical Work:

1. Term paper or seminar based on a research method: nature, steps for doing research, popularity of the method and vice-versa
2. Prepare term paper for Ethnographical study Method.
3. Conduct an Experiment for small group of any one class for their diagnosis work.

Reference Books:

1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York ; Longman Inc.
3. Burroughs G.E.R. (1975) : Design and Analysis in Educational Research (2ndEd.) Oxford : Alden & Mow bray Ltc.
4. Bruce W. (1952) : Conduction Educational; Research (2ndEd.) New York : McGraw Hill Book Co.
5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
7. Gilbert, S. (1979) : Foundations of Educational Research, Englewood, Cliffs, New Jersey : Prentice Hall Inc.
8. Hyman H.H.(1955) : Survey : Design and Analysis, Principles, Cases, Procedures, New York : The Free Press
9. Kerlinger F.N. (1964) : Foundations of Behavioral Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.
13. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
14. Patel R.S. (2015) Research Methodology (1st Edition, English Version), Ahmedabad, Jay Publication.
15. Patel, R.S. : February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
16. Patel , R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
17. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)
18. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Bool Depot.
19. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.
20. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.
21. Truckman B.W. (1978): Conduction Educational Research (2nd Ed.)New York: Harcourt Braco Jovenovich Inc.
22. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.

Course No A005
Semester – 2
M.Ed. Core Course– V
PHILOSOPHY OF EDUCATION

Credit-4

Marks-100

Objectives:-

To enable student to

1. Understand the scope and application of educational philosophy and sociology.
2. Acquaint him with the philosophical and sociological theories underlying educational principles.
3. Appreciate the role of education in development on and individual and society in their cultural perspective.
4. Understand the relationship existing between education of one hand and social politic and economic system on the other.
5. Understand the role of education in the emerging Indian society.

Unit – 1 EDUCATIONAL PHILOSOPHY

1. Nature, Definition, Concept, Function and understanding of Philosophy and Educational Philosophy.
2. Scope of Philosophy
3. Relationship between Philosophy and Education
4. Fundamental philosophical Issues
 - a. Meta physical Issues: The issues with special reference to ontology, cosmology and theology
 - b. Epistemological Issues: The issues special reference to Reality & objectivity, worth of knowledge and Truth.
 - c. Axiological Issues: Ethics and aesthetic branch. Its origin and scope.

Unit – 2 A COMPARATIVE STUDIES OF THE SCHOOLS OF PHILOSOPHY

1. Idealism
2. Naturalism
3. Realism
4. Pragmatism
5. Existentialism

Keeping in view the following aspects

- a) Meaning
- b) Fundamentals
 1. Metaphysics 2. Epistemology 3. Axiology 4. Logic
- c) Principles and general maxims
- d) Aims of Education
- e) Curriculum
- f) Teaching Methods
- g) Discipline
- h) Teacher-pupil relationship and their place in education.
- i) Beliefs about nature of knowledge, Morality, Values.

Unit – 3 INDIAN SCHOOL OF PHILOSOPHY

1. Buddhism
2. Jainism
3. Bhagvad Gita
4. Upnishad

5. Islam
6. Sankhya

Keep in view the following points

- | | |
|----------------------|-----------------------------------|
| (a) Thematic Content | (b) Concept and Aims of Education |
| (c) Curriculum | (d) Teaching Methods |
| | (e) Discipline |

Unit – 4 IMPACT OF EDUCATIONAL PHILOSOPHY OF SOME INDIAN PHILOSOPHER

1. Ravindranath Tagore
2. Maharshi Arvind
3. Mahatma Gandhiji
4. Dr. J. Krishnamurthi
5. Rashtrasant Tukadoji Maharaj
6. Vinoba Bhave
7. Vir Savarkar
8. Gulab Maharaj
9. Dasbodh

Keep in mind the following points.

- ✓ Life Narrative
- ✓ Concept and Aims of Education
- ✓ Effect of their contribution.
- ✓ Specific contribution and its relevance with contemporary educational practice.

Suggested Practical Work

1. Term paper or seminar based on a school of philosophy such as epistemological aspects and its practice in education.
2. Preparing handbook for teacher selecting teacher related maxims from Upanishad, Bhagavad-Gita
3. Autobiography of Rousseau, John Dewey, Plato, Socrates, J. Krishnamurthy, Sri Aurobindo

Reference Books:

1. Brolldy Harry (1967) : Building a philosophy of Education, Englewood : Cliffs, Prentice Hall Inc.
2. Brown Francis J. (1961): Educational Sociology, New York: Prentice Hall Inc.
3. Brubacher G. S. (1962) : Modern Philosophy of Education (International Student Edition) Tokyo : Mc Grow Hills.
4. Chaube S. P. (1981) : A Philosophical and Sociological Foundations of Education, Agra : Vinod Pustak Mandir
5. Chouhan, S. & Parasher G.S.: Religious and Moral Education in Shakspears Drama, Sandesh Prakashan, New Delhi.
6. Kazi, N.& Parasher G.S.: Naitik Shiksha Islam ke Sandarbh mein, Sandesh Prakashan, new Delhi
7. Kazi, S. & Parasher G.S.: Muslim Samaj mein Stri shiksha, Sandesh Prakashan, new Delhi
8. Otaway A. K. G. (1953) : Education and Society, London : Routledge and Kagan Paul.
9. Moharil ,S.& Parasher, G. S. Sawarkar Sahitya Shaikshanik Tatwagyan, New bismah Kitabghar, New Delhi
10. Makade, S.& Parasher, G. S. Rashtrasant Tukadoji Maharajanचे Shaikshanik mulya, Sandesh prakashan New Delhi

11. Bharote,A.& Parasher, G. S. Acharya Vinoba Bhave Shaikshanik Chintan New bismah Kitabghar, New Delhi
12. Kadu,S. .& Parasher, G. S. Gulab Maharaj Yanche shaikshanik Tatvagyan New bismah Kitabghar, New Delhi
13. Barde, S. & Parasher, G. S. Bharat Ratna Dr. Baba Saheb Ambedkar shaikshanik chintan ,New bismah Kitabghar, New Delhi
14. Lohkare , S. & Parasher, G. S. Dasbodhache shaikshanik tatvagyan va Jeevan mulya ,New bismah Kitabghar, New Delhi
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21. Stanely C. William (1957) : Social Foundations of Education, New York : The Dryden Press Ic.
22. Thomson Godfrey (1957) : A Modern Philosophy of Education, London : Gesrge G. Garper & Colts.
23. Wynee John P. (1947) : Philosophy of Education, New York : Prentice Hall Inc.

Objectives:

1. To enable the students understand the Role and function of National and state level agencies of Teacher Education.
2. To acquaint students with the Professional Organization and status of Teacher Educator and teachers in India.
3. To enable the students understand the Major Issues and Problems of Teacher Education.
4. To enable the students understand the In-service Education of Teachers and Teacher Educators.

Unit -1: Role and function of Agencies of Teacher Education

(a) Role and function of National Level Agencies:

- University Grants Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National Council for Teacher Education (NCET)
- Indian Council of Social Science and Research
- Tata Institute of Social Science and Research
- Center for Advanced Studies in Education

(b) Role and function of State Level Agencies:

- State Institutes of Education (SIE)
- Maharashtra State Council of Educational Research and Training (SCERT)
- Centers of Continuing Education for Teachers
- State Boards of Teacher Education
- University Department of Education

Unit- 2: Professional Organization and status of Teacher Education

(a) Professional Organizations :

- University, State, National and International level of professional organization for teacher educators and teachers.
- Their objectives and activities. Objectives and activities of Ph.D. Guide Association of Teacher Educators.
- Comparative struggle among Teacher Educator's Organizations, need for collective and united action by Teacher Educators

(b) Status of Teacher Educator's & Teacher's :

- Status and dignity of Teacher Educator's & Teacher's Profession.
- Roles and Responsibilities of Teacher Educator's & Teacher's.
- Role of Teacher Educators in Classroom and Outside classroom Teaching
- Opportunities for Professional growth.
- Academic freedom
- Participation in civic rights
- Code of ethics and its enforcement
- Working conditions
- Provision for necessary facilities and equipment

(c) Economic Status :

- Economic Status
- Salary system
- Service conditions

(d) Social Status :

- Social Status
- Social Image of Teachers and Teacher Educators.
- Teacher's social image in ancient time.
- Teacher's Social Image in current time.
- Social Status of teachers and teacher Educators.

Unit -3: Major Issues and Problems of Teacher Education

1. Major problems of Teacher Education in Current time. In Related two years.
2. Issues and problems of Admission procedures and Remedies for it in Current time.
3. Provision to prepare teachers for special education, physical education, and teachers for arts & craft education.
4. Professional Competences of teacher Educators. Teacher's contribution in social, Economic and Cultural field.
5. Staffing pattern, qualification and mode of recruitment of academic staff.
6. Issues related to administration of teacher education institutions.
7. Lack of co-ordination in man-power planning.

Unit- 4: In-service Teacher Education for Teachers and Teacher Educators :

(a) In-service Teacher Education programme.

- Meaning and objectives of In-service teacher education programme.
- Planning of in-service teacher education programme.
- Needs of in-service teacher education programme.
- Main functions and objectives of Extension Service.
- Special objectives of in-service teacher education at primary Level.

(b) Continuing in-service Education:

- Concept and Scope of continuing education.
- Differential needs of continuing education for teachers and teacher educators.
- Extension Services Department: Their nature, role and functions.
- Methods and techniques of continuing education for teachers/teacher educators.

Suggested Practical Work

1. To organize seminar on Current topic of Teacher Education.
2. To Visits of Teacher Education Agencies at state level and National Levels.
3. To know five activities of Teachers Association
4. To Visits of Pre-service and In-service Teacher Education Institutions.
5. To Visits Continuing Education Center and to know five Methods and techniques of continuing education.
6. Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject.
7. Design an instructional plan of a unit in a subject at elementary level Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
8. Critical study of existing teacher education curriculum of a state
9. Evaluation of any one of the in-service teacher training programme organized by any one

of the resource institutions

Reference Books:

1. Altekur, A.S., Education in Ancient India, Nand Kishore Bros, Banaras, 1951.
2. Buch, M. B. and Palasane, M.M., Reading in Inservice Education Sardar Patel University, Anand, 1947.
3. Basu, A.N., Education in Modern India Orient Book Co., Calcutta, 1947.
4. Buch, M. B., Second Survey of Research in Education Centre of Advanced Study in Education, Baroda, 1978.
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7. C.E.R.T., Innovation in In-service Education and Training of Teachers : Practice and Theory OECD, Paris, 1978.
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9. Chaurasia, G., Innovations and Challanges in Teacher Education, Vikas Publications, New Delhi, 1977.
10. Devgowda, A.C., Teacher Education in India, Bangalore Book Bureau, Banglore, 1973.
11. Dutt, S., The Teachers and His World, Sukumar Dutt, Soamibagh, Agara, 1972.
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16. Government of India Education and Development : Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.
17. Government of India Report of the Working Group to Review Teachers Training Programme in the light of the need for value-orientation, Ministry of Education and Culture, New Delhi, 1953.
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21. I.A.A.T.C., Symposium on Teacher Education in India, The Indian Publications, Ambala Cantt, 1964.
22. Jangira, N. K. & Singh, A. Core Teaching Skills : Microteaching Approach, NCERT, New Delhi, 1982.
23. Jangira, N. K., Professional Enculturation: Innovative Experiments in Teaching and training Book worth of India, New Delhi, 1984.
24. Jangira, N. K., Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education, National Publication House, Delhi, 1984.
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30. NCERT, The Third Indian Year book on education, NCERT, NEW Delhi 1968
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32. Pandey B.N., Second National Serve of Secondary Teacher Education in India, NCERT, New Delhi 1969
33. Pandey B.N. and Khosla D.N. Student Teaching and Evaluation, NECRT, New Delhi 1970
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37. Sabharwal N., M.Ed. Dissertations on Teacher Education in India (1967-75), NCERT, New Delhi, 1981.
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39. Shrimali K.L., Better Teacher Education (Ministry of Education, Govt Of India New Delhi)
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45. Stinnett, T.M., Professional Problems of Teachers Mcmillan Co. London, 19
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47. Upasani N,K, Evaluation in Higher Education S.N.D.T. Women's University, Bombay 1982
48. Upasani N.K., Planning For Better learning S.N.D.T. Women's University, Bombay 1983

Course No C101
(Semester – 2)
M.Ed. Elective Course – C 101
CURRICULUM STUDIES AND EDUCATION

Credit-4

Marks-100

Objectives

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

1. Define curriculum
2. Identify the components of curriculum
3. Describe the various principles of curriculum development
4. Explain various determinants of curriculum
5. Describe and analyze various approaches to curriculum development
6. Explain and compare various types of curriculum
7. State the meaning of curriculum development
8. State major issues to be addressed through curriculum
9. Describe various modes of curriculum development
10. Explain various considerations for curriculum development
11. Describe various guiding principles for selection and organization of learning experiences.
12. Discuss various issues in curriculum development

Unit 1- Nature ,Principles and Determinants of Curriculum

1. Meaning and concept of curriculum;
2. Curriculum as a body of organized knowledge, inert and live curriculum.
3. Components of Curriculum: Objectives, content, transaction mode and evaluation
4. Philosophical and ideological basis of curriculum
5. Principles of integration
6. Theories of curriculum development.
7. Preservation of Culture
8. Relevance, flexibility, quality, continuity and plurality
9. Determinants of Curriculum

Unit 2- Approaches and types to Curriculum Development

1. Subject centred
2. Core curriculum
3. Learner centred
4. Community centred.
5. Curriculum Frameworks of School Education and Teacher Education
6. Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
7. Social reconstructionist curriculum: characteristics, purpose, role of the teacher in reconstructionist curriculum

Unit 3.- Models of Curriculum Development

1. Tylers-1949 model
2. Hilda Taba 1962 model
3. Nicholls and Nicholls-1972 model
4. Willes and Bondi-1989 model
5. Need assessment model
6. Futuristic model

7. Vocational/Training model
(With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation).

Unit 4- Selection and Organization of learning experiences and Issues

1. Principles and criteria for developing learning experiences
2. Points to be considered while selecting learning experiences
3. Designing integrated and interdisciplinary learning experiences.
4. Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts
5. Infusion of environment related knowledge and concerns in all subjects and levels.
6. Learning to draw upon resources other than text books including local history and geography
7. Centralized vs. decentralized curriculum
8. Diversity among teachers in their competence.
9. Problem of curriculum load
10. Participation of functionary and beneficiaries in curriculum development

Suggested Practical Work:

1. Reading of original documents i.e. National Curriculum Frameworks developed by NCERT, 2005, NPE-1986 (modified version 1992) POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE and examine the documents with respect to various aspects of foundation and presentation in groups.
2. Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum.
3. Maintaining of reflective diary on institutions i.e. SCERTs, School Boards observed visited and analysis of the own experiences.
4. Evaluation of syllabus related to teacher education of any state either at elementary or at secondary level.

Reference Books:

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
3. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
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10. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
11. Reddy, B. (2007): Principles of curriculum planning and development.

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14. Vaishnav,R. 2013 : Learner Controlled Instruction , Lambert Academic Publishing Deutschland, Germany
15. Vaishnav ,R. & Parasher G.S.2010 : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi ()

Course No C102
Semester – 2
M.Ed. Elective Course – C 102
ICT IN EDUCATION

Credit-4

Marks-100

Objectives:

To enable the student teacher to:

1. Understand the Concept, need and importance of ICT.
2. Prepare their students to become ICT skilled teachers.
3. Get acquainted with ICT supported teaching learning strategies.
4. Prepare the students to select appropriate ICT facilities.
5. Get acquainted with the new trends in ICT.
6. Get information about computerized multimedia

UNIT 1: ICT IN EDUCATION

- 1.1 Concept, Need and Importance of ICT in Education.
- 1.2 Paradigm Shift due to I C T from 'Teaching' to 'Learning'.
(A) Curriculum (B) Methods of Teaching (C) Role of Teacher
(D) Classroom Environment (E) Evaluation procedure
(F) Education Management
- 1.3 Challenges and Barrier to integration of I C T in Indian schools Classrooms
- 1.4 ICT Skilled Teacher – ICT Skills and Qualities of ICT teacher
- 1.5 Safe use of ICT – Virus management, Net safety, Legal and Ethical Issues

UNIT2:- ICT SUPPORTED TEACHING LEARNING STRATEGIES

- 2.1. Computer aided learning
- 2.2. E-Learning and Web base learning–concept, features and educational application
- 2.3. Co-operative and Collaborative Learning –concept, features and educational application
- 2.4. Project based Learning –concept, features and educational application
- 2.5. Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki, Internet forum, News Groups. Different mobile app group
- 2.6. Social Networking as an effective Communication Tool.

UNIT 3:- NEW TRENDS IN ICT

- 3.1. Virtual Classroom - concept, elements, advantages and limitations
- 3.2. Smart class room – concept, elements, advantages and limitations
- 3.3. Edusat - concept, elements, advantages and limitations
- 3.4 Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.

UNIT 4 : MEDIA CHARACTERISTICS

- 4.1 Concept of educational media
- 4.2 Role of media in instruction
- 4.3 Instructional media, message and methods
- 4.4 Educational use of radio and television
- 4.5 Concept and uses of computerized multimedia
- 4.6 Designing of instructional media

Suggested Practical Work:

1. Critical analysis of Teaching aids and their applications in instruction and learning
2. Critical analysis of a computer based media packages with reference to its use in learning process.

3. Critical analysis of the different instructional packages developed by different agencies/institutions.
4. Interventions of educational technology in the current practices of teacher training programmes in India.
5. Preparation of Learning Object Repository (LOR).
6. Preparation and presentation of slides for teaching any topic at the school level.
7. Critical analysis of database software including open source.
8. Critical analysis of the different research reports based on data analysis and interpretation.
9. Preparation and presentation of research report based on empirical data.

Reference Books:

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2. APLET (). *All ten volumes of aspects of educational technology*. London: Pitman.
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11. Romizowski, A. J.(1986). *Developing auto-instructional material*. London: Kogan Page.
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Course No C103
Semester – 2
M.Ed. Elective Course– C 103
GUIDANCE AND COUNSELING

Credit-4

Marks-100

Objectives:

1. To enable the students understand the Counseling process & Group guidance programme.
2. To enable the students understand the Organization of a Guidance Programme.
3. To enable the students understand the Testing in Guidance Service.
4. To enable the students understand the Human adjustments and mental health & hygiene.

Unit – 1 Counselling process & Group guidance:

1. Counselling process
2. Concept, nature, principles of counselling
3. Counselling approaches – directive, non-directive
4. Group counselling vs. Individual counselling, Counselling for adjustment
5. Characteristics of counselling
6. Activities of Group guidance
7. Concept, concern and principles of group guidance
8. Procedure and techniques of group guidance

Unit – 2 Organization of a Guidance Programme:

1. Principles of organization
2. Characteristic of well Organized Guidance.
3. Eclectic Counselling service and Individual inventory service- Testing Service.
4. Information orientation service, placement service and follow up programme

Unit – 3 Testing in Guidance Service

1. Use of tests in guidance and counselling
2. Tests of intelligence, aptitude, creativity, interest and personality
3. Administering, scoring and interpretation of test scores
4. Communication of test results as relevant in the context of guidance programme

Unit – 4 Human Adjustments and Mental Health:

1. Definition and meaning of Adjustment.
2. Role of motivation in adjustment Process: Meaning and definition of motivation, Five Steps of Adjustment process.
3. Role of Positive Motivation and Negative Motivation in adjustment process.
4. Role of perception in adjustment: Perception and adjustment, Factors of actual Perception, Teacher and Perception.
5. Definition and Meaning of Mental Hygiene. Objectives of Mental Hygiene.
6. Principles of mental hygiene and their implication for effective adjustment.
7. Mental health and development of integrated personality.

Suggested Practical Work:

1. To organise seminar, career conference & career day.
2. To provide Guidance and counselling of Students.
3. To visit work places and related institutes.

4. To visit institutes of who providing Guidance and Counseling.
5. To collect information or paper cutting about career development of students.
6. To administrate any five psychological tools and its analysis for guidance and counselling.
7. To organise seminar, career conference & career day.
8. To provide Guidance and counseling of Students.
9. To visit work places and related institutes.

Reference Books:

1. Adams, James F. (1986): Counseling and Guidance: A Summary view (6th printing) New York: McMillan.
2. Beride, R.F. et. Al. (1963): Testing in Guidance and Counseling, New York: McGraw Hill.
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9. Gibson, R.L. and Mitchell, M.H. (1981): Introduction to Guidance, New York: McMillan.
10. Gingberg, E. and others (1972): Occupational choice – an approach to General Theory (2nd Ed.) New York: Columbia University Press.
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24. (1960): Group Guidance, New York: McGraw Hill.
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28. Freeman, F.S. (1972): Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Co.
29. Garrett, H.E. (1979): Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simons Pvt. Ltd.
30. Nunnally, L.C. (1967): Psychometric Theory, New York: McGraw Hill Book Op. Inc.
31. Nunnally, J.C. (1972) Educational Measurement and Evaluation, New York: McGraw Hill.
32. Parcek, U. and Sound S. (1971) : Directory of Indian Behavioural Science Research, Delhi : Acharan Sahakar.
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34. Vaishnav, R.& Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deustland , Germany 2014
35. Vaishnav ,R.& Bhoyar, M.: Urban Deprived Children under Sarva Shiksha Abhiyan - A research Monograph ,Sandesh Prakashan, New Delhi 2013
36. Vaishnav ,R. & Patil, P. : Apang Samaveshit Shikshan ani Sarva Shiksha Abhiyan, Sandesh Prakashan ,New Delhi 2015
37. Vaishnav, R. & Bhujade, K. Teaching Strategies for Attention Deficit Hyper Activity Disorder ,Scholas Press, Germany 2014
38. Vaishnav, R. & Gawalpanchi, R. Teaching Strategies for Mathametical Learning Disability, Scholas Press, Germany 2015
39. Rana, B. & Parasher G.S. : Effect of Inclusive education on children with special needs-A study, Jolly Reprographics, New Delhi 2009
40. Vaishnav, R. & Bhagat ,V. :Learning of Written Language and Hearing Impairment, LAP Lambert Academic Publishing Deutschland ,Germany 2013

Course No C104
Semester – 2
M.Ed. Elective Course– C 104
SPECIAL EDUCATION

Credit-4

Marks-100

Objectives:

A student teacher will be able to;

1. Understand the meaning, nature and concept of special education
2. Get the knowledge & functions of institutions for special education
3. Understand the meaning, nature and concept of special education for physically challenged
4. Get the knowledge & functions of special education for exceptional students
5. Know the function of special education at every stage of school.

UNIT – 1 INTRODUCTION TO SPECIAL EDUCATION

- 1.1 The meaning and definition of a Special Education
- 1.2 The objectives and principles of a Special Education
- 1.3 The characteristics and need of a Special Education
- 1.4 National and International views about Special Education

UNIT - 2 INSTITUTIONS FOR SPECIAL EDUCATION

- 2.1 Special Schools
- 2.2 General Schools
- 2.3 Institutions of Integration and inclusion education
- 2.4 Roll of government and non-government organizations
(Definition, Criteria, Classification, Characteristics, Different approaches: Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials of each)

UNIT – 3 SPECIAL EDUCATION OF PHYSICALLY CHALLENGED

- 3.1 Visually Challenged
- 3.2 Hearing Challenged
- 3.3 Orthopedically Challenged
- 3.4 Mentally Challenged
(Definition, Criteria, Classification, Characteristics, Diagnosis and remedial Education, Different approaches: Medical/ Clinical, Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials for each challenged)

UNIT – 4 SPECIAL EDUCATION OF EXCEPTIONAL STUDENTS

- 4.1 Learning disabled students: Meaning and Definition, Criteria and characteristic, causes of disabilities, type and classification, educational programme for the learning disabled, research on learning disabilities.
- 4.2 The Gifted students: Meaning, criteria and characteristics, Educational problems and programmes for the gifted; Enhanced programmes for the gifted in normal school setting.
- 4.3 The Gifted students: Creativity, Intelligence and giftedness, recent research on psychology and Education of the gifted, enhancement and Acceleration programmes in normal school settings.
- 4.4 Guidance for the Exceptional students in normal school setting.

Suggested Practical Work:

1. To review of literature related to education of children with diverse needs, presentation of reports in a seminar.
2. To make a list of existing institutions of special education in the local area and discuss their use and limitations based on survey.
3. To list the special needs of different physically challenged.
4. To interviewed the different gifted students and make notes
5. To make the list of activities for learning disabled
6. To visit the guidance and counseling Centre

Reference Books:

- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house* 23 Daryaganj, New Delhi 110002.
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- *Identification and of Disabilities and Curriculum Planning-MMD-014 Introduction to Disabilities Material* by IGNOU.
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- L'Abate and Carties : *Teaching the Exceptional Child*, W.B., Saunders & Co. 1975.
- Lindsay, G. (ED) (1984) *Screening for children with special needs*, London, Groom Helm
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- Polloway ,E.A., Patton , J.R., & Serna ,L. (2008) . Strategies for teaching learners with special needs (9thed.) Upper Saddle River, NJ: Merrill Prentice Hall.
- Panda K.C. (2009) Education of Exceptional children, Delhi: Vikas Publishing House Pvt. Ltd.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Salvia, J. &Yseeldyke (1991). Assessmnt (5th Ed). Boston, Houghton Mifflin
- Vaishnav, R.& Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deustland , Germany 2014
- Vaishnav ,R.& Bhoyar, M.2013: Urban Deprived Children under Sarva Shiksha Abhiyan - A research Monograph ,Sandesh Prakashan, New Delhi
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| ✓ NIVH | - http :/ WWW.nivh.org.in/ |
| ✓ SVNIRTAR | - http :/ WWW.nirtar.nic.in/ |
| ✓ PDDIPH | - http :/ WWW.iphnewdelhi.in/ |
| ✓ NIEPMD | - http :/ WWW.niepmd.tn.nic.in/ |
| ✓ MSJ&E | - http :/ WWW.socialjustice.nic.in/ |
| ✓ AIISH | - http :/ WWW.aiishmysore.in/en/index.html/ |
| ✓ NIMHANS | - http :/ WWW.nimhans.kar.nic.in/default.asp/ |
| ✓ AIIPMAR | - http :/ WWW.aiipmr.gov.in/ |
| ✓ CIP | - http :/ cipranchi.nic.in/ |
| | - http :/www.medindia.net/Indian_health_act/national-policy- |
| | - http://www .disabilities about com/cs/education |
| | - http://www .mohfw.nic.in/ |

CBCS

M.Ed. SYLLABUS

SEMESTER - III

Note:

1. In this semester all the course carries four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60 hours.
3. Weightages for each unit is 25%.

Course No.
A007
(Semester – 3)
M.Ed. Core Course – VII
TOOLS & TECHNIQUES IN
EDUCATIONAL RESEARCH

Credit-4

Marks-100

Objectives:

To enable student to understand

1. The meaning and different techniques of research method for application of tool.
2. Various type of tools and their preparation.
3. The broad canvas of data collection in educational research.

Unit – 1: Resources and Library skills for Research

1. References: Encyclopedias, Dictionaries, Almanacs and year books, Directories, Biographical sources, Bibliographical sources.
2. Books and monographs : Card-catalogue, book-list and reviews
3. Periodicals and pamphlets : News-paper, periodicals, Micro-films
4. Dissertations, Thesis, Research journals
5. Web-site, CDs
6. Library Skills :
 - (a) What to read and how to read
 - (b) Certain reading skills
 - (c) Note-taking

Unit – 2: Tools and Techniques of research

Concept(Meaning), types, forms, preparations, advantage and limitations of following tools) : Observational Tools

1. Observation
2. Rating Scale
3. Check List
4. Evaluation Sheet

Unit -3 Self Appraisal Tools

(Concept (Meaning), types, forms, preparations, advantage and limitations of following tools)

1. Questionnaire
2. Interview
3. Opinionaire
4. Attitude Scale
5. Sociometric
6. Q-Short Technique

Unit-4: Standardized tests

1. Meaning of Psychological Test
2. Classification of Test
3. Characteristics of Test
4. Steps of Test Construction
5. Use of Psychological Test

6. Limitation of Psychological Test
7. Psychological Test Available in Maharashtra
8. Addresses of Test Publishers, Distributors and Test related Organizations

Suggested Practical Work:

1. Preparing library record cards including different sources on a research study
2. Review of research tools related to past studies
3. Tool construction procedure: method, rationale behind the selection and problems faced by the researcher
4. Prepared research tool, try out and finalization of a tool for your research work.

Reference Books:

1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York ; Longman Inc.
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6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
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8. Hyman H.H.(1955) : Survey : Design and Analysis, Principles, Cases, Procedures, New York : The Free Press
9. Kerlinger F.N. (1964) : Foundations of Behavioural Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.
13. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
14. Patel R.S. (2015) Research Methodology (1st Edition, English Version), Ahmedabad, Jay Publication.
15. Patel, R.S. : February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
16. Patel , R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
17. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)
18. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Bool Depot.
19. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.

21. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.
22. Truckman B.W. (1978): Conduction Educational Research (2nd Ed.)New York: Harcourt Braco Jovenovich Inc.
23. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.

Course No A008
Semester – 3
M.Ed. Core Course – VIII
SOCIOLOGY OF EDUCATION

Credit-4

Marks-100

Unit - 1 EDUCATIONAL SOCIOLOGY

1. The base of Educational Sociology
2. Meaning, Aims, Functions, Curriculum and Teaching Methods of Educational Sociology

Unit – 2 CULTURE, RELIGIONS AND EDUCATION

1. Concept & Definitions of Culture and Religions
2. Indian Culture , Indian community and Education
3. Impact of Education on Culture & Religions
4. Relationship of Education with Culture and Religions
5. Role of Education in transmission of the cultural tradition and religious belief

Unit – 3 SOCIAL CHANGES AND EDUCATION

1. Social Group and Education
2. Social Stratification and Education
3. Social Partnership and Education
4. Social Mobility and Education
5. Social, Economical and Political Structure and Education

Unit – 4 EDUCATIONS IN THE MODERN WORLD

1. Social Change and Education
2. Democracy and Education
3. Internationalizations and Education
4. Privatization, Globalization and Modernization in Education
5. Education for demolition of poverty

Suggested Practical Work:

- 1 Execution of innovative sociological activities of the school
2. Study/Visit of the school for the survey of its sociological bases and its implications
3. Term paper or seminar based on innovative sociological activities of the school
4. Review of a Sociological research

Reference Books:

1. Brolldy Harry (1967) : Building a philosophy of Education, Engleword : Cliffs, Prentice Hall Inc.
2. Brown Francis J. (1961): Educational Sociology, New York: Prentice Hall Inc.
3. Brubacher G. S. (1962) : Modern Philosophy of Education (International Student Edition) Tokyo : Mc Grow Hills.
4. Chaube S. P. (1981) : A Philosophical and Sociological Foundations of Education, Agra : Vinod Pustak Mandir
5. Shastri Manoj C. (2013): Sociological Foundation of Education, Ahmedabad: SSTCT Publication.
6. Shastri Manoj C.(2010):Fundamental concept of Educational Philosophy ,Ahmedabad: Akshar Publication.
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Course No. B101
Semester – 3
CHILDHOOD EDUCATION

Credit-4

Marks-100

Objectives:

1. To know the historical development of Early Childhood Education
2. To know the different aspects of child development
3. To understand the different models of Early Childhood Education
4. To find out the different interventions in India in Early Childhood Education
5. To get and awareness about special needs of children at ECE
6. To get awareness of Child Rights in India
7. To explore the researches available in ECE both in east & west.

Unit 1: Introduction to Early Childhood Education

1. Historical perspectives of early childhood education – East & West point of view
2. Nature, Scope and importance of ECE
3. Bharatiya Samskar (Before and after Birth) and Child Development
4. Concepts and Characteristics in Child Development
(i) Physical Development ,(ii) Social Development ,(iii) Intellectual Development
and (iv)Emotional Development ,

Unit 2: Perspectives and Methods of Child Study

1. Perspectives of ECE: (i)Kindergarten approach, (ii) The Montessori approach, (iii) Behaviourist approach, (iv) Cognitive approach
2. Methods of Child Study: Observation, Case Study, Cross sectional and longitudinal methods.
(Study of researches available in ECE both in east & west.)
3. Recommendations of NPE 1986, National Curriculum Framework- NCF and National Knowledge Commission-NKC
4. Agencies conducting Preschool Management: Indian Council for Child's Welfare, Social Welfare Boards

Unit 3: Thinker's reflections on Childhood, Programmes and agencies

1. William Fredrick Froebel, Maria Montessori, Pestalozzi,
2. Tarabai Modak; M. K.Gandhi, Tagore, Aurobindo Gosh, Giju Bhai Badheka.
3. Early Childhood Care Education Programmes and Policies in India and Maharashtra State.
4. Technology and ECE for future

Unit 4: Child Rights in India

1. Constitutional Guarantees that are meant specifically for children: Article 21 A, Article 24, Article 39(e) Article 39 (f), Article 45
2. Children rights as equal citizens of India: Article 14, Article 15, Article 21, Article 23, Article 29, Article 46, Article 47
3. The Commissions for Protection of Child Rights Act:2005
4. The National Policy for Children, 2013, Right To Education

Suggested Practical Work:

1. Student may choose a subject for dissertation on ECE, Comparative study etc.
2. Visit of the institution/university working for protecting child rights or education.
3. Prepared an assignment on discuss legal aspects, national and international Child Right laws.

Reference Books:

1. Austin, Gilbert R.(1976). Early Childhood Education. An International Perspective, New York: Academic Press.
2. Banta, T. (1966). Are these Really a Montessori Method? Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
3. Bloom, Benjamin, S. (1964). Stability and Change in Human Characteristics. New York: John Wiley & Sons Inc.
4. Brown, G. (1977). Child Development. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
5. R. Freeman. (1955). A Cultural History of Western Education. New York: Mc Graw-Hill Book, Co., Inc.
6. Child Development-Issues, Policies and Programmes Vol. I, II & III-Dolly Singh
7. Cole, Luella. (1950). A History of Education-Socrates to Montessori. New York: Holt Rinehart and Co.
8. Educational Policies Commission.(1966) Universal Opportunities for Early Childhood Education, Washington, D.C., Govt. Printing Office.
9. Evans, Ellis D. (1975). Contemporary Influence in Early Childhood Education, New York: Holt Rinehart and Winston, Inc.
10. J. S. Grewal (1989) Introduction to Early Childhood Education
11. Ganai M.Y. & Sayid, Mohd. Early Child Care and Education AlKhaleel DTP Centre Kashmir University Gate Hazratbal Srinagar.
12. George S Morrison. (1995) Early Childhood Education Today, Prentice Hall
13. Grossnickle, Donald (1987). In-service Follow-up. What to Do After the Expert Leaves. NASSP Bulletin, March, 11-15.
14. Issacs, S. (1933). Social Development in Young Children, London: Routledge and Kegan Paul.
15. Joann Brewer. (1995). Introduction to Early Childhood Education, Allyn & Baren, Sydney.
16. Katz, L. Early Childhood Education as a Discipline, Young Children, 1971, 26, 82.
17. MacDonald, James B. A Proper Curriculum for Young Children, Phi Delta Kappa 50, No. 7, (March 1969): 406.
18. Muralidharan, R. (Ed.) Relating Pre-School to Primary School, New Delhi: Indian Association of Pre-School Education.
19. Muralidharan, R., & Banerji, (1969). U. A Guide for Nursery School Teachers, New Delhi: NCERT.
20. Rawat, D.S. (1970) Pre-Primary Teacher Education Curriculum. New Delhi: NCERT.
21. Tomar, Lajjaram. (VIkran Samvat 2056). Bhartiya Shiksha Manivugyan Ke Aadhar (Hindi). Vidyabharati Prakashan, Kutukshetra.
22. The Years before School – Guiding Pre-school Children – Vivian Edmiston Todd, Helen Hefferman.
23. UNESCO, Encyclopaedia of Educational Thinkers.
24. UNESCO. (1979) New Approaches to Education of Children of Pre-School Age Report of a Regional Meeting of Experts, Bangkok, UNESCO Regional Office for Education in Asia and Oceania.
25. UNESCO. (1976). World Survey of Pre-School Education, Paris: UNESCO.

Web References

1. <http://www.haqcrc.org>
2. <http://ncpcr.gov.in>
3. <http://wcd.nic.in>

Course No. B102 (Semester – 3)
HIGHER EDUCATION

Credit-4

Marks-100

Objectives:

The students will be able to understand-

1. Meaning, goals, structure, policy and financing concept of Higher Education
2. Higher Education in Historical Perspective with reference to various period of time.
3. Designing Curriculum, its process and the roll of the universities.
4. Management of Higher Education and its institutions.

Unit: 1 INTRODUCTION TO HIGHER EDUCATION

1. Meaning and Goals of Higher Education.
2. Structure of Higher Education.
3. Policy Perspectives and Emerging Trends in Higher Education.
4. Financing of Higher Education- Sources and Management of Finance.

Unit: 2 HIGHER EDUCATIONS IN HISORICAL PERSPECTIVE

1. Modern Higher Education in India, The Dispatch of 1854 and subsequent during the British Period.
2. Development of Higher Education in Free India- Various Commission Report and Recommendations. The major recommendations of –
 - a. The University Education Commission (1948-49)
 - b. The Secondary Education Commission (1952-53)
 - c. The Education Commission or Kothari Commission (1964-66)
 - d. The National knowledge commission.
3. National Policy on Education (Higher Education)- 1986, 1992 (Revised) 1915 (Likely to be revised).
4. Higher Education and Socio-Economic Development.

Unit: 3 CURRICUM IN HIGHER EDUCATION AND ROLL OF THE UNIVERSITIES.

1. Curriculum Planning
2. Curriculum Development
3. Curriculum Transaction
4. Curriculum Evaluation

Unit: 4 MANAGEMENT OF HIGHER EDUCATION

1. Ministry of Human Resource Development
2. University Grants Commission, Rashtriya Uchchatar Shiksha Abhiyan, NCTE, IGNOU-Distance Education Bureau, Rehabilitation Council of India, Association of Indian Universities, Department of Higher Education (Directorate- Commissioner HE, Maharashtra State), Central University.
3. Quality and Quantity in Higher Education- Considerations
4. Roll of Teachers in Higher Educational institutions

Suggested Practical work:

1. Should arrange academic visit to the institutions of higher education during the internship or semester study.
2. Prepared an assignment on UGC, NCTE.

Reference Books:

1. Akther, N. *Higher Education for the future*, Rawat Publications, Jaipur, 2000.
2. Amrik Singh & Philip G. A. *The Higher Learning in India*, Delhi, Vikash Publishing Home, 1974.

3. Dahiya, B.S *Higher Education in India: Some Reflection*, New Delhi Kanishka, 1997.
4. Dhir, R.N *Higher Education*, Chandigarh, Abhishek Publishers, 2002.
5. Dongerkery, S. R. *University Autonomy in India*, Bombay, 1967.
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7. Garge, V. P. *Financing Higher Education, Scope & its Limits*, New Delhi, Radha Publication, 1976.
8. Machavan, K *Role of Distance Education in Developing Countries*, Guwahati, DVS Publishers, 2001.
9. Mathur, M. V. & Others *Indian University System-Revitalization and Reforms*, New Delhi, Wiley Eastern D Limited, 1994.
10. Moonis Raza (ed) *Higher education in India, Retrospect and Prospect*, New Delhi, Association of Indian Universities, 1991.
11. Naik, J. P. *Educational Planning in India*, Bombay, Allied Publishers, 1965.
12. Naruallah Syeed & Naik, J.P. *A Student History of Education in India*, Bombay, MacMillan, 1972.
13. Patnaiks *Higher Education in Information Age*, Guwahati, DVS Publishers, 2001.
14. Philip Altbach *Comparative Perspective on the Academic Profession*, New York, Praeger, 1985
15. R. S. Sharma *Higher Education, Scope & Development*, New Delhi, Commonwealth Publishers, 1995.
16. Ram, A *Higher Education in India, Issues & Perspectives*, New Delhi, Mittal Publications, 1990.
17. Ravi Mathai *The Rural University*, New Delhi, Popular, 1985.
18. Reddy, G.R *Higher Education in India*, New Delhi, Sterling Publishers, 1995.
19. Reddy, M.G. *Higher Education in India*, APH Publications, New Delhi, 2000.
20. Swamy *Higher Education Administration and Management*, DVS Publishers & Distributors, Guwanati, 2006.
21. Sharma, R.S. *Higher Education Administration and Management*, DVS Publishers & Distributors, Guwanati, 2004.
22. Sharma, S. *History and Development of Higher Education in india (set 5 Vols)*, DVS Publishers & Distributors,(set 5 Vols) Guwanati, 2002.
23. UGC *Development of Indian Higher Education in India*, New Delhi. 1982.
24. Venkataiah, S. *Higher Education*, New Delhi, Anmol Publications, 2001.
Management and Quality Educationa, New Delhi, Anmol Publications, 2000.
25. Venkataiah, S *Management of Higher Education in India*, (set of 2 vols) New Delhi, Anmol Publications, 1991.
26. Vohra, et al *Rural Higher Education (set of 2 Vols)*, New Delhi, Anmol Publications, 1998.

Websites:

www.ugc.ac.in, www.ignou.ac.in , mhrd.gov.in,
 www.aiuweb.org , www.ncte-india.org
 www.rehabcouncil.nic.in

Course No. B103
Semester – 3
INCLUSIVE EDUCATION

Credit-4

Marks-100

Objectives

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

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyse special education, integrated education, mainstream and inclusive education practices,
6. Identify and utilize existing resources for promoting inclusive practice.
7. Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
8. Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
9. Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
10. Preparing a conducive teaching learning environment in varied school settings,
11. Develop the ability to conduct and supervise action research activities,
12. Identifying and utilizing existing support services for promoting inclusive practice,
13. Seeking parental and community support for utilizing available resources for education in inclusive settings.

Unit 1- Introduction and Preparation for Inclusive Education

1. Difference between special education, integrated education and inclusive education. Advantages of inclusive education for the individual and society.
2. Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
3. National and International initiatives for inclusive education
4. Current Laws and Policy Perspectives supporting IE for children with diverse needs
5. Concept and meaning of diverse needs.
6. Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
7. Brief account of existing special, integrated and inclusive education services in India.

8. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
9. Creating and sustaining inclusive practices.
10. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit 2- Children with Diverse Needs and Utilization of Recourses

1. Definition and characteristics of children with sensory(hearing, visual and physically challenged)intellectual (gifted, talented and children mentally challenged children), developmental disabilities(autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
2. Importance of early detection, Functional assessment for development of compensatory skills.
3. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
4. Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC , ST and linguistic and other minority groups.
5. Role of technology for meeting diverse needs of learners
6. Concept and importance of human and material resources.
7. Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
8. Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
9. Managerial skills for mobilizing appropriate resources.
10. Identifying the required resources for children with varied special needs

Unit 3-Curriculum adaptations and evaluation for children with diverse needs

1. Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
2. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
3. Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
4. Techniques and methods used for adaptation of content , laboratory skills and

play material

Unit 4-Teacher Preparation for Inclusive Education

1. Review existing educational programmes offered in secondary school (general, special education).
2. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
3. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
4. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
5. Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
6. Role of different national and international agencies {institutions, universities} in promoting inclusive education.
7. Planning and conducting research activities :Selecting appropriate areas of research, types of research needed for enhancement of learning in children with diverse needs, steps involved in planning and supervising research activities, recent trends in research - national and international level with respect to children with diverse needs.
8. Supportive Services for inclusion and research

Suggested Practical Work:

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi level teaching in the DMS (two classes).
3. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
4. Identify suitable research areas in inclusive education.
5. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

Reference Books:

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative LearningBased Approach: National Publishing house* 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for VisuallyHandicapped*, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with specialneeds* N. C. E R T Publication.
6. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
7. Rana, B. & Parasher G.S. 2009: *Effect of Inclusive education on children with special needs-A study*, Jolly Reprographics, New Delhi

8. Vaishnav ,R. & Patil, P.2015 : Apang Samaveshit Shikshan ani Sarva Shiksha Abhiyan, Sandesh Prakashan ,New Delhi
9. Vaishnav, R. & Bhagat ,V.2013 :Learning of Written Language and Hearing Impairment, LAP Lambert Academic Publishing Deutschland ,Germany
10. Vaishnav, R. & Bhujade, K.2014 Teaching Strategies for Attention Deficit Hyper Activity Disorder ,Scholas Press, Germany
11. Vaishnav, R. & Gawalpanchi, R. 2015 Teaching Strategies for Mathametical Learning Disability, Scholas Press, Germany

Course No.
B104
(Semester – 3)
VALUES IN BHARTIYA CHINTAN

Credit-4

Marks-100

Objectives:

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

1. Understand the nature and sources of values.
2. Classify the values under different types
3. Understand the process of value education.
4. Differentiate the indication of values
5. Appreciate role of values in life.

Unit-1 Theoretical Basis of value Education

1. Nature and Sources of values, Meaning of values
2. Values and Education: Philosophical Perspective
3. Values and Education: Psychological Perspective
4. Values and Education: Sociological Perspectives

Unit: 2 VALUES IN INDIA'S INTELLECTUAL TRADITIONS

1. Values in Indian culture - Tolerance, Peace
2. Universal brotherhood
3. Values in Indian Constitution and Fundamental Duties of citizens
4. Characteristics of Instructional material for values.

Unit: 3 CLASSIFICATION OF VALUES

1. Personal and social values, Intrinsic and extrinsic values on the basis of personal interest & social good.
2. Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration
3. Identification of Analysis of emerging issues involving value conflicts
4. Design and development of instructional material for nurturing values

Unit: 4 VALUES IN RELIGIOUS SCRIPTURES

1. Bhagwadgita -Nishkam Karma, Swadharma, Laksagrah & Stithpragya. Bible - Concept of truth, compassion, forgiveness
2. Dhamnipada - Astangmarg, Aryastya & Madhyamarg. Gurugranth Sahib - Concept of Kirath, Sunsat, Paugat & Jivanmukti .Quran -Concept of spiritual & moral values (adah, raham & theory of justice) & social responsibilities.
3. Methods and Evaluation of Value Education: Traditional Methods: Story Telling, Ramleela, Tamasha, Bhawai street play & folk songs. Practical Methods: Survey, role play, value clarification, Intellectual discussions
4. Causes of value crisis: material, social, economic, religion evils and their peaceful solution.
5. Role of School Every teacher as teacher of values, School curriculum as value laden Suggested Activities/ Practical work: Field work, Group work, Surveys,

Panel discussion, Debate.

Suggested Practical Work:

1. Analysis of morning assembly programme of a college from the point of view of value education.
2. Analysis of a text book of a school subject from the point of view of values hidden.
3. Practice of role-play in two situations and preparation of report.
4. Administration of value scales available in the psychology lab. in the school and report writing
5. Report on value conflict resolution in a situation

Reference Books:

1. Dhokalia, RP. 200 I. External Human Values and World Religions. New Delhi: NCEIU.
2. Gandhi, M.K. 1976. My Experiments with Truth. Ahmedabad: Navjivan Publishing House
3. Government of India 1999. Fundamental Duties of Citizens: Report of the Committee set up by the Government of India to operationalise the suggestions to Teach Fundamental Duties to the Citizens of the Country (Vol. I & II) New Delhi: MHRD.
4. Government of India. 2000. The Constitution of India New Delhi
5. Gupta, K.M. 1989. Moral Development of School Children Gurgaon: Academic Press.
6. Krishnamurthy, J. 2000. Education and the Significance of Life. Pune :KF .
7. Mahaprayna, Acharya 1999. Thoughts at Sunrise. Ladnoo: Jain Vishva Bharti
8. MHRD 1992, National Policy on Education 1986 (With modification Undertaken in 1992) New Delhi
9. NCERT.2000. National Curriculum Framework for School Education New Delhi
10. Radhakrishnan S., Indian Philosophy Vol. I
11. Rajput, J.S. 2001. Symphony of Human \Values in Education. New Delhi
12. Saiyuddain, K. G 1965 The Faith of an Educationist: A Plea for Human Values. New Delhi : Asia Publishing House.
13. Sanghi, Seema 2002. Towards Personal Excellence New Delhi: Response Books
14. Seshadri, C.; Khadcr, M.A. Adhya GL. (Ed.) 1992 Education in value. New Delhi: NCERT London, Allen and Unwin
15. UNESCO 1996. Learning: The Treasure Within. Paris.
16. Singh, R.N.(Ed.) 2003, Analytical Study of Sikh Philosophy, Commonwealth Publishers New Delhi -02
17. Khan Masood Alia (Ed.) (2006), Islamic Thoughts and its philosophy, Commonwealth publishers New Delhi - 02
18. Khan, Intakhab Alam (2007), Peace, Philosophy and Islam, Academic Excellence, Delhi - 31

Course No. C105
Semester – 3
INFERENTIAL STATISTICS

Credit-4

Marks-100

COURSE OBJECTIVES:

1. To understand the scope and application of educational statistics.
2. To acquire himself with statistical theories and its application in Educational Research.
3. To appropriate the role of parametric and non-parametric statistics in various types of educational research.
4. To understand the importance of educational statistics and its relationship with of educational research.

Unit – 1: ANOVA and ANCOVA

1. Analysis of variance (One-way, Two-way, Three-way)
2. Analysis of Co-variance and Factorial Design (No Computation)
3. Its Uses (ANOVA and ANCOVA)

Unit – 2 Special Methods of Correlation

1. Bi-serial correlation, Point Bi serial Correlation and their standards
2. Point bi-serial correlation
3. Tetrachoric, Phi-Correlation and their significance
4. Contingency coefficient C, standard ERROR and their significance
5. Partial and Multiple Correlation

Unit – 3 Non parametric methods

1. Meaning and scope of non-parametric Methods
2. Median test, Candal's T-test, Candal's W-test, Mann-whitney U-test, Wilcoxon Testing (Computation and Interpretation for each Method)
3. Use of parametric and non-parametric methods

Unit – 4: Reliability, Validity, Scaling and Factor Analysis

1. Reliability : Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent standard errors of Measurement of reliability, effectiveness of reliability on small and large group
2. Validity : Meaning, Methods, Calculations, length of test of validity, effects of validity on reliability
3. Scaling of test
 - i. T scaling
 - ii. Stanine scores
4. Scaling of Judgments and their types
 - i. Item analysis : Difficulty index, Discrimination index
 - ii. Item objective congruence (IOC) in CRT

5. Factor Analysis
 - i. Meaning, Scope, Use of Factor Analysis
 - ii. Basic equations
 - iii. Types and Identification of factors
 - iv. Different methods of F.A.

Suggested Practical Work:

1. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis Analysis of data using Statistical Packages
2. Conduct a test any one class in different time period and find out test reliability on that score.
3. Prepared a cognitive note on the topic Factor Analysis.

Reference Books:

1. Blommers, Paul and Lindquist (1965): Elements Statistical Methods, University of London press ltd.
2. Dowine N.M., R.W. Heath (1965): Basic Statistical Methods, New York: Harper & Row.
3. Edwards, A.L. (1963): Statistical Methods of Behavioural Science, New York: Hall, Rinherth and Winston.
4. Forguson, G.A.: Statistical Analysis in Psychology and Education, New York: McGraw Hill & Co. Inc.
5. Fruther B.: Introduction to Factor Analysis, New Delhi: Affiliated east-west-press Pvt. Ltd.
6. Garrett, H.E. (1961): Statistics in Psychology and Education, Bombay: Allied Pacific Pvt. Ltd.
7. Guilford J.P. (1965): Fundamental Statistics in Psychology and Education, New York: McGraw Hill Co. Inch.
8. Lindquest, E.F. (1968): Statistical Analysis in Educational Research, Oxford and IBH Publication Co.
9. Patel, R. S. (2010): Statistical Methods for Educational Research, Ahmedabad: Jay Publication
10. Siegel Sidney and N.J. Castdlan (1988): Non Parametric Statistic, New York: McGraw Hill Book Company.
11. Patel, R. S. (2010): Fundamental Concepts of Educational Research (Handbook), Ahmedabad: Jay Publication

Course No. C106
(Semester – 3)
EDUCATIONAL ADMINISTRATION AND LEADERSHIP
Credit-4 **Marks-100**

OBJECTIVES:

1. To enable the Student to understand meaning, nature, scope, functions, principles and approaches of Educational administration.
2. To enable the Student to understand the essentials of Educational administration, planning and communication
3. To enable the Student to understand the Theory of Supervision and Inspection
4. To enable the Student to understand and evaluate the Leadership.

Unit 1 An Introduction to Educational Administration

- 1.1 Meaning, Definition of Educational Administration.
- 1.2 Nature of Educational Administration
- 1.3 Administration & Management Philosophy
- 1.3 Administration & Management style

Unit 2 Educational Planning and Communication

- 2.1 Importance, characteristics, Different elements of planning and Planning Process
- 2.2 Approaches of Planning, Institutional Planning and role of Principal and various officers of education
- 2.3 Communication: Meaning, Concept, Administrative Communication
- 2.4 Importance of effective communication, Basic Principles of effective communication

Unit 3 Supervision, Inspection and Leadership

- 3.1 Supervision, Inspections: Concept and Objectives
- 3.1 Supervision, Inspections: Principles
- 3.1 Supervision, Inspections: Techniques
- 3.2 Duty and responsibilities of Inspector and Supervisor

Unit 4 Leadership

- 4.1 Leadership: Meaning and Concept
- 4.2 Theory of Leadership
- 4.2 Leadership Styles: Motivational style, Supervisory Leadership, Autocratically leadership, Laissez faire leadership
- 4.4 Modern concept of Leadership: Grid concept, Managerial Grid Concept
Tridimensional view of Educational management

Suggested Practical Work:

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.
3. Prepare a plan for the mobilization of different types of resources for a school form the community.
4. Analysis of School Education Act of a state.
5. Case studies of School Education Act of states with better results at the secondary/senior secondary levels.

Reference Books:

1. S.N. Mukerji (1970): Administration of Planning and Finance, Acharya Book Dept., Baroda.
2. Shastri M, C, (2010): Educational Management, SSTCT Publication, Ahmedabad. (Guj.)
3. Shastri M,C,(2011): Educational Management, SSTCT Publication, Ahmedabad
4. Shastri M, C, (2011): Educational Management, LAP Lambert Publication, Germany.
5. Shastri M,C,(2011): Educational Planning & financing ,LAP Lambert Publication, Germany
6. Sears, J.B. :The Nature of Administrative Process, Mc Graw Hill, 1950,
7. Sultan M,M :School Organization and Management Jammu Tavi: Joykay Book House,1989.
8. Tyler, William :School Organization A Sociological Perspective London : Croom Helm 1988.
9. Owens R,G : Organizational Behaviour in Schools, Practice Hall, Inc. Englewood Cliffs N.J., 1970.

Objectives

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

1. Define meaning of curriculum Transaction.
2. Describe various methods/media for transaction.
3. Discuss approaches of curriculum transaction.
4. Explain role of ICT in curriculum Transaction.

Unit I- (A) The Meaning and Concept of Curriculum

1. Principles of curriculum development
2. Meaning and concept of curriculum, Curriculum as a Field of Study
3. Types of Curriculum
4. Evaluation of Curriculum

(B) Foundations of Curriculum

1. Psychological and Sociological Foundations of Curriculum
2. Basic Human Needs and Curriculum
3. Curriculum and the Role of Teachers, Curriculum Change

Unit II- Curriculum Development

(A) Curriculum Planning

1. Levels of Curriculum Planning.
2. Principles of Curriculum Planning
3. Defining Curriculum Planning
4. Curriculum Planning Framework
5. Development of Specific Curriculum Plans,
6. Learner Involvement in Curriculum Planning
7. Improvement of Curriculum Planning
8. Trends and Issues in Curriculum

(B) Curriculum Designing

1. Components of Curriculum Design
2. Sources of Curriculum Design
3. Dimensions of Curriculum Design,
4. Curricular Approaches
5. Models of Curriculum Development,
6. Basic Tasks of Curriculum Development
7. Hidden Curriculum

Unit III- The Meaning of Curriculum Transaction & Structure of Curriculum

Material

1. Meaning of Curriculum transaction.
2. Minimum requirement for transaction of curriculum : (Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities institutional facilities, (classroom climate)

3. Curricular materials: Textbooks - presentation of content, language, illustrations, episode, stories and practice exercise etc.
 - a. Teacher's guide: its role in transaction.

Unit-IV- Integration of ICT in Curriculum Transaction

1. Relationship between Curriculum Transaction and Instruction.
2. Instructional Design and Instructional System.
3. ICT in transaction of curriculum, its importance and role Various modes of ICT (PLM, CAL, CAI) for transaction with their strengths and limitation.
4. ICT use of in teaching-learning of social science Role of Communication in Transaction.

Suggested Practical Work:

1. Identify various criteria to evaluate textbook / programme /course.
2. Based on above criteria, evaluate any course/programme/curriculum
3. Identify Various issues involved in evaluation of course/programme/ curriculum

Reference Books:

1. NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
2. NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
3. Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.
4. UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris.
5. Verduin J.R. (1967) Cooperative Curriculum Improvement, Prentice Hall.
6. Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
7. Whecker D.K. (1967) Curriculum Process, University of London Press.
8. Anderson, & Vernon, Principles and Procedure of Curriculum Improvement, Ronald Press Company, New York, 1956.
9. Chagla, M.C. The Role of Education in the World of Today, Asia Publishing House, Bombay, 1962.
10. Chary, Ryland, W., Humanizing the School Curriculum Development and Theory, Random House, New York, 1969.
11. Denis Lawton and et. Al., Theory and Practice of Curriculum Studies, Routledge and Kegan Paul, London, 1978.
12. Dewey, John, The Child and the Curriculum, The University of Chicago Press, 1959.
13. Goodlad, John I., Curriculum a Janus Look, The Record: 1968.
14. Gupta, Bishambar Das, Values in Education, dyoatian 1966.
15. Gwynn, Minor, J. and Chase, John B., Curriculum Principles and Social Trends, Macmillan Coy., New York. 1969.

CBCS

M.Ed. SYLLABUS

SEMESTER - IV

Note:

1. In this semester all the course carries four units.
2. Transaction time for each unit is nearly about 15 hours and total time is nearly about 55-60 hours.
3. Weightages for each unit is 25%.

Course No. A009

Semester – 4

M. Ed. Core Course – IX

TREATMENT OF DATA & RESEARCH REPORT WRITING

Credit-4

Marks-100

Objective :

To enable student to understand

1. The meaning of scientific inquiry, Paradigm, Theory and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. Theoretical understanding of treatment of data, their stages and its application.
4. The different strategies and techniques for data analysis.
5. Different style of report writing and their application.
6. The broad canvas of Educational Research

Unit – 1: Treatment of data

1. Classification of data
2. Types of quantified data
3. Tabulation of data
4. Quantification and description of data
5. Selection of techniques for analysis of data
 - a) Descriptive statistics (No Computation)
 - Measures of central tendency
 - Measures of variability
 - Percentage PR, P(n)
 - Co-relation (product moment and rank difference methods)
 - Significance of Measures
 - b) Inferential statistics (No Computation)
 - Non-parametric methods : chi-square test, sign-test, median-test, Mann-Whitney U-Test, Kendal – T Test
 - Parametric methods : t-test (C.R.), F-test
 - c) Elementary idea of Normal Probability Curve, its properties, uses, Sk & Ku, level of significance, One tailed- two tailed test, α error, β error

Unit-2 Use of Computer Packages and Conclusions and implications

1. Different computer packages, its use in data analysis
2. Generalization and conclusions
3. Deriving implications

Unit – 3: Writing research report: (Mechanics of writing research report)

4. Specific Considerations of Reports Writing
5. Some Technical Points of Report Writing – Quotations, Tables, Graphs and Appendices

6. Structure of Report Writing – Introductory part, Content part, Reference Related part
7. Errors Committed in Report Writing
8. Evaluation Criteria of Research Report

Unit-4 Chapters in Report Writing

1. Statement of Problem & Definition of Key Words
2. Review of Related Literature
3. Research Design
4. Treatment of Data
5. Summary, Finding and Recommendations

Suggested Practical Work:

1. Analytical review of past researches of a research
2. Errors committed in a past research report and/or evaluation of past research
3. Treatment of the data adopted in a particular research by the researcher
4. Preparation of synopsis of your Dissertation topic and present in your group seminar

Reference Books:

1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York ; Longman Inc.
3. Burroughs G.E.R. (1975) : Design and Analysis in Educational Research (2ndEd.) Oxford : Alden & Mow bray Ltd.
4. Bruce W. (1952) : Conduction Educational; Research (2ndEd.) New York : McGraw Hill Book Co.
5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
7. Gilbert, S. (1979) : Foundations of Educational Research, Englewood, Cliffs, New Jersey : Prentice Hall Inc.
8. Hyman H.H.(1955) : Survey : Design and Analysis, Principles, Cases, Procedures, New York : The Free Press
9. Kerlinger F.N. (1964) : Foundations of Behavioural Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.
13. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication

14. Patel R.S. (2015) Research Methodology (3rd Edition, Gujarati Version), Ahmedabad, Jay Publication.
15. Patel R.S. (2015) Research Methodology (1st Edition, English Version), Ahmedabad, Jay Publication.
16. Patel, R.S. : February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
17. Patel , R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
18. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)
19. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Bool Depot.
20. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.
21. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.
22. Truckman B.W. (1978): Conduction Educational Research (2nd Ed.)New York: Harcourt Braco Jovenovich Inc.
23. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.

Course No. B105

(Semester – 4)

ISSUES AND PROBLEMS IN PRIMARY EDUCATION

Credit-4

Marks-100

Objective :

The trainees will be able:

1. To know and understand the development of Primary Education in India and Maharashtra.
2. Understand the recommendation if various commissions in terms of Primary Education.
3. Know the resisting questions in terms of Primary Education and understand about their solutions.
4. Know about various programs for quality improvement of Primary Education and understand in terms of its implementation.
5. Understand new dimensions in terms of expanding horizons of Primary Education.

Unit-1 Development of Primary Education in India and Maharashtra

1. Concept and need of primary education
2. Development and current studies of primary education in India
3. Development and current studies of primary education in Maharashtra
4. Comparison of primary education of America, Australia, U.K. and Japan in world context.

Unit-2 Recommendation of various commissions in terms of Primary Education.

1. Recommendation of various commissions in terms of Primary Education before independence.
2. Recommendation of Kothari Commissions 1964-66, National Education Policy, 1986, Implementation programme of 1992 in terms of development of primary education after independence.
3. Recommendations of Ishwarbhai Patel review committee, 1976-77 about productive work useful for society in primary education without burden
“Recommendations of D’lors commission in terms of four pillars of education and recommendations of Knowledge Committee in terms of Primary Education.

Unit-3 Questions and solutions of primary education

1. Constitution’s Article 45 and Right to Education in terms of Universalization of primary education
2. Registration, enrolment, programme and stability at primary level.
3. Primary education of SC, ST and Gifted Children and attempts of adjustment.

Unit-4 Innovations in Primary Education

1. Language Education and medium of instruction – mother tongue at primary level.
2. Art, Music, Yoga Education in terms in Physical Education at primary level and the role of teacher.

3. Concept, Nature and need of adolescent education at primary level and the role of teacher.
4. Scholastic Comprehensive Evaluation at Primary level.

Suggested Practical Work:

1. Prepare a review report in terms implementation of recommendations of various commissions on development and quality of primary education.
2. Prepare a report in terms of universalization and RTE implementation in 5 schools of any Taluka
3. Prepare a report in terms of Government schemes of the education of SC, ST and gifted children.
4. Visit a school and prepare a report in terms of scholastic comprehensive evaluation in Std. 3 to 6.
5. Prepare a report by visiting school and teachers in terms of cost discrimination at primary level.
6. Prepare a report on SWOT analysis by visiting various types of Primary school, CBSC, Navodaya Vidyalaya, Kasturba Gandhi Bal Vidyalaya (KGBV)
7. Prepare a report by studying activities and problems of CRC and BRC
8. Organize a discussion meeting and prepare a report in terms of situated as questions received in the question box for adolescents in primary school
9. Study and prepare a report about the responses of parents and teachers on mother tongue as a medium of instruction.

Reference Books:

1. J.P.Naik, (1965) Elementary Education in India : The Unfinished Business Bombay, Asia, Publishing House
2. Mohanty J. (1992) Current issues in Education, New Delhi, Cosmo Publication.
3. UNESCO (2006): Teachers and Educational Quality : Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
4. References Celin Richard (1984). The Study of Elementary Education and Resource Book. Vol. I.
5. Government of India (1986) National Policy on Education, New Delhi, MHRD
6. Government of India (1987) Programme of Action, New Delhi, MHRD
7. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi. MHRD.
8. Hayes, Denis (2008) : Elementary Teaching Today : An Introduction. Roulledge Publication.
9. Kurrian, J. (1993) Elementary Education in India, New Delhi : Concept Publication.

10. Mohanty, J.N.(2002): Elementary and Elementary Education. Deep &Deep Publications, New Delhi.
11. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
12. Rao, V.K.(2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
13. NCTE, (2004) : Teacher Education Curriculum, New Delhi.
14. The Study of Elementary Education – A Source Book, (1971) :Volume I &II, 1984 Victor &Leaner : Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

Curriculum Pedagogy in Primary Education

Credit-4

Marks-100

Objectives:

The trainees should be able to

1. Understand the concept need of curriculum
2. Understands the principles, objective and features of construction of curriculum in the field of primary education
3. Understand the related curriculum transition strategy
4. Understand the curriculum evaluation and its various approaches
5. Understand various problems of curriculum development

Unit-1 Principles and Structure of Curriculum

1. Meaning, Nature and Need of Curriculum
2. Principles and features of Curriculum
3. Structure of National Curriculum (2005) and Structure of National Curriculum of Teacher Training (2009)
4. Difference between Curriculum and Syllabus

Unit-2 Principles of Curriculum Development and Analysis of Syllabus

1. Principles of Curriculum Development: Philosophy Based, Psychology Based and Social Based.
2. Factors of Syllabus analysis and content material of syllabus
3. Text book writing structure and characteristics
4. Methodology of development: Workbook, Teacher handbook

Unit-3 Teacher and Curriculum transition strategy

1. Thought and constructivism based on curriculum
2. Joyful Education - role of teachers and methodology
3. Teaching of Life skills and creativity
4. Analysis of curriculum of Primary Education and role of ICT.

Unit-4 Curriculum Evaluation and research

1. Meaning and Nature of Curriculum Evaluation
2. Approaches of Curriculum evaluation (CCF) and Scholastic Comprehensive Evaluation
3. Constructivist approach, meaning, importance, characteristics, content validity
Summative evaluation: concept, importance, evaluation of formal students, opinions of teachers, responses of parents, situation based analysis and interview
4. Research in Curriculum: Curriculum weightages, Curriculum reforms, Curriculum planning and Future Direction.

Reference Books:

- Mathur S.S. (1970) Educational Administration and management, The Indian Publication Hill Ambala, Contt-133301 : Part-II.
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- Mukhopadyay, M. (2005): Total quality management in education. New Delhi : Sage Publications.
- Govt. of India – (1986/1992) National Policy of Education, 1992 Modification and their POA's MHRD,. Dept. of Education.
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Course No. B107
Semester – 4
EDUCATION MANAGEMENT & ORGANIZATION
IN PRIMARY EDUCATION

Credit-4

Marks-100

Objectives:

The trainees should be able to

1. Understand various policies of Government planning and their introduction at primary level
2. Think about planning, policy and execution strategy of primary level
3. Understand about school organization and Education Management
4. Understand about innovative contribution of school education management and planning
5. Understand about organization, policy, research and innovation at school level
6. Understand about the structure of the Universal Elementary Education (UEE)

Unit-1 Management of Primary Education and Current Policies

1. Management of Primary Education: Meaning, Concept, need, nature of management and educational management
2. Current Policies and Execution Strategy: Primary education committee in central government, state government, district, rural area, district panchayat, urban area, and idea of management of school management committee.
3. Nature of management of various types of primary school: Government school, private school, Grant-in-aid school, Navodaya Vidyalaya, CBSE, District Panchayat managed school, school at local level
4. Strategy for fully priority fields, implementation system, training and research and orientation management of DISE for education for management at local level

Unit-2 Planning and School Management

1. Planning: Planning design and dimension required forms and structure of selection of place for primary school
2. Teacher student ratio, programme for professional development for teachers, functions and role of construction of school management committee
3. District education office, role, duties and functions, construction and importance of Parent-Teacher Association
4. School based criteria, facility criteria and teacher based criteria.

Unit-3 Universalization of Elementary Education (UEE)

1. Concept, importance and resisting factors of Universalization of Elementary Education
2. Current situation of Universalization of Elementary Education in India, Right to Education Act, 2009 and remedies for strategy of Universalization
3. Overall thinking about nature of structure up to Std. 7 regulatory primary education in India, and Regulation of Primary Education Comparison of primary education with other countries of the world (America, Japan, England, Australia, Finland)

Unit-4 Programs and Policies of Primary Education

1. Operation Black Board scheme and its implementation
2. Mid-day Meal Scheme and its implementation
3. Sarva Siksha Abhiyan (SSA) – Concept, objectives and implementation
4. Concept, nature and implementation of school of comprehensive evaluation (SCE)

Suggested Practical Work:

1. Prepare a report by collecting articles by using newspapers, periodical and internet in terms of policy and operation strategy about primary education by central and state government.
2. How does the management of primary schools managed by District Panchayat in Rural areas and Municipal School Board in Urban areas work? – Prepare a report.
3. Prepare a report on teacher-student ratio, strength of standard wise students, subjects taught of any one school of your district according to provision of RTE Act 2009
4. Prepare a report for evaluating the activities of a district in terms of SSA
5. Evaluate quantitatively and qualitatively the Mid-day Meal Scheme in Rural and Urban schools
6. Organize and administer an orientation program in terms of RTE
7. Prepare a report on functions and problems of primary education officer, education Inspector, BRC, CRC and coordinator
8. Prepare a comparative note on primary school and residential school
9. Prepare a report suggesting steps to solve problems of primary schools at primary level
10. Prepare a report on reviewing regulatory quality importance of primary school of urban area
11. Prepare a report on reviewing annual planning and implementation of a primary school
12. Review in terms of qualitative management of a primary school in terms of responsible leadership and participating management
13. Prepare a report by constructing and trying out of a school evaluation criteria for evaluation of primary school
14. Prepare a report by SWOT analysis of a primary school
15. Find out a program run by central government and test its effectiveness

Reference Books:

1. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
2. NCTE (2009) National Curriculum Framework for Teacher Education.
3. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.

4. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
5. Wiles, J.W. & Joseph Bondi (2006) Curriculum Development: A Guide to practice
6. Veer U. (2004) Modern Teaching and Curriculum Management, Anmol Publication Private Limited, New Delhi.
7. NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
8. NCERT (2006): Systematic reforms for curriculum change, New Delhi.
9. J.B. MacDonald (1971). Curriculum Theory. The Journal of Educational Research, 64, 5, 195-200.
10. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
11. National Curriculum for Elementary and Secondary Education (1998) – A Framework, NCERT, New Delhi.
12. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
13. H.M. Kliebard (1989). Problems of Definition of Curriculum. Journal of Curriculum and Supervision, 5, 1, 1-5.
14. J.J. Wallin (2011). What is? Curriculum Theorizing: for a People Yet to Come. Study Philosophy of education, 30, 285-301.
15. W.F. Pinar (2004). Understanding Curriculum. New York. NY. Peter Lang Publishing, Inc., p.16.
16. Hamilton (1989) in W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 17.
17. W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 72, p. 75, p. 78
18. W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 97.
19. Smith M. K. (1996, 2000) : Curriculum theory and practice the encyclopedia of informal education, www.infed.org/biblio/b-curric.htm.
20. Dewey, J. (1902). The Child and the Curriculum (pp. 1-31). Chicago: The University of Chicago Press.
21. Banks, J. A. (1995). Multicultural education and curriculum transformation. The Journal of Negro Education, 64 (4), 390-400.

Course No. B108

(Semester – 4)

ISSUES AND PROBLEMS IN SECONDARY EDUCATION

Credit-4

Marks-100

Objectives:

After completion of this course the student shall be able to

1. *Understand different forms and issues of inequality and inequity in education, and the ways to address them in the school and classroom situations.*
2. *Realize the importance of the right to education and the provisions in the RTE Act 2009.*
3. *Identify the indicators and standards of quality in education and implement the strategies for enhancing the quality of school education.*
4. *Understand the domains of human rights and role of education to safeguard the rights.*
5. *Realize the need for integration of environmental concerns in school education.*
6. *Understand the strategies for development of life skills and the role of teachers in developing the life skills.*
7. *State relation between population growth and environmental pollution.*

Unit-1 Equality and Equity in Education

1. Equality and equity: Meaning, need and importance; Equality of educational opportunities-Related Constitutional provisions.
2. Nature and forms of inequality with reference to Gender, Socio-Economic Status, socio-cultural status, Minority (Linguistic & Religious), Locality(Rural-Urban-Tribal), Children with special needs (CWSN). Inclusive Education for addressing inequity
3. RTE, SSA, and RMSA; Provisions for addressing inequality

Unit-2 Quality in Education

1. Concept of quality in Education; Indicators of Quality Education-Academic and Organizational and Role of teachers for enhancing quality in education.
2. Quality improvement in education – setting up standards for performance, supporting inputs, adoption of flexible strategies for learning, and monitoring
3. Organizational strategies for enhancement of quality in school education.
4. Resource support institutions for quality enhancement: NCERT,NUEPA,NCTE, NIOS, SCERT, IASE, CTE, DIET/DRC – Structure, functions, and ongoing programmes

Unit-3 Human Rights and Peace Education

1. Human rights: Concept, Constitutional and Institutional safeguards
2. Domain of Human Rights: RTI, Poverty, Child Labor, Child Rights, Rights of Woman; Role of Education in safeguarding Human Rights
3. Peace Education: Concept and relevance in National and International contexts; Peace and Quality of life

4. Threats to peace in regional, national and global contexts and their impact on quality of life and Role of education in promoting peace.

Unit-4: Education for conservation of environment

1. Protection and conservation of environment – need, issues and importance in global and local contexts.
2. Policies for protecting and conserving environment and Measures for environmental conservation: Management of Natural Resources, Bio- diversity
3. Environmental Education: Integration of environmental concerns in school curriculum
4. Strategies for sensitizing learners towards protection of environment and its conservation and Relation between population growth and Environmental Pollution

Suggested Practical Work:

Each student-teacher is required to submit one assignment selecting from area given below:

1. Observation and reporting on fulfillment of RTE provisions in any school.
2. Identification of Iniquitous treatment observed in classroom and school situations and preparation of report.
3. Assessment of quality of education in any school as per the organizational /academic indicators
4. Analysis of any one textbook with regard to incorporation of environmental concerns.
5. Preparation of a report on community action and practices in promoting life-skill among the young mass.
6. Observation and reporting on violation of child rights in any locality.

Reference Books:

1. Glasser, W.(1990). *The quality school: Managing students without coercion*. New York: Perennial Library.
2. Government of India (1992). *Report of core group on value orientation to education*. New Delhi: Planning Commission, Government of India.
3. Kaur, B. (2006). *Teaching peace, conflict and pride*. New Delhi: Penguin Books.
4. Kumar, Arvind (2003). *Environmental challenges of the 21st century*. New Delhi: APH Publishing Corporation.
5. Kumar, Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman.
6. Ministry of Law and Justice (2009) *Right to education*. New Delhi: Govt. of India.
7. NCERT(2005). *National Curriculum Framework 2005*. New Delhi: NCERT
6. Panneerselvam, A. & Ramkrishnan, M. (1996). *Environmental science education*. New Delhi, Sterling publishers
7. Puri, M.& Abraham. (Eds.) (2004). *Handbook of inclusive education foreducators, administrators and planners*. New Delhi: Sage Publications.

8. Sharma, R.A. (1998). *Environmental Education*. Meerut : Surya Publication
9. UNESCO (1990). *Source Book on environmental education for secondary teachers*. Bangkok: UNESCO Principal Regional Office for Asia Pacific
10. UNESCO (1994). *Source Book on environmental education for elementary teacher educators*.
11. Bangkok: UNESCO Principal Regional Office for Asia Pacific
12. UNESCO (1997). *Trends in environmental education*. Paris : UNESCO
13. UNESCO (1998). *Educating for a sustainable future : A trans disciplinary vision for concerted action*. Paris : UNESCO
14. UNESCO (2001). *Learning the way to peace : A teacher's guide to peace education*. Paris : UNSECO.
15. UNESCO (2004). *Education for all : the quality imperative*. EFA Global Monitoring Report. Paris : UNSECO.
16. UNESCO (2012). *Shaping the education of tomorrow : 2012 report on the Un decade of education for sustainable development*. Paris : UNSECO
17. UNICEF (2000). *Defining quality in education*. New York : Programme Division (Education), UNICEF.
18. WHO (1991) *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.
19. WHO (1997). *Life skills education for children and adolescents in schools: Introduction and guidelines to facilitate the development and implementation of life skills programmes*. Geneva: Division of Mental Health and Prevention of substance abuse, World Health Organization.
20. WHO (1999). *Partners in life skills training : conclusions from a united nations inter-agency meeting*. Geneva : WHO.
21. WHO (2004). *Skills for health: An important entry-point for health promoting/child friendly schools*. Geneva : WHO
22. William, J,F, (1997) *The principles of physical education*. Philadelphia: Sunders Co.
23. UNESCO (1997). *Trends in environmental education*. Paris : UNESCO
24. UNESCO (1998). *Educating for a sustainable future: A trans disciplinary vision for concerted action*. Paris : UNESCO
25. UNESCO (2001). *Learning the way to peace : A teacher's guide to peace education*. Paris: UNSECO.
26. UNESCO (2004). *Education for all: the quality imperative*. EFA Global Monitoring Report. Paris : UNSECO.
27. UNESCO (2012). *Shaping the education of tomorrow: 2012 report on the Un-decade of education for sustainable development*. Paris : UNSECO
28. UNICEF (2000). *Defining quality in education*. New York: Programme Division (Education), UNICEF.
29. WHO (1991) *Comprehensive school health programmes*. New Delhi: World Health Organization Regional Office.
30. WHO (1997). *Life skills education for children and adolescents in schools: Introduction and guidelines to facilitate the development and*

implementation of life skills programmes. Geneva: Division of Mental Health and Prevention of substance abuse, World Health Organization.

31. WHO (1999). *Partners in life skills training: conclusions from a United Nations inter-agency meeting.* Geneva: WHO.
32. WHO (2004). *Skills for health: An important entry-point for health promoting/child friendly schools.* Geneva : WHO
33. William, J., F., (1997) *The principles of physical education.* Philadelphia: Saunders Co.

Semester – 4
CURRICULUM PEDAGOGY IN SECONDARY EDUCATION
Credit-4 **Marks-100**

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

1. understand the Pedagogy and Curriculum of secondary and senior secondary education
2. know the theoretical schools of thought and their pedagogies
3. know teaching strategies and multiple intelligence
4. learn to evaluate curriculum

Unit: 1 Pedagogy and Curriculum

1. Concept and Meaning of pedagogy- curriculum, effective pedagogy
2. Models of Pedagogy: Performance Model, Competence Model
3. Models of Curriculum: Content-driven curricula, Process-driven curricula, Objectives-driven curricula, Competence- or outcomes-based curricula
4. A quality teacher.

Unit: 2 Theoretical schools of thought and associated pedagogies

1. Behaviourism, Teacher- centred learning, 'Performance', visible pedagogy
2. Constructivism, Child-centred learning, 'Competence' or invisible pedagogy
3. Social constructivism, Teacher- guided, Learner -student centred learning
4. Group Dynamics
5. Liberationist, democracy, Critical pedagogies

Unit: 3 Teaching Strategies

1. Thinking Skills strategies such as De Bono's Six Thinking Hats and Mind Mapping
2. Gardners' Multiple Intelligences; Co-operative learning, Brain based learning
3. Bloom's Taxonomy – the cognitive and affective domains; Habits of Mind (16 Intelligences) - Art Costa
4. Teaching Practice Strategies: visual representation, teacher spoken discourse, the act of setting or providing tasks, a variety of social interactions, teachers' monitoring.

Unit: 4 Curriculum and Evaluation in Secondary Education

1. Principles of School Curriculum Development at Secondary and Senior Secondary Level, CCE in Teacher Education.
2. Formative and summative evaluation; norm referenced and criterion reference evaluation.
3. Evaluation of school experience/internship programmes. Assessment of teaching proficiency: criterion, tools and techniques.
4. Organization and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment. Portfolio assessment

Suggested Practical work:

1. Demonstrating a training technique with peers
2. Constructing a tool for evaluation of specified skills/understanding/attitudes
Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions
3. Preparation of a plan for INSET of the teachers of school.
4. Construction of Tools for identification of Training needs in different subject areas.
5. Identification of Training needs of a group of teachers of a school.
6. Preparation of self-learning material/e-content for secondary school teachers.
7. Appraisal of a training programme organized by DIET/IASE/CTE.

Reference Books:

1. Abbey, N., Pedagogy: The Key Issue in Education, Discussion Paper Parts 1 & 2, 2003
Agrawal M (2004)
2. Curricular reform in schools: The importance of evaluation, *Journal of CurriculumStudies*, 36 (3): 361-379.
3. Anstey, M. (2002) *Literate Futures: Reading*, Education Queensland.
4. Atkin, J. 1993 “How students learn: a framework for effective teaching”, IARTV seminar series no. 22, Feb, Melbourne.
5. Curriculum Corporation, EQ Australia – success for all – Students at risk, Winter 2003
6. Kalantzis, M., cope, B., Fehring, H., “Multiliteracies: Teaching and learning in the new communications environment”, Primary English Teaching Association, March 2002
7. Kalantzis, M., Cope, B., “Designs for Learning” (draft 2003) , RMIT.
8. Lovat., T.J “The Role of the ‘Teacher’ coming of Age?” Australian Council Deans of Education, Discussion Paper, 2003
9. Mahapatra AS (2009) *Activity based learning: Effectiveness of ABL under SSA (June 2007 – April 2008)*.
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- a. Murdoch, K., “Classroom Connections, Strategies for Integrated Learning”, Curtain Publishing, 1998
10. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
11. NCTE (2009) National Curriculum Framework for Teacher Education, NewDelhi.
- a. National Council of Educational Research and Training (NCERT) (2011a) *Activity Based Learning, Tamil Nadu: Programme evaluation report*.www.ssatcfund.org/LinkClick.aspx?fileticket=7p2yXnKaP7c%3D&tabid=2496.
12. National Council of Educational Research and Training (NCERT) (2011b) *Programmeevaluation report of activity based learning, Tamil Nadu*. India: NCERT.
13. Saigal A (2012) Demonstrating a situated learning approach for in-service teacher education in rural India: The Quality Education Programme in Rajasthan, *Teaching andTeacher Education: An International Journal of Research and Studies*, 28 (7):
14. Sarangapani PM, Jain M, Mukhopadhyay R, Winch C (2013) *Baseline survey of theschool scenario in some states in the context of RTE: Study of educational quality, school management, and teachers: Andhra Pradesh, Delhi and West Bengal*. New Delhi.

15. Sarva Siksha Abhiyan, Ministry of Human Resource Development. Sharma N (2013) *Anexploration of teachers' beliefs and understanding of their pedagogy*, MPhil thesis, Mumbai: TATA Institute of Social Sciences.
16. Silver, HF., Strong, R.W., Perini, M.J., "So Each May Learn – Integrating Learning Styles and Multiple Intelligences", ASCD, 2000
17. Smith F, Hardman F, Tooley J (2005) Classroom interaction in private schools serving low-income families in Hyderabad, India, *International Education Journal*, 6 (5):
18. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
19. UNICEF (2008) *Third party assessment of GOI-UNICEF quality package for primary education (2003-2007): Final report*. New Delhi: UNICEF, India Country Office.

Course No. B110
Semester – 4
EDUCATIONAL MANAGEMENT IN SECONDARY EDUCATION
Credit-4 **Marks-100**

Objectives:

After completion of this course the student-teacher shall be liable to:

1. Understand the importance of educational planning and school management.
2. Prepare a list of resources in school for effective school management.
3. Understand the ways of resolving problems in classroom management.
4. Analyze different learning resources for effective classroom management.

Unit 1: Educational Planning and School Management

1. Educational Planning - Concept, Types(National, State and District; Short Term and long term; Macro and Micro)
2. School Management - Meaning, Importance, Types and Process, School Development Plan – Meaning, Nature, Importance and Steps
3. State Policies in School Development Plan and School Management
4. Role of Teacher, SMDC and Community in the preparation of school development plan and in school management.

Unit 2: Resource Management

1. Infrastructural Resources : physical space-building and open space, Furniture, Water and Sanitation facilities(separate toilet, garbage disposal, safe drinking water) Barrier-free Environment
2. Material resources : Equipment and Teaching-Learning Materials
3. Financial Resources : Grants (State Policy), Funds generation, Donations, Other sources
4. Human Resources : Students, Teachers, Parents, Community and Local Resource Persons – their inter-relationship, Role of teacher in resource management in schools

Unit 3 : Monitoring the School

1. Monitoring – Meaning, Importance and scope
2. Objectives of monitoring at the secondary levels
3. Mechanisms of monitoring: Structure, personnel and functions; Ongoing,
4. Monitoring practices and related issues and Conflict Management

Unit 4 : Classroom Management

1. Effective classroom management for quality learning: Teacher as a facilitator/manager of classroom learning
2. Components of Classroom Environment: Learning situation, Space and Time, Motivation and Discipline
3. Management of learning situations: Management of group and Individualized learning, Management of space and time : Seating arrangement and Time allocation

4. Management of Motivation and Discipline. Student involvement in the development, collection/procurement, use and management of learning resources.

Suggested Practical Work:

Each student-teacher is required to submit one assignment from the given below:

1. Case study of a child with behavioral problems
2. Survey of resources available in a school and the manner of their utilization.
3. Appraisal of a School Development Plan.
4. Preparation of a plan for ensuring quality learning in a class/ subject using ICT
5. Assessment of the existing monitoring mechanism at the secondary level in the state and suggestions for improvement.

Reference Books:

1. Emmer, E.T. & Everson, C.M.(2008). *Classroom management for middle and high school teachers* (8th ed.). New York : Allyn and Bacon.
2. Glasser, William (1993). *The Quality school Teacher*. New York, NY: Harper Collins Publishers, Inc. Glasser, William (1990). *The Quality School*. New York, NY: Harper Collins Publishers, Inc.
3. Govt. of India (1992). *Programme of Action 1992*. New Delhi : Department of Education.
4. Govt. of India (1986/1992). *National Policy of Education*. New Delhi : Department of Education. Marsh, C.(2000). *Handbook for beginning teachers* (2nd ed.) Melbourne: Pearson Education.
5. MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan : A scheme for Universalization of access to and improvement of quality at the secondary stage*. New Delhi : Department of School Education and Literacy.
6. MHRD (2011). *Sarva Shiksha Abhiyan : Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi : Department of School Education and Literacy.

RTM NAGPUR UNIVERSITY
NAGPUR
M.Ed.
Dissertation Evaluation Report

Code Number of Dissertation:

Title of the Dissertation:

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Special Features of the Dissertation:

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Suggestions regarding Dissertation:

1.
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Questions for VIVA VOCE:

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Date:

Name and Signature of Examiner

RTM NAGPUR UNIVERSITY NAGPUR

M.Ed. Dissertation Evaluation Marksheet

Name of the External Examiner:

Sr. No.	Particular	Marks	Code no. of the students				
1	Introduction, Importance, Statement of the problem	02					
2	Objectives, Hypothesis	05					
3	Limitations, Definitions of the terms (Key Words), Variables	03					
4	Review of related literatures	05					
5	Population and Sample	02					
6	Tools for data collection	03					
7	Methods of data collection and Data analysis.	05					
8	Classification of data, tabulation and data interpretation	10					
9	Summary of research	02					
10	Findings / Conclusions	03					
11	Educational Implication and suggestions	03					
12	Chapterwise references/ Bibliography	02					
13	Overall Impression	05					
Total		50					

Date :

Signature of the Examiner

**RTM NAGPUR UNIVERSITY
NAGPUR**

M. Ed. Dissertation VIVA Evaluation Marksheet

Name of the Internal Examiner:.....

Sr. No .	Particular	Mar ks	Code number of the Students									
1	Knowledge about special features of the dissertation	10										
2	Clarity regarding suggestions	20										
3	Questions related to the report	20										
Total Marks		50										

Date:

Signature of the Examiner

**RTM NAGPUR UNIVERSITY
NAGPUR**

M. Ed. Dissertation VIVA Evaluation Marksheet

Name of the External Examiner:.....

Sr. No .	Particular	Marks	Code number of the Students									
1	Knowledge about special features of the dissertation	10										
2	Clarity regarding suggestions	20										
3	Questions related to the report	20										
Total Marks		50										

Date:

Signature of the Examiner

OUR GUIDELINE SOURCES

- **Curriculum Framework Two Year M.Ed. Programme (December, 2014), NCTE, New Delhi. www.ncte-india.org**
- **National Curriculum Framework (NCF-2009) For Teacher Education, Towards Preparing Professional and Humane Teachers, NCTE, New Delhi.**