

SOLAPUR UNIVERSITY, SOLAPUR

**REVISED STRUCTURE AND SYLLABUS OF
DEGREE OF MASTER OF EDUCATION
(M.Ed.) COURSE.**

(Proposed to be introduced from June- 2012)

SOLAPUR UNIVERSITY, SOLAPUR
REVISED STRUCTURE AND SYLLABUS OF DEGREE OF MASTER OF
EDUCATION (M.Ed.) COURSE.
(Proposed to be introduced from June- 2012)

O.Ed. 6: Any person who has taken the degree of Bachelor of Education with minimum, 50 percent makes in aggregate in theory papers of this University or a Degree of another University with minimum 50% marks in aggregate in theory papers recognized as equivalent there-to may be admitted to the examination for the Degree of Master of Education after having fulfilled requirements as mentioned in R.Ed. 15.

R.Ed. 15:

- a) The Examination for the Degree of M.Ed. shall be by papers.
- b) A candidate desiring to appear for the M.Ed. Examination by papers must:

After a College of any other Institution recognized for the purpose and shall 'keep two terms to the satisfaction of the Head of the college/department.

The General Objectives of M.Ed. Course are:

1. To prepare professional personnel required for staffing of the Colleges of Education.
2. To prepare administrators and supervisors in schools and for positions of responsibilities in the Education Department at Institutions engaged in Education Research and Educational planning.
3. To prepare personnel for various educational services.

As per the practice two more chances following the last regular examination of the pre-revised course will be given to repeater students.

O.Ed.2: Candidates having kept terms for M.Ed., (Old Rules), Examination and desiring to appear for M.Ed. (New Rules) examination shall be required to appear for the examination as per new rules.

O. Ed. 3 **STANDARD OF PASSING**

- 1) To pass the M.Ed. examination, a candidate must obtain at least 40% marks in each theory paper and Dissertation and Viva-voce and 50% in the aggregate of all the theory paper (Head I) and Dissertation Viva-voce (Head II). Such a candidate shall be declared to have passed the examination in second class.
- 2) Those obtaining at least 55% marks in Head I & II shall be declared to have passed the examination in Higher Second Class.
- 3) Those obtaining at least 60% marks in Head I & II, shall be placed in the First Class.
- 4) Those obtaining 70% and above marks in Head I & II, will be declared to have passed in First Class with Distinction.
- 5) M.Ed. Class will be declared on the aggregate of the Head I & II.

NOTE:

1. A candidate failing in any of the four heads i.e. Head I, Head II, Head III and Head IV shall be required to appear for the examination under that Head only.
2. A candidate passing under individual Head but failing in aggregate marks required for passing shall have to appear for the paper is concerned Head in which he has secured less than 50% of marks.
3. A candidate who has once passed in any of the theory Paper/Head of passing with 50% and above marks need not appear again for that theory Paper/Head.

IMPROVEMENT OF CLASS:

Persons who hold a pass or Second class at the M.Ed. and who wish to appear for the same examination in the same subjects in order to improve their class to secure Higher Second Class (B+) shall be allowed to do so as per the provision of the following rules.

1. The concession to re-appear will be available only to persons holding M.Ed. degree of this University in the second class and desirous of reappearing for the same examination' for improvement of class shall be given' three chances to do within a period of six years from his/her first passing the said examination in the second class.
2. A candidate intending to reappear at the M.Ed. Examination under these rules shall be allowed to do so without keeping fresh terms.
3. A candidate intending to reappear at the M.Ed. Examination shall have to take the entire theory examination at once sitting.
4. A candidate intending to reappear for the M.Ed. Examination of this University under these rules shall be governed by the rules and regulations relating to courses and syllabi which may be prescribed by the University authorities in the case of the regular students of the M.Ed. Class of this University from time to time, It is entirely the responsibility of the candidate to ascertain that the papers he chooses are a part of the syllabus in force and are actually taught for the said examination.
5. The result of the candidate appearing for M.Ed. Examination under these rules will be declared only if he/she passes the whole examination in a class higher than the class he possesses. The marks obtained by the candidate whose class is not improved will be made known to him/her on request and on the payment of prescribed fees.
6. A candidate re-appear for the M.Ed. Examination under these rules and obtaining higher second class shall not be eligible to appear again for the same examination in the same subject/s or for securing a class higher than the higher second class. (B+)
7. A candidate passing any of the post-graduate examination above under these, rules shall not be eligible to receive any prize- scholarship etc. instituted by University and he/she shall also not be entitled to a merit certificate form the "University".
8. If a candidate is unable to 'get' a higher class ' (B+) under this scheme'; his/her previous performance in the corresponding examination shall hold good;
9. A candidate who improves his class under this scheme shall have to surrender

his 'Previous, Degree Certificate' to the Solapur University. In the absence of this the Degree under the "Improvement of class scheme" will not be conferred on him.

M.Ed. COURSE STRUCTURE.
SEMESTAR I

Sr. No.	Six Theory papers for each semester and Oral Examination.	First Semester	Total
HEAD I:	<p><u>Five foundation papers: (50 Marks per paper)</u> Paper 1: Philosophical and Sociological Foundations of Education. Paper 2: Psychological Foundations of Education. Paper 3: Methodology of Educational Research. Paper 4: Teacher Education. Paper 5: Information Technology and Educational Technology.</p>	50*5= 250	250
HEAD-I GROUP-A (Any One)	<p><u>Paper 6: One Optional Paper from Group A</u> 1. Comparative Education. 2. Educational Measurement of Evaluation. 3. Population Education and Health Education. 4. Special Education. 5. Curriculum Development.</p>	50	50
<u>SEMESTAR I : Practicles.</u>	<p>Head:II- DISSERTATION AND VIVA-VOCE (50 Marks) 1. Research Proposal 2. Research Proposal presentation.</p> <p>Head: III- FILED BASED EXPERIENCES RELATED TO SUPERVISION AND EVALUATION OF PRACTICE TEACHING AND OTHER ASPECTS OF SCHOOL EXPERIENCE OF B.ED. PROGRAMME (50 Marks) 1. Guidance for planning the lesson with appropriate teaching aid, supervision lesson and providing feed back to B.Ed./D.Ed. trainees (one lesson) 2. Guidance and observation of organization of Co-curricular Activities; Social Service / RSPM/NCC/Physical Education in school by B.Ed. trainees. 3. School Visit.</p> <p>Head: IV- Practicals (100 Marks) 1. Group A paper Practicals. 2. 6 Tutorials (per paper one Tutorial) 3. Lecture on D.Ed./B.Ed. College</p>	30 20 20 15 15 40 50 10	30 20 20 15 15 40 50 10
	Total	500	500

SEMESTAR II

Sr. No.	Six Theory papers for each semester and Oral Examination.	Second Semester	Total
HEAD I:	<p><u>Five foundation papers: (50 Marks per paper)</u> Paper 1: Philosophical and Sociological Foundations of Education. Paper 2: Psychological Foundations of Education. Paper 3: Methodology of Educational Research. Paper 4: Teacher Education. Paper 5: Information Technology and Educational Technology.</p>	50*5= 250	250
HEAD-I GROUP-B	<p><u>Paper 6: One Optional Paper from Group A</u> 1) Environmental Education. 2) Guidance and Counselling. 3) Management, Planning and Financing of Education. 4) Value Education. 5) Distance Education</p>	50	50
<u>SEMESTAR II:</u> <u>Practicals.</u>	<p>Head II: DISSERTATIONS AND VIVA-VOCE (100 Marks) 1. Dissertation Submission. 2. Dissertation Viva-Voce Head III: - ----- Head IV: PRACTICALS (100 Marks) 1. Group B paper Practicals. 2. 6 Tutorials (per paper one Tutorial) 3. One seminar (Paper presentation – Contemporary issue in Education.)</p>	75 25	75 25
	Total	500	500

HEAD I: FOUNDATION PAPERS

Paper 1: Philosophical and Sociological Foundations of Education	= 100 marks
Paper 2: Psychological Foundations of Education	= 100 marks
Paper 3: Methodology of Educational Research	= 100 marks
Paper 4: Teacher Education	= 100 marks
Paper 5: Information Technology and Educational Technology	= 100 marks
Paper 6: (Any one Optional paper from <u>Group A</u> for Semester I and <u>Group B</u> for Semester II)	= 100 marks

Semester I

Group A

Semester I -Paper 6: (Any one Optional paper of the following)

= 50 Marks

- 1) Comparative Education.
- 2) Educational Measurement of Evaluation.
- 3) Population education and Health Education.
- 4) Special Education.
- 5) Curriculum Development.

Semester II

Group B

Semester II -Paper 6: (Any one Optional paper of the following)

= 50 Marks

- 1) Environmental Education.
- 2) Guidance and Counselling.
- 3) Management, Planning and Financing of Education.
- 4) Value Education.
- 5) Distance Education

HEAD II: DISSERTATIONS AND VIVA-VOCE

150 MARKS

- | | |
|---|----------|
| 1) Research proposal (Sem.I.) | 30 Marks |
| 2) Research proposal presentation. (Semester I) | 20 Marks |
| 3) Dissertation: (Semester II) | 75 Marks |
| 4) Viva-voce: (Semester II) | 25 Marks |

The student of M.Ed. course in the Faculty of Education would be allowed to write their dissertation in English/Marathi/ Hindi

HEAD III: FIELD BASED EXPERIENCES RELATED TO SUPERVISION AND EVALUATION OF PRACTICE TEACHING AND OTHER ASPECTS OF SCHOOL EXPERIENCE OF B.ED. PROGRAMME.

50 MARKS

- | | |
|--|----------|
| 1) Guidance for planning the lesson with appropriate teaching aid, supervision lesson and providing feed back to B.Ed./D.Ed. trainees (one lesson) : | 20 Marks |
| 2) Guidance and observation of organization of Co-curricular Activities: Social service/RSPM/NCC/Physical Education in schools by B.Ed. trainees. : | 15 Marks |
| 3) School Visit. | 15 Marks |

HEAD IV: PRACTICALS.

200 MARKS

- | | |
|--|-----------|
| 1) (i) Group A – (Optional paper Practicals Completed in Semester I) | 40 Marks |
| (ii) Group B – (Optional Paper Practicals Completed in Semester II) | 40 Marks |
| 2) 12 Tutorials (6 Tutorials in I st Semester and 6 Tutorials in II nd Semester) | 100 Marks |
| 3) One Seminar (Paper presentation contemporary issues in Education) | 10 Marks |
| 4) Lecture on D.Ed./ B.Ed. College. | 10 Marks |

❖ GRADING SYSTEM:

Marks of the Students According to various heads will be collected from the colleges by the University in the month of March/April.

Internal 250 Marks of Head III and Head IV will be converted into grades as follows:

The centre will prepare marks list of the student in descending order and then as per following table grades should be assigned to students.

Sr. No.	Grade	For 50 Students	For 40 Students	For 35 Students	For 25 Students
1)	O	2	2	2	1
2)	A +	12	9	8	6
3)	A	22	18	15	11
4)	B +	12	9	8	6
5)	B	2	2	2	1

PAPER – I (FOUNDATION)
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION
SEMESTER – I

Course objectives: To enable the students to:

1. understand the nature and functions of philosophy of education.
2. analyze, interpret and synthesize various concepts, properties and philosophical assumptions about educational phenomena.
3. understand and use philosophical methods in studying educational data.
4. understand the contribution of Indian and Western schools of philosophy for education.
5. appraise critically contributions made to education by prominent educational thinkers – Indian and Western.

UNIT NO. I. PHILOSOPHY AND EDUCATION.

- a) Philosophy – Meaning, Need, Scope and Functions.
- b) Philosophy of Education – Meaning and Scope
- c) Nature of knowledge, Sources of knowledge, Aims of knowledge
- d) Ontology and Education related to nature, man and society.
- e) Epistemology and Education: Knowledge methods of acquiring knowledge with specific reference to Analytic Philosophy, Dialectical approach, scientific inquiry and yoga.
- f) Axiology and education: Contribution made by Bhagwatgita, Jainism, Buddhism and Islam to value education.

UNIT NO. II :IMPACT OF INDIAN PHILOSOPHY ON EDUCATION.

- i) Sankhya Philosophy
- ii) Vedanta Philosophy
- iii) Jain Philosophy
- iv) Islam Philosophy
- v) Buddhist Philosophy.

UNIT NO. III: IMPACT OF WESTERN SCHOOL OF PHILOSOPHY ON EDUCATION.

- i) Post modernism
- ii) Essentialism.
- iii) Existentialism.
- iv) Logical empiricism.
- v) Constructivism.

UNIT NO. IV: EDUCATIONAL THOUGHTS

Contribution of Educational thoughts and made by great thinkers and their
Critical appreciation with special references to their views on.

- i) Concept of Man and the process of development.
- ii) Socio-cultural scenario, a global perspective
Thinkers – Plato, Kant, Dewey, R.Tagrore and Shri. Aurobindo, J.Krishnamurti.

UNIT NO. V :IMPACT OF SOCIO-ECONOMIC POLITICAL IDEOLOGIES ON EDUCATION.

(i) Individualism. (ii) Socialism. (iii) Marxism. (iv) Fascism. (v) Democracy.

PAPER – I (FOUNDATION) PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION. SEMESTER – II

Objectives: To enable the student to:

1. understand relationship between culture, society and education.
2. know issues of equality excellence and inequalities in education.
3. understand the concepts related to society and education such as sustainable development, Nationalism, international understanding peace.

UNIT NO. I: EDUCATION AND SOCIETY

- a) Meaning and nature of educational sociology
- b) Education as a social system.
- c) Social interactions and socialization.
- d) Education culture.

UNIT NO. II: HUMAN RIGHT AND EDUCATION

- a) Human right and Role of Education
- b) Right to Information: Meaning, need, Importance
- c) Consumer Act and Education.
- d) Right to Education
- e) Child right
- f) Intellectual property right

UNIT NO. III: INDIAN SOCIETY AND CHALLENGES FOR EDUCATION.

- a) Education in multicultural society.
- b) Issues of equality of educational opportunities and excellence in education.
- c) Equality verses equity in education.
- d) Inequalities in Indian social system with special reference to social disadvantages : gender and habitations, measures to reduce them, measures to address them.

UNIT NO. IV : CONCEPTS RELATED AND EDUCATION

- a) Education for protection of Environment and Sustainable development
- b) Community Health
- c) Education for Nationalism, International understanding
- d) Global Education

UNIT NO. V: HUMAN RESOURCE DEVELOPMENT

- a) Economics of Education: concept, meaning, Nature and scope
- b) Education and Human Resource development
- c) Liberalization, Privatization and Globalization of Education.
- d) Education for prevention of Terrorism

Reference:

- i) Bhat B.D.(1970), Theory and principles of Education (IInd Ed.) New Delhi: Doabo house
- ii) Bron F.J.(1981), Educational sociology, New Delhi.P
- iii) Brubacher J.S.(1981), Modern Philosophies of Education, New York<<Graw hill co.inc
- iv) Chavbe S.P.(1981), Chaube Akhilesh : philosophical and sociological Foundation of Education Agra, vinod pustak Mandir.
- v) Curtis S.J.(1968), in introduction to philosophy of Education London University Press
- vi) Gore Desai and Chitnis (1967), papers in the sociology of Education in India, New Delhi. NCERT
- vii) Hoffcing Harold (1985), A History of Modern philosophy, Dover publication Inc.
- viii) Kabir Indian Philosophics of Education.
- ix) Masgrave P.W.(1975), Sociology of Education London: Methuen and Co.
- x) Ogbrn W.F.(1922), Social Change, New York, viking press
- xi) Jha Aridind Kumar, Constructivist Epistempology and Pedagogy, Atlantic publissers LTD., Delhi.
- १२) न.रा. पारसनीस - शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका, नूतन प्रकाशन, पुनर्मंडप : जानेवारी २००५, नूतन प्रकाशन, पुणे.
- १३) भारतीय तत्वज्ञान - श्रीनिवास दिक्षीत, फडके प्रकाशन कोल्हापूर सहावी आवृत्ती १९८६
- १४) शैक्षणिक तत्वज्ञान व शै. समाजशास्त्र - डॉ.मधुकर बाळकृष्ण कुंडले - दहावी आवृत्ती २००३ श्री विद्या प्रकाशन, पुणे ३०
- १५) चार शिक्षणतज्ञ - वाशीकर स.श्री. प्रथमआवृत्ती १९४० नूतन प्रकाशन, पुणे ३०
- १६) उदयोन्मुख भारतीय समाजातील शिक्षण - डॉ. सुरेश करंदीकर व मीना मंगरुळकर फडके प्रकाशन, कोल्हापूर प्रथमआवृत्ती २००२
- १७) शिक्षणाचे तत्वज्ञानात्मक अधिष्ठान - पाटील लीला/ कुलकर्णी वि.म. व्हीनस प्रकाशन, पुणे, आवृत्ती I १९७०
- १८) शिक्षा दर्शन Philosophy of Education, डॉ.रामनाथ शर्मा, डॉ.राजेंद्रकुमार शर्मा, एंटांकाटिक पब्लिशर्स डिस्ट्रीब्युशन नई दिल्ली प्रथम आवृत्ती १९९६
- १९) माहितीचा अधिकार अधिनियम, २००५ यशवंतराव चव्हाण विकास प्रशासन प्रबोधिनी (यशदा)
- २०) कायदा सल्लागार संपादन अँड सोनाली सोनादीपा पब्लिशर्स, धुळे ४२४००२
- २१) केंद्रिय माहितीचा अधिकार २००५ प्रकाशक - सौ.सुनिता दिघे, सहयाद्री प्रकाशन, सातारा
- २२) माहितीचा अधिकार अधिनियम २००५, विवेकानंद प्रकाशन, पुणे
- २३) तापकिर,तापकिर, शिक्षणाचे तात्विक व समाजशास्त्री अधिष्ठान, नित्यनूतन प्रकाशन, पुणे

PAPER – II (FOUNDATION)
PSYCHOLOGICAL FOUNDATION OF EDUCATION
SEMESTER – I

Course Objectives: To enable the student to:

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

UNIT I : PSYCHOLOGY AND EDUCATION

- a) Concept, scope and limitations of Educational psychology and its need in Education.
- b) Methods of Educational psychology – case study, survey, experimental.
- c) Concepts and Nature of Indian Psychology
- d) Application of Educational Psychology in Education.

UNIT II : SCHOOLS OF PSYCHOLOGY AND THEIR CONTRIBUTION TO THE FIELD OF EDUCATION. (I)

- a) Structuralism
- b) Functionalism
- c) Psychoanalytic School.
- d) Purposivism
- e) Behaviourism

UNIT III: PSYCHOLOGY OF LEARNING

- a) Learning: Concept, Kinds and Levels of learning.
- b) Gagnes's conditions of learning
- c) Information theories : Jerome Bruner's and David Ausubel's theory
- d) Bloom's theory of Mastery Learning.
- e) Behaviouristic theory – Hull
- f) Kurt Lewin's field theory of Learning

UNIT IV: PSYCHOLOGY OF TEACHING

- a) Teaching – Concept and Nature
- b) Classroom Interaction – Amo-Belac
- c) Teacher thought processes
- d) Student thought processes
- e) Social, Educational Mediations (मध्यस्थ प्रक्रिया)
- f) Teaching theories
- g) Process – product Research. (प्रक्रिया निष्पत्ती संशोधन)

UNIT V: NEW TRENDS IN PSYCHOLOGY

- a) Brain Based learning
- b) Constructivism
- c) Co-operative learning
- d) Concept making
- e) Advance Researches in Educational Psychology
- f) Conditions of Teaching-Teaching Learning Relationship (Hosford model)

PAPER –II
PSYCHOLOGICAL FOUNDATION OF EDUCATION
SEMESTER – II

Objectives: To enable the student to

- i) acquaint the student with the concept of intelligence and assessment of various abilities and traits.
- ii) understand the concept and theories of personality and apply the knowledge in the field of education and life.
- iii) understand the concepts of social psychology in the field of education.
- iv) understand the concepts of mental health and coping mechanism relation to mental health in educational context.

UNIT I: INTELLIGENCE

- a) Concept, Nature and types of intelligence
- b) Theories of intelligence – Spearman, Thomson, Thurstone, Garner, Strnberg
- c) Measurement of intelligence – various types of tests and their development.
- d) Applications of various tests.
- e) Social intelligence

UNIT II: PERSONALITY

- a) Concept, Development, Structure and Dynamics of personality
- b) Theories of personality
 - i) Trait theory – Eysenck, Erickson.
 - ii) Psycho analytical theory – S. Freud.
 - iii) Behavioristic theory – Miller, Dollard.
 - iv) Humanistic theory – Roger, A. Maslow.
- c) Indian contribution with reference to personality in Patanjali's Yoga sutra.
- d) Assessment of personality.

UNIT III: INDIVIDUAL DIFFERENCES

- a) Concept of Intra and inter individual differences
- b) Intelligence and cognitive abilities: Identification and Fostering
- c) Creativity – Nature, Process, Identification. Fostering and Guiding creative children.
- d) Interests, Attitude and Values
- e) Adjustment of Teaching – Learning process to suit individual differences: learning styles and Learning strategies.

UNIT IV: SOCIAL PSYCHOLOGY

- a) Meaning and scope of social psychology.
- b) Characteristics of psychological groups, Types of Groups, Tendencies in group
- c) Bandura's behavioral social observational theory
- d) Contribution of social psychology to Education.

UNIT V: ADJUSTMENT AND MENTAL HEALTH

- a) Concept and types of adjustment.
- b) Concept and characteristics of good mental health.
- c) Mal adjustment: neurotism and psychotism
- d) Principles of mental hygiene: preventive and curative measures for mental health of students, teachers and school personnel.
- e) Juvenile delinquency.

Reference:

- 1 Kuppaswami B. (1967), "An Introduction to Social Psychology" Asia Publishing House Bombay.
- 2 Mangal S.K. (1975): "Psychological Foundation of Education". Prakash Brother's, Ludhiana
- 3 Pandey K.P.(1988) : "Advanced Educational Psychology". Konark Publishers. Pvt.Ltd., Delhi
- 4 Pruthi R.K.(2004), "Educational Psychology and Publishing House. Delhi 02
- 5 Kakkar S.B.(1989), "Educational Psychology and Guidance" The Indian Publications, Amballa contt.
- 6 Skinner C.E.(2006) "Educational Psychology" Surjeet Publications - Delhi-07
- 7 जगताप ह.ना.(1990), "शैक्षणिक व प्रायोगिक मानसशास्त्र", नूतन प्रकाशन, पुणे
- 8 जगताप ह.ना.(2007), "शैक्षणिक मानसशास्त्र", नरेन्द्र प्रकाशन, पुणे
- 9 नानकर प्रभाकर (1992), "सुबोध शैक्षणिक मानसशास्त्र", नूतन प्रकाशन, पुणे
- 10 पारसनीस न.रा. (1990), "प्रकाल शैक्षणिक मानसशास्त्र", नूतन प्रकाशन, पुणे
- 11 पंडित र.वि., शैक्षणिक मानसशास्त्र.
- 12 कुलकर्णी के.वि. (1977), शैक्षणिक मानसशास्त्र, श्री. विद्या प्रकाशन, पुणे
- 13 जगताप ह.ना. (1990), अध्ययन उपपत्ती व अध्यापन, नूतन प्रकाशन, पुणे
- 14 आहरे सोनवणे, प्रगत शैक्षणिक मानसशास्त्र, नित्यनूतन प्रकाशन, पुणे
- 15 गुळवणी मेघा, मार्गदर्शन व समुपदेशन, नित्यनूतन प्रकाशन, पुणे

PAPER - III
METHODOLOGY OF EDUCATIONAL RESEARCH
SEMESTER – I

Objectives – To enable the students to:

- 1) describe the nature, characteristics of scientific thinking
- 2) understand meaning, need, scope and importance of Educational research with special reference to India.
- 3) locate the problems of educational research
- 4) prepare research proposal
- 5) differentiate assumption and hypothesis and formulation of hypothesis.
- 6) acquire the knowledge of various methods of educational research.

UNIT – I: SCIENTIFIC THINKING

- a) Need & Importance of knowledge, different sources of generating knowledge.
- b) Different sources of generating knowledge-Experience, Authority, Inductive – deductive reasoning and scientific method.
- c) Nature and characteristics of scientific thinking
- d) Steps involved in Scientific thinking.
- e) Scientific thinking in Educational Research.
- f) Concept of Dissertation, Thesis and Antithesis

UNIT – II: EDUCATIONAL RESEARCH

- a) concept, nature, areas and characteristics of educational research.
- b) Meaning of educational research network
- c) Philosophical, Psychological and Sociological orientation in educational research.
- d) Types of research – Fundamental, Applied. Action and Policy research.
- e) Qualitative and Quantitative research – meaning and steps.

UNIT – III: RESEARCH PROPOSAL

- a) Sources, selection and defining research problem.
- b) Steps in making of research proposal- Background, Need and Importance, Operational definitions, Objectives, Assumption and Hypothesis, Scope, Limitations and De limitations, Review of Related literature and Research

UNIT – IV: ASSUMPTIONS AND HYPOTHESIS

- a) Research Question
- b) Concept of Assumptions
- c) Concepts characteristics and types of hypothesis.
- d) Difference between assumptions and hypothesis
- e) Formulation of hypothesis for different methods of research.

UNIT – V: METHODS OF EDUCATIONAL RESEARCH.

- a) Historical method -
- b) Descriptive – Survey, Field study, Genetic and developmental research, Ex-post-facto, Evaluative
- c) Experimental method – Pre experimental, True experimental and quasi-experimental designs. (One group pretest-post test design, the post test only, equivalent group design, pretest post test equivalent group design, Solomon four group design, pre test-post test non equivalent groups design)
- d) Research method for qualitative research- case study, documents analysis

PAPER – III METHODOLOGY OF EDUCATIONAL RESEARCH SEMESTER – II

Objectives – To enable the Students to :

- 1) understand meaning : Need, types and characteristics of sampling
- 2) understand the uses of different tools and techniques of research.
- 3) use various stastical measures to interpret results of educational research.
- 4) know different tests used for hypothesis testing.
- 5) prepare and present research report.
- 6) know the evaluation of research report.

UNIT – I: SAMPLING

- a) concept of universe, population and sample.
- b) Meaning and need of Sampling.
- c) Characteristics of good sample.
- d) Methods and Techniques of Sampling-probability and non-probability Sampling.
- e) Sampling errors and how to reduce them.

UNIT – II: TOOLS AND TECHNIQUES OF EDUCATIONAL RESEARCH.

- a) Research tools – Questionnaire, opinionnaire, Check list, Rating scale, Schedule, Inventory, Psychological test attitude scale
- b) Research techniques – Interview, observation, Sociometry, projection
- c) Standardization of research tools and tests.

UNIT – III: ANALYSIS OF DATA INTERPRETATION OF RESULTS

- a) Measures of Central tendency and variability and their interpretation.
- b) Types of scale, Types of Graphs
- c) Normal probability curve, its application with reference to different statistical measures.
- d) Measures of relationship – product moment method, regression and prediction, only concept of bi-serial, point bi-serial, tetra-choric, multiple and partial phi correlation.

- e) Generalization of research finding and its limitation.
- f) Use of computers in data analysis.

UNIT – IV: INFERENCE STATISTICAL METHODS

- a) Standard errors, confidence limits.
- b) Testing of hypothesis
- c) One tailed and two tailed tests.
- d) Parametric and non-parametric tests.
- e) Chi-square tests, t-test, f-test

UNIT – V: REPORT WRITING AND EVALUATION OF RESEARCH REPORT:

- a) Sections in research report writing preliminary, main body, references.
- b) Writing of references and bibliography (APA style)
- c) preparation of research synopsis and abstracts.
- d) Preparation of research report for Journals and conferences
- e) Evaluation of research report.

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PAPER IV
TEACHER EDUCATION (FOUNDATION)
SEMESTER – I

- **Objectives:** -To enable the student teachers to:
 - 1) understand the concept, objectives and Structure of teacher education.
 - 2) be acquainted with nature and process of curriculum development of Teacher Education Programme.
 - 3) be acquainted with historical development of teacher education in India and other countries.
 - 4) be acquainted with process of becoming a good teacher.
 - 5) gain the sense of laboratory experiences, field experiences and other practicles in Teacher Education.

UNIT – I: CONCEPT OF TEACHER EDUCATION

- a) Concept, Nature and Scope of Teacher Education. (General objectives)
- b) Objectives of Teacher Education at various levels.
- c) Approaches of Teacher Education:
 - i) Behavioristic Approach to Teacher Education
 - ii) Cognitive Approach to Teacher Education
 - iii) Constructivism.
 - iv) Humanistic Approach to Teacher Education
 - v) System Approach to Teacher Education
- d) Structure and Modes of Teacher Education: Pre-Service and In-service.

UNIT – II: HISTORICAL PERSPECTIVES OF TEACHER EDUCATION

- a) History of Teacher Education in India.
- b) History and development of Teacher Education in USA, USSR, England and France.
- c) National Commission on Teachers (1983).
- d) Reports of Post-Independence National Commissions on Education (With reference to Teacher Education only)
- e) Report of **International Commission on Education: 1996** (Four pillars of Education) and **National knowledge Commission** (With reference to Teacher Education only)

UNIT – III: CURRICULUM OF TEACHER EDUCATION

- a) Historical Development of curriculum Teacher Education.
- b) Curriculum of Teacher Education programme at various levels.
- c) Curriculum of teacher pre-service and In-service Teacher Education Programme.
- d) Modules in Teacher Education curriculum.
- e) Analysis and evaluation of curriculum of Teacher Education
- f) Programme. (With reference to Objectives and curriculum)

UNIT – IV: BECOMING A TEACHER

- a) Roles and Characteristics of good Teacher
- b) Qualities of good teacher: Cognitive, Affective and Psychomotor.
- c) Teacher's effectiveness, Teachers Competency and Job Satisfaction.
- d) Three areas of teaching profession commitment, competency and perform to related to NCTE
- e) Ethics, code of conduct, component of professional development .
- f) Context of becoming a teacher: i) Personal context, ii) Teacher Educator's context, iii) Client context, iv) Research context

UNIT – V: LABORATORY EXPERIENCES AND FIELD EXPERIENCES, AND OTHER PRACTICALS IN TEACHER EDUCATION

- a) Laboratory Experiences in Teacher Education: Micro
 - i) Teaching, Simulation and Games, Interaction Analysis,
 - ii) SSST and T-Group.
- b) Field Experiences in Teacher Education: Stray lessons, Block Teaching and Internship.
- c) Supervision of practice teaching and feedback: Concept and Types.
- d) Other Practicals: SUPW, Social service, co-curricular activities and evaluation of practicles.

PAPER IV TEACHER EDUCATION (FOUNDATION) SEMESTER – II

Objectives: -To enable the student teachers to

- a) understand the process of teaching, learning and models of teaching.
- b) understand the thought process of teachers and students.
- c) understand the concept of models of Teacher Education and Agencies of Teacher Education.
- d) understand the issues and frontiers of Teacher Education.
- e) to know the recent trends of research in Teacher Education.

PAPER IV TEACHER EDUCATION (FOUNDATION) SEMESTER – II

UNIT I: TEACHER EDUCATION AND TEACHING.

- a) Concept of teaching, Training, Instructing and Conditioning
- b) Inter dependencies between teaching, learning and Teacher Education.
- c) Models of Teaching: i) Role Playing Model. ii) Jurisprudential Inquiry Model, iii) Scientific Inquiry Model. iv) Mastery Learning Model.
- d) Information processing Model, Classroom Teaching Model

UNIT: II MODELS OF TEACHER EDUCATION AND AGENCIES OF TEACHER EDUCATION IN INDIA.

- a) Models of Teacher Education: (Introductory)
 - i) The Florida State University Model (Sowards 1968)
 - ii) The Michigan State Model (Houston 1968)
- b) Agencies of Teacher Education at National and State level (With reference to Teacher Education).
- c) Changing socio cultural context of education

UNIT: III THOUGHT PROCESS

- a) Perception, Planning and Performance.
- b) Teacher Thought process.
- c) Student thought process.
- d) Decision-making.
- e) Classroom process and Management

UNIT: IV ISSUES IN TEACHER EDUCATION

- a) Researches in Teacher Education.
- b) Teacher Education: Role of NAAC and NCTE
- c) Competency based, Performance and Commitment oriented d) Teacher Education and Quality Assurance.
- d) Portfolio in Teacher Education.
- e) Support system on education-Development and Learning resources hand book, work book, multimedia and ICT, virtual classroom

UNIT: V FRONTIERS IN TEACHER EDUCATION

- a) Teacher's Accountability.
- b) Teachers as Innovators.
- c) Cultures of Teaching.
- d) Teacher Education for tomorrow.
- e) Teaching as a profession: Code of conduct for teachers.

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PAPER V
INFORMATION TECHNOLOGY AND EDUCATIONAL TECHNOLOGY
SEMESTER – I

OBJECTIVES: To enable the student to

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

UNIT – I: INFORMATION AND COMMUNICATION TECHNOLOGY

- a) Information technology: concept need and importance
- b) Historical development of information technology.
- c) Meaning of telecommunication, Analog and digital signals, Modulation and its need.
- d) Modems: Transfer speeds
- e) Communication satellite, ISDN
- f) Importance of computer networks, network terminology, types of network.

UNIT- II: COMPUTER HARDWARE

- a) Meaning of hard-ware and various hardware components of a personal computer.
- b) Input Devices: Categories of Input Devices:
Keyboard, Pointing. Devices: mouse track ball, touch pad, touch screen joystick, Pen-based systems, light pen, Digitizing tablet, Data scanning devices: bar code readers. Optical Mark Readers (OMR) Optical scanners, Optical Character Recognition (OC) Magnetic Ink Character Recognition, (MICR) system voice Input Devices.
- c) Output devices: Categories of output devices: softcopy output device: Monitors: (VDU) voice output systems: speakers: Hard Copy Output Devices: Impact Printers dot-matrix printers, Non Impact printers –Ink-jet printers, thermal printers, laser printer: plotters.
- d) Memory and its types-primary memory secondary storage devices.

UNIT –III: EDUCATIONAL TECHNOLOGY

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

UNIT –IV MEDIA TECHNOLOGY AND INSTRUCTIONAL SYSTEM

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

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PAPER V
INFORMATION TECHNOLOGY AND EDUCATIONAL TECHNOLOGY
SEMESTER II

Objectives: To enable the student to:

1. be acquainted with the meaning and types of Computer Software and use them appropriately.
2. be acquainted with Internet, www and Computer Multimedia and use them effectively and judiciously.
3. be acquainted with teaching strategies and evaluation.
4. be acquainted with the applications of IT in Education, Training and Research.

UNIT I: COMPUTER SOFTWARE

- a) Computer Software: Meaning and Types.
- b) System Software:
- c) Operating Systems: Meaning, Types, Function set
- d) Programming languages: Types, special features of high level languages
- e) Application software, Utility software (in brief) & Features of MS Windows & features of MS Office (Word/Excel/PP+)

UNIT II: INTERNET, WORLD WIDE WEB AND COMPUTER MULTIMEDIA

- a) Concept and Meaning of Internet, A brief History of the Internet, Applications of the Internet Hardware and Software requirement
- b) The World Wide web: Introduction to WWW, web Search Engines, Internet Service Providers, Net Surfing,
- c) Electronic Mail (e-mail): The Concept of e-mail, Advantages and Disadvantages of e-mail,
- d) The Concept of Multimedia, Components of Multimedia, Use of Multimedia: in Entertainment, Software Training, Education and Training, in office work:
- e) Multimedia Tools (In brief): Paint and Draw Applications, Graphic Effects and Techniques, Sound and Music, Video, Multimedia Authoring Tools.
- f) Computer care – Virus, security and maintenance.

UNIT III: TEACHING STRATEGIES

- a) Teaching Strategies – Meaning, Nature, Teaching styles, cybernetics.
- b) Function & types
- c) Innovative Methods of Teaching – Role playing, Brain storming & Simulated Games,
- d) Frontiers in Educational Technology – Teleconferencing Video-conferencing, Interactive lesson, Virtual classroom, SITE & ISAT. Resource centers – (CJET, AVRC, State ET cell, EMRO)
- e) Individualized system of Instruction, Personal system of Instruction.
- f) Teaching strategies for large groups: Seminar, Workshop, Conference, Panel discussions.

UNIT IV: APPLICATIONS OF IT IN EDUCATION, TRAINING AND RESEARCH

- a) Use of IT in Educational Management: Office Automation, Correspondence, Personal records, Accounting, Examinations
- b) Use of IT in Self Learning; Distance learning, Virtual schools and colleges, Educational web sites
- c) Use of IT in Teaching and Learning at School and College Levels: Computer in schools, Computer Assisted - Types
- d) Use of IT in Research: Problem selection, Review, Data collection, Analysis and Interpretation, Reporting, Presentation.

Practicals desirable to be done during theory classes to support theory.

- 1) Power point slide show between 12 to 15 slides on school topic or B.Ed. topic or M.Ed. topic.
- 2) Paint applications: Prepare pictorial chart.
- 3) Use Internet for teaching, learning and research.
- 4) Use Internet for e-mailing, chatting, Blog etc.
- 5) MS Word application: A letter for Job application or Leave application or Bio-data.
- 6) MS Excel-feed and process data: Mean; Median; SD; Correlation & prepare graphs.
- 7) Local visits (i) Printing press (ii) Photography Studio (iii) Resource occurrence.

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- 12) शिंदे पी.एम. (2001). संगणकशास्त्र (प्रथमावृत्ती) औरंगाबाद, कैलास पब्लिकेशन्स.
- 13) बरवे - धारवकर ICT - इनसाईट प्रकाशन, नाशिक
- 14) चव्हाण किशोर, ICT - इनसाईट प्रकाशन, नाशिक
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GROUP A

Semester Ist (Any one of five)

1. COMPARATIVE EDUCATION:

COURSE OBJECTIVES:

1. To help the students to understand comparative education as an emerging discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

UNIT I : COMPARATIVE EDUCATION

- a) Comparative Education- Meaning in terms of looking at it as a new discipline
- b) Scope and major concepts of comparative education.
- c) Methods.
- d) Democracy and Nationalism.
- e) Juxtaposition.
- f) Area Study.
- g) Intra and Inter educational analyses.
- h) Democracy and Nationalism.

UNIT II : COMPARATIVE EDUCATION FACTORS AND APPROACHES

- a) Comparative education factors and approaches geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.

UNIT III : MODERN TRENDS IN COMPARATIVE EDUCATION

- a) Modern trends in world education – national and global.
- b) Role of U.N.O. in improving educational opportunities among the member countries, various official organs of the U.N.O. and their educational activities.

UNIT IV : COMPARATIVE STUDY OF THE EDUCATION SYSTEMS

- a) A comparative study of the education systems of countries with special reference to:
- | | |
|---------------------|---|
| Primary Education | - USA, UK, Russia, Japan, India. |
| Secondary Education | - USA, UK, Russia, Japan, Germany, India. |
| Higher Education | - USA, Russia, UK, France, India. |
| Teacher Education | - USA, Russia, UK, Germany, India. |
| Adult Education | - Australia, Cuba, Brazil, India. |

UNIT V: PROBLEMS IN COMPARATIVE EDUCATION

- a) Problems prevailing in developing countries with special reference to India, their causes and solution through education.
- b) Poverty.
- c) Unemployment.
- d) Population explosion.
- e) Hunger.
- f) Terrorism.
- g) Casteism and communalism
- h) Literacy
- i) Beggary
- j) Political instability.
- k) Economic under-development.

2. EDUCATIONAL MEASUREMENT AND EVALUATION:

COURSE OBJECTIVES: To enable the student to

1. get acquainted with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. understand the relationship between measurement and evaluation.
3. get oriented with the tools of measurement and evaluation.
4. develop skills and competencies in constructing and standardizing a test
5. understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

UNIT I: EDUCATIONAL MEASUREMENT AND EDUCATIONAL EVALUATION

- a) Meaning and concept of Educational Measurement
- b) Historical background of measurement
- c) Educational Evaluation – Concept, process, principles and types.
- d) Objectives as the basis of measurement and evaluation.
- e) Taxonomies of educational objectives.

UNIT II: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT

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

UNIT III: TOOLS OF MEASUREMENT AND EVALUATION

- a) Relationship between measurement, assessment and evaluation.
- b) Subjective and objective tools of measurement.
- c) Nature, Characteristics, Advantages and limitations of the following: Tests- Essay tests, Objective tests and Performance tests) Scales, Inventories, Questionnaires and Schedules, Norm –referenced and Criterion referenced tests.

UNIT IV: STANDARDIZATION OF THE TEST AND INTERPRITATION OF THE SCORES

- a) Meaning and Need of standardization of the test.
- b) Steps involved in standardization of the test.
- c) Raw, Derived and standard scores- Z- score, T –score and C- Score
- d) Norms and standards.

UNIT V: MEASUREMENT OF ACHIEVEMENT, INTEREST; ATTITUDE AND PERSONALITY.

- a) Achievement Tests.
- b) Interest Inventories.
- c) Attitude Scale – Thurstone, Likert, Guttman.
- d) Personality Tests- Personality Inventories, Check lists, Adjustment Inventories, Projective Techniques, Preference records.

UNIT VI: EXAMINATION REFORMS

- a) Grading System.
- b) Semester system.
- c) Question Bank.
- d) Continuous Internal Assessment.
- e) Moderation and Revaluation.
- f) Online Examination.

PRACTICALS

Any two of the following;

- 1) Prepare a question band of 25 questions at different levels and types any one paper of B.Ed. Or M.Ed. Course.
- 2) Measure attitude/interest/personality/intelligence of five students.
- 3) Compare the results of twenty students of any two groups using standard scores.
- 4) Convert internal marks of B.Ed. 20 students of one college into grades using Statistical norms.

3. SPECIAL EDUCATION

COURSE OBJECTIVES

To make the students :

- 1) Know about the meaning and scope of special education in India
- 2) Understand the various suggestions given by different recent commissions on Education 54 education of children with special needs for realizing the concept of “Universalisation of education”.
- 3) Grasp about the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
- 4) Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

UNIT I : MEANING AND SCOPE OF SPECIAL EDUCATION.

- a) A brief history of Special Education.
- b) Scope of special education in India.
- c) Government policies and legislations.
- d) Administration of special education.
- e) Characteristics, education and placement of the following types of special Children

UNIT II UNIVERSALISATION OF EDUCATION

- a) Meaning of universalisation of education as per constitutional provision as well as state-wise allotment.
- b) Recommendations given in NPE 1986, POA 1992, and PWD (Persons with disability Act) 1995.
- c) National Institutes of Handicapped and the role of Rehabilitation council of India.

UNIT III EXCEPTIONAL LEARNERS

- a) Learners who are mentally handicapped, visually impaired, hearing impaired, loco motor impaired, suffering with learning difficulties, and gifted.
- b) The meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.

UNIT IV MEANING OF AN EDUCATIONAL INTERVENTION

- a) Nature and objectives of special schools;
- b) Concept of main streaming.
- c) Integrated schools and support services provided within them viz. Resource room, resource teacher, counselor etc.
- d) Concept of remedial teaching (specially for learning disabled children);
- e) Role of other (peer) members of the school (children as well as teachers);
- f) Family of the “concerned child” and the community in educating the child who is an exceptional one.

- g) Characteristics, prevention, educational programs and placement of the following types of special children

UNIT V SPECIAL EDUCATION AND OTHER ASPECTS.

- a) Mentally Retarded (MR),
- b) With Learning Disabilities,
- c) Emotionally disturbed,
- d) With Speech and Language Disorders,

- e) Visually impaired, Education 55,
- f) With Hearing Impairment
- g) Creative,

- h) Gifted(Definition, types, causes, psychological and Behavioural characteristics and education)

PRACTICALS (ANY ONE OF THE FOLLOWING)

1. Visit to Special School and its Report.
2. Study of two cases from special school
3. conduction of one lesson with PPT in special school

4. POPULATION EDUCATION

COURSE OBJECTIVES:

To enable the students

- 1) To understand the nature scope and need of population education;
- 2) To know about the factors affecting population growth and understand the need for balancing the composition through distribution.
- 3) To gain knowledge about the various techniques of maintenance of “status” of population.
- 4) To understand the concept of prosperous family.
- 5) To learn about the latest policies of population education and agencies working towards their achievement.

UNIT I: NATURE AND SCOPE OF POPULATION EDUCATION

- a) Nature and Scope of Population Education : Meaning, Concept, Need and Importance of population education, objectives of Population Education.

UNIT II: POPULATION SITUATION AND DYNAMICS

- a) Population Situation and Dynamics: Distribution and density; Population composition – age, sex, rural/urban, world and Indian factors affecting population growth, mortality, migration and other implications.

UNIT III: POPULATION AND QUALITY OF LIFE

- a) Population and Quality of Life : Population in relation to socio-economic development; health status health service; nutrition, environment, resource educational provision.

UNIT IV: FAMILY LIFE EDUCATION

- a) Family Life Education: Concept of family, family role and responsibilities, family needs and resources, responsible parenthood, life values and beliefs.

UNIT V: POPULATION RELATED POLICIES AND PROGRAMMES

- a) Population related policies and programmes: Population policy in relation to health environment education policies; programmes related to employment social movements; voluntary and international agencies, UNFPA, WHO, UNESCO etc.

5. CURRICULUM DEVELOPMENT

COURSE OBJECTIVE:

- 1) To enable the student-teachers to develop an understanding about important principles of curriculum construction.
- 2) To help student-teachers to understand the bases and determinants of curriculum.
- 3) To orient the student-teachers with curriculum design, process and construction of curriculum.
- 4) To acquaint the student teacher to understand issues, trends and researches in the area of curriculum development.

UNIT I: CURRICULUM

- a) Its concept, meaning and needs.
- b) Difference between curriculum and syllabus, basic elements and their.
- c) Relationship with curriculum.
- d) Factors influencing curriculum
- e) Types and their characteristics

UNIT II: CURRICULUM DEVELOPMENT : HISTORY AND CONCEPT

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

UNIT III: SYSTEMS APPROACHES TO CURRICULUM DEVELOPMENT

- a) Systems approach: Concept of a system, meaning and characteristics of systems approach, stages, uses.
- b) Curriculum as a system, its characteristics.
- c) Systems analysis for Curriculum development.
- d) Systems design and construction of a prototype.
- e) Systems operation and evaluation.
- f) Systems approach to Curriculum improvement.

UNIT IV: DESIGNING CURRICULUM FOR FORMAL, NON FORMAL AND DISTANCE EDUCATION

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

UNIT V: STREAMLING CURRICULUM ADMINSTRATION

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

UNIT VI: CURRICULUM EVALUATION

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

PRACTICALS:

Any two of the following:

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

Group B

SEMESTER IIND (ANY ONE OF THE FIVE)

1. ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES: To enable the students to:

- 1) understand the meaning, scope, importance and types of environment.
- 2) understand the concept, need, importance, scope and objectives of environmental education.
- 3) understand the modes and approaches for imparting environmental education.
- 4) know the curriculum and evaluation procedures for environmental education at school level.
- 5) apply various teaching-learning strategies in environmental education.
- 6) understand the role of media in environmental education.
- 7) know the environmental hazards.
- 8) know the natural resources and their conservation.
- 9) understand the meaning and strategies of environmental management.
- 10) understand the concept of sustainable development.
- 11) understand the role of various National and International movements, commissions, committees, conferences and programmes for environment protection.

UNIT I: ENVIRONMENT

- a) Environment: meaning, scope and importance of Environment.
- b) Relation between Man and Environment.
- c) Types of environment: natural, social and economic environment and their interdependence.
- d) Components of natural environment: biotic components and abiotic components and their interdependence.
- e) Ecosystems: Food chain and Food Web.

UNIT II: ENVIRONMENT HAZARDS.

- a) Natural Hazards: Earthquake, Volcano, Cyclones, Draught and Flood, Their Causes, effects and preventive measures to avoid destruction.
- b) Man made Hazards: Urbanization, Industrialization, Desertification.
- c) Pollution – Meaning and types of pollution – Air, Water, Noise and Land.
- d) Air Act 1981, Water Act 1974, codes of practice regarding Noise pollution (given by Central Pollution Control Board)

UNIT III: CONSERVATION AND MANAGEMENT OF ENVIRONMENT

- a) Conservation of Natural Resources- Concept, Need, Importance and strategies.
- b) Environmental management – Concept, Need and importance.
- c) Water and land management.
- d) Management of Biotic resources and Energy.
- e) Waste management.
- f) The wild life act 1972

UNIT IV: CONFERENCES AND MOVEMENTS FOR ENVIRONMENTAL PROTECTION.

- a) United Nations Conference on Human Development (Stockholm conference, 1972)
- b) Tiblisi Conference, 1977,
- c) Use of IT in Environmental Education
- d) Rio-conference, 1992,
- e) Environmental movements- Chipko, Apiko, Silent valley, Narmada Bachao and Western Ghat Bachao.

UNIT V: SUSTAINABLE DEVELOPMENT

- a) Concept, Need and importance of Sustainable development.
- b) Strategies for sustainable development.
- c) Environmental impact Assessment- Concept, Meaning, Need, Importance and steps.

UNIT VI: ENVIRONMENTAL EDUCATION

- a) Concept and Meaning of Environmental Education.
- b) Need, Importance and scope of Environmental Education.
- c) Place of Environmental Education in curriculum and approaches to Environmental Education.
- d) Guiding principles and foundations of Environmental Education.

PRACTICALS:

Any Two of the following.

- 1) Conducting one lesson in school, integrating environmental education with school subjects.
- 2) Preparation and exhibition of visual material related to environmental education. (5 posters or 1 mode 1 or 10 sliders)
- 3) Development and implementing a programme for creating environmental awareness among
 - a) Primary school students (one class)
 - b) Secondary school students (one class)

- c) House wives (5 house wives)
 - d) Working women (5 working women)
 - e) Farmer (5 farmer)
- 4) Identification of a local environmental problem and suggest measures for it (Anyone)
- a) Industrial pollution.
 - b) Agricultural pollution.
 - c) Domestic pollution.
 - d) Pollution due to tradition such as various Festivals.

2. GUIDANCE AND COUNSELLING

COURSE OBJECTIVE: To enable the student to:

- a. understand concept, need and view point of guidance.
- b. understand principles and problems of different types of guidance.
- c. understand concept and needs and guidance for the children with special needs.
- d. understand the concept and process of Counselling.
- e. acquaint the student with the aim and principles of guidance programme.
- f. develop an understand of various procedures of organizing various services.

UNIT I: GUIDANCE

- a) Concept, Assumptions, Issues and Problems of guidance.
- b) Need, Scope and Significance of guidance.
- c) Principles of guidance.

UNIT II: TYPE, AGENCIES AND ROLE OF TEACHER IN GUIDANCE.

- a) Types of guidance- Educational, Vocational, Personal and Group guidance.
- b) Role of teacher in guidance.
- c) Agencies of guidance –National (1), State (1), International services (1).

UNIT III: EDUCATIONAL GUIDANCE AT VARIOUS LEVELS OF EDUCATION.

- a) Guidance at Primary school level.
- b) Guidance at Secondary school level.
- c) Guidance and curriculum, Guidance and class room learning.
- d) Organizing guidance services at different levels of education.

UNIT IV: VOCATIONAL GUIDANCE/

- a) Nature of work and various motives associated with work.
- b) Career development – Super's theory about guidance.
- c) Approaches to career guidance, Vocationalization of secondary education and career development.

UNIT V: GUIDANCE OF CHILDREN WITH SPECIAL NEEDS.

- a) Problems and needs of children with Special needs.
- b) Guidance of Gifted and Creative students, Under achiever, Physically and Socially handicapped, First generation level.

UNIT VI: COUNSELLING

- a) Concept, Nature and Principles of Counselling.
- b) Counselling approaches- Directive and Non directive.
- c) Characteristics of Client –Counselor.
- d) Individual and Group Counselling.

UNIT VII: COUNSELLING PROCESS

- a) Preparation for Counselling –Reading, Pre-Counselling interview, case history.
- b) Steps in process of Counselling.
- c) Variables affecting Counselling process.

UNIT VIII: TESTING IN GUIDANCE AND COUNSELLING.

- a) Psychological testing- use of psychological Tests, Limitations, Factors affecting.
- b) Non-test client appraisal techniques- Autobiography, Anecdotal, Rating scales, Cumulative records, Sociometric techniques, Case studies.
- c) Counselling interview.

PRACTICALS:

Any Two of the following:

- a. Test the Intelligence of at least 20 M.Ed./B.Ed. students by a Group test of Intelligence.
- b. Prepare of two individuals profiles.
- c. Construct a Tools for measuring Attitude/Interest/ Aptitude and measure.
- d. Assess the Adjustment of 20 M.Ed./B.Ed. students by an Adjustment inventory.
- e. Conduct two case studies (from school or remand home)

3. MANAGEMENT, PLANNING AND FINANCING OF EDUCATION

COURSES OBJECTIVES:

- 1) To enable the student teachers to understand meaning, nature, scope, function, principles and approaches of educational management.
- 2) To acquaint the student teachers with the processes of educational management.
- 3) To develop an understanding in the student teachers about the management of finance, resources, and enable them to prepare school/institutional budget.
- 4) To orient student teachers with the procedures of supervision, inspection and improvement in the field of education.
- 5) To make the student teachers understand about the type of leadership required and accountability to be maintained by the teachers and administrator.

UNIT I: EDUCATIONAL MANAGEMENT PRACTICE IN THE PRESENT DAY CONTEXT.

- a) Meaning, nature, scope and principles of modern scientific management.
- b) Systems approach to operational management in education.
- c) Functions of educational managers.
- d) Research relating to educational management.
- e) The present trends in educational management.

UNIT II : THE PROCESS OF MANAGEMENT:

- a) Planning for a rational approach to goal achievement:
- b) Concept, of Objectives, Steps for formulating the objectives; Planning strategy, Policy and Programme for realizing the objectives in terms of; Decision making, Programme development and forecasting; Organizing, Directing, Staffing and Recruiting and planning for Human Resources; Training, Coordinating and Controlling; Budgeting, Recording and Reporting.
- c) POSDCORB and PODC approaches.

UNIT III: MANAGEMENT OF FINANCING:

- a) Nature and scope of Educational finance.
- b) Sources, Procurement, Budgeting and Allocation of Funds,
- c) Maintenance of Accounts,
- d) Sharing and distribution of financial responsibility.
- e) Mobilization of local resources.
- f) Private and self-financing of educational institutions.

UNIT IV: SUPERVISION AND INSPECTION IN EDUCATION.

- a) Need for supervision; Meaning, Nature, Scope, Limitations of present supervisory procedures Evaluation of supervisory effectiveness.
- b) Inspection Vs. Supervision.
- c) Academic Supervision Vs. Administrative Supervision.
- d) Resources budgeting and auditing in education:
- e) Resources: Meaning types mobilization, allocation and creation.
- f) Budgeting: Processes, formulation, types, drawbacks.
- g) Evaluation for performance and accountability.

UNIT V: CONTROLLING AND LEADERSHIP STYLES IN EDUCATIONAL MANAGEMENT.

- a) Centralization Vs. Decentralization, PERT, PPBS, Control and methods of controlling, control-diameter, unity of command.
- b) Leadership: Meaning and nature, Theories of leadership, leaderships styles.
- c) System Evaluation, Programme Evaluation and Evaluation of functionaries.

PRACTICALS:

Any two of the following:

1. Preparation of detailed report on school plant.
2. Study of various time-tables and plans of any teachers training institution.
3. Observation of at least five lessons of the teacher trainee.
4. Visit to state level management Institution and its report.
5. Study of financial management of any one educational institute.

4. VALUE EDUCATION

COURSE OBJECTIVES:

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.
2. To enable them to understand the nature of values, moral values, moral education and to differentials such values form religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-a-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

COURSE CONTENTS:

UNIT I : THE SOCIO-MORAL AND CULTURAL CONTEXT.

- a) Need and importance of Value Education and Education for Human Rights in the existing social scenario.
- b) Valuation of culture: Indian Culture and Human Values.

UNIT II : NATURE AND CONCEPT OF MORALITY AND MORAL EDUCATION.

- a) Moral Education vis-a-vis religious education; moral instructions, moral training and moral indoctrination.
- b) Language of moral education- its form and context characteristics of a morally educated persons.
- c) Justice and Care – the two dimensions perspectives in Morality : Dichotomy between reason and passion.
- d) Moral Judgment and Moral Action.

UNIT III: MORAL DEVELOPMENT OF THE CHILD.

- a) Concept of Development and Concept of Moral development.
- b) Psychoanalytic approach.
- c) Learning theory approach, especially social learning theory approach.
- d) Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

UNIT IV : MORAL LEARNING TO MORAL EDUCATION.

- a) Moral Learning outside the school-child rearing practices and moral Learning, Moral learning via limitation. Nature of Society and moral learning. Media and moral learning.
- b) Moral Learning Inside the school: providing “form” and “Content to from education”.
- c) Moral Education and the curriculum: Can moral education be imparted taking it as a subject of curriculum.

UNIT V: INTERVENTION STRATEGIES FOR MORAL EDUCATION AND ASSESSMENT OF MORAL MATURITY.

- a) Model of Moral Education – a) Rationale Building Model, b) The consideration Model, c) Value classification Model, d) Social Action Model, e) Just Community intervention Mode.
- b) Assessment of moral maturity via moral dilemma resolution.
- c) Examples of some select moral dilemmas.

5. DISTANCE EDUCATION

COURSE OBJECTIVES:

- 1) To orient students with the nature and need of Distance Education in the present day Indian Society.
- 2) To expose students to different kinds of information and communication Technologies (ICT) and apprise them with their use in teaching-learning process.
- 3) To enable student to understand various modes of Student support services (SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
- 4) To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhances the quality and standards of different Distance Education Programmes.

COURSE CONTENTS:

UNIT I: DISTANCE EDUCATION AND ITS DEVELOPMENT.

- a) Some definitions and teaching Learning components.
- b) Need and characteristic features of Distance Education.
- c) Growth of Distance Education.
- d) Distance Teaching-Learning systems in India.

UNIT II: INTERVENTION STRATEGIES AT A DISTANCE.

- a) Information and Communication Technologies and their application in Distance Education.
- b) Designing and preparing self-instructional material.
- c) Electronic media (T.V.) for Education.
- d) Distance Education.

UNIT III: LEARNING AT A DISTANCE

- a) Student-support-services in Distance Education and their management.
- b) Technical and vocational programmes through Distance Education.
- c) Programmes for women through Distance Education.
- d) Distance Education and Rural Development.

UNIT IV : QUALITY ENHANCEMENT AND PROGRAMME EVALUATION.

- a) Quality assurance of Distance Education.
- b) Mechanism for maintenance of standards in Distance Education.
- c) Programme evaluation.
- d) Cost analysis in Distance Education – concept, need and process.
- e) New Dimensions in Distance Education – promises for the future.

1. Structure of the courses :-

- d) Each paper of every subject for Arts, Social Sciences & Commerce Faculty shall be of 50 marks as resolved by the respective faculties and Academic Council.
- e) For Science Faculty subjects each paper shall be of 100 marks and practical for every subject shall be of 50 Marks as resolved in the faculty and Academic Council.
- f) For B. Pharmacy also the paper shall be of 50 marks for University examination. Internal marks will be given in the form of grades.
- g) For courses which were in semester pattern will have their original distribution already of marks for each paper.
- h) For the faculties of Education, Law, Engineering the course structure shall be as per the resolutions of the respective faculties and Academic Council.

2. Nature of question paper:

A) Nature of questions.

"20% Marks - objectives question" **(One mark each and multiple choice questions)**

"40% Marks - Short notes / Short answer type questions / Short Mathematical type questions/ Problems. **(2 to 4 Marks each)**

"40% Marks - Descriptive type questions / Long Mathematical type questions / Problems. **(5 to 10 Marks each)**

- B) Objective type question will be of multiple choice (MCQ) with four alternatives. This answer book will be collected in first 15 minutes for 10 marks and in first 20 minutes for 20 marks. Each objective question will carry one mark **each**.
- C) Questions on any topic may be set in any type of question. All questions should be set in such a way that there should be permutation and combination of questions on all topics from the syllabus. As far as possible it should cover entire syllabus.
- D) There will be only five questions in the question paper. All questions will be compulsory. There will be internal option **(25%)** and not overall option. **for questions 2 to 5.**