DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD

Faculty of Education

Syllabus

Master of Education (M. Ed.)

[Two Years Course - Semester Pattern]

Choice Based Credit System
With Effect from June 2015 Onwards
(Subject to the modifications made from time to time)

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Syllabus for Degree of **Master of Education (M.Ed.)**

[Two Years Course, Semester Pattern & Choice Based Credit System]

(With effect from June 2015 onwards)

Objectives:-

1) To prepare competently trained personnel to staff our training institutions.
2) To prepare leaders or thought in the various branches of education-people who will contribute to the growth of education as a discipline through research of systematic study.
3) To train able and enlightened administrators and supervisors who will be able to occupy positions of responsibility in educational Institutions. Government offices and in supervisory services.
4) To train persons for various psychological services such as personal, educational and vocational guidance, statisticians, with an educational orientation.
5) To train persons for curriculum development and preparation of instructional material.
6) To train persons for participation in programmes of examination reform.

Eligibility

O - 276   The degree of Master of Education shall be conferred on a candidate who has pursued a regular course of study for not less than two academic years or who has pursued a in-service course of study for not less than three years comprising three summer vacations and three October vacations after taking his Bachelor's Degree in Education with having 55% of marks or B+ grade (50% of marks or B grade for reserve category) of this University or of any other recognized University.(In-service teachers with having two years approved service, there is no condition about marks)

O - 277   The examination for the Degree of Master of Education shall be by papers ,by dissertation and viva-voce ,oral and internal work.

O - 278   A candidate desirous to appearing for the M.Ed. Examination as a regular student must attend a college or an institution recognized for the purpose of two academic years. A candidate desirous of appear in for the M.Ed. examination as a vacation course Student must attend a college or an Institution recognized for the purpose for three years. The Candidate attendance for not less than 75% lectures in each subject of the examination.

O - 279 (A)   Deleted.

   (B) The M.Ed. course shall comprise of a minimum of 200 days in each academic year

   (C) Candidate desiring to join the in-service Course shall register their names in Admission Process in the University or in the College recognized for the purpose as per rules.

(D) A Candidate who has passed the M.Ed. Examination of this University in any division / class may be allowed to appear at the said Examination with the same subjects to improve his performance (percentage of Marks) provided that the individual who wish to improve his class at M.Ed. Examination should appear for the examination as per the university ordinance.

Admission process (including CET) will be conducted by the Government/ University (Education Faculty) as per the rules changed in time to time.

As a part of practical work in the form of Dissertation should be submitted by the candidate to University through college by the end of February of second year and Viva Voice for dissertation must be conduct in March. The topics for the Dissertation will be given by guide and finalized by the respective principals/Heads of the Colleges/Department. The Principal/Head of the college/Department will forward a certificate to the University along with a copy of Dissertation to the effect that:-

I)   The candidate has satisfactorily conducted research within the stipulated period.

II)   The Dissertation is the candidates own work and sufficiently high standard.

R - 171 (A) The scheme of examination and the syllabus for the M.Ed. in-service course shall be the same as that prescribed for the M.Ed. regular course.

R - 172   Deleted.

R - 173   **Standard of Passing**

A Candidate shall have to complete all practical and internal work, oral exam before he/she appears for first, second and third semester examination.

A Candidate shall have to complete all practical and internal work, dissertation with Viva-voce and oral exam before he/she appears for fourth semester examination.

If any Candidate remained his/her internal work incomplete, in such cases, he/she can not appear in the semester examination. If by mistake the candidate appeared in Theory examination without completing all internal work, his/her performance of external examination will be zero. In such a case the candidate should appear after completion of internal work in the next examination only.

For passing the examination the candidate must obtain 40% marks or D grade in each of the theory papers and 50% marks or B grade in internal work.

For obtaining second division or B grade candidate must secured 50% or more marks and less than 60% in aggregate.

For obtaining first division or a grade the candidate must secure 60%

or more marks, in aggregate and minimum 55% marks in theory papers.

A Candidate who secures 70% or more marks will be declared in First Division or A+,A++,or O grade with Distinction respectively.

A candidate who fails the theory examination and secures more than 50% or 60% marks in the second or subsequent attempt he will be awarded second or first division/grade. If he/she appears and passes in Viva-voce of the dissertation and the oral once, he/she need not submit the dissertation and give Viva-voce and oral again. In such a case the marks will be carried forward for the next attempt and an appropriate class/grade will be awarded to the candidate.

Scaled Down:

There should not be difference as 15% or more between the marks obtained in External Exam and internal assessment marks allotted by the College /Department. In case the difference is more than 15%, the internal assessment marks will be scaled down accordingly.   Similarly if the difference between the marks given by the internal and the external examiner in the dissertation and the Viva-voce of dissertation (Out of 100 and 50 totals 150) is more than 15%, the marks will be scaled down.

R - 174 The following shall be the syllabus prescribed for M.Ed. Examination.

M. Ed.- Structure
Semester - I

Sr. No.	Paper code	Paper Title	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
Part I - External Assessment							
A) Compulsory Courses							
1	**EDUCC-I**	Philosophical Foundations of Education	20*	80	**100**	60	**4**
2	**EDUCC-II**	Psychology of Learner and Learning Process	20*	80	**100**	60	**4**
3	**EDUCC-III**	Basics of Research & Statistics in Education	20*	80	**100**	60	**4**
4	**EDUCC-IV**	Yoga Education	10*	40	50	15+30	2
B) Elective / Optional Courses- (*Any One*)							
5	**EDUEC-I**	a) Guidance and Counseling b) Special Education	20*	80	**100**	60	**4**
6	**EDUO-I**	Oral for verification of Internal Work	-	50	50	60	2
Total of Part – I			*90*	*410*	*500*	*345*	*20*
Part - II Internal Assessment –Engaging with field & Enhancing professional competencies							
7	**EPC-1**	Project related to all Papers	50	-	**50**	60	2
8	**EPC-2**	Preliminary exam	25	-	**25**	30	1
9	**EPC - 3**	ICT Based Practical – Word document And Power point.	25	-	**25**	30	1
9	**EPC-4**	Communication skills	25	-	**25**	30	1
10	**EPC-5**	Expository writing	25	-	**25**	30	1
11	**EPC-6**	Seminar related to all Papers	50	-	**50**	60	2
Total of Part- II			*200*	*-*	*200*	*240*	*8*
Total of Part I & II			**290**	**410**	**700**	**585**	**28**

* 2 Assignments- 10 & 2 Tests - 10

Inter-semester Break

Sr. No.	Paper code	Paper Title	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
12	ISB-1	Practice of Expository Writing & Communication Skill	-	-	**-**	30	1

Semester - II

Sr. No.	Paper code	Paper Title	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
Part I - External Assessment							
A) Compulsory Courses							
1	**EDUCC-V**	Sociological Foundations of Education	20*	80	**100**	60	**4**
2	**EDUCC-VI**	Advanced Research & Statistics in Education	20*	80	**100**	60	**4**
3	**EDUCC-VII**	Teacher Education	20*	80	**100**	60	**4**
B)Elective / Optional Papers - (any one)							
4	**EDUEC-II**	1. Educational Evaluation & Measurement. 2. Educational Technology & ICT in Education 3. Value Education & Human Rights	20*	80	**100**	60	**4**
B) Specialization Courses - (any one)							
5	**EDUSC-I**	i) Teaching-Learning Process in Elementary Education ii) Teaching-Learning Process in Secondary & Higher Secondary Education	20*	80	**100**	60	**4**
6	**EDUO-II**	Oral for verification of Internal Work	-	50	50	60	2
Total of Part – I			**100**	**450**	**5 50**	**360**	**22**
Part - II Engagement with Field and Enhancing Professional Competencies - Internal Assessment							
6	**EPC-7**	Research Workshop – Proposal writing [Formation of Dissertation Proposal (mainly based on Specialization Paper). (Guidance + Contact hours =Total Work)]	25		25	30	1
7	**EPC-8**	Projects related to all Papers	50	-	50	60	2
10	**EPC-9**	ICT Based Practical [CAIL & Demonstration Lessons Workshop - Preparation & Presentation), Guidance + Lab-work + Contact hours]	40	-	40	60	2
13	**EPC-10**	Preliminary Exam	25	-	25	30	1
14	**EPC-11**	Self Development	25	-	25	30	1
15	**EPC-12**	Internship in Teacher Education Institution Two weeks in the Whole Semester.	50	-	50	60	2
16	**EPC-13**	Educational Tour/Excursion	20	-	20	30	1
17	**EPC-14**	Cultural Activities	15	-	15	30	1
Total of Part- II			**250**	**-**	**250**	**330**	**11**
Total of Part I &II			**350**	**450**	**800**	**630**	**33**

* 2 Assignments- 10 & 2 Tests - 10

Inter-semester Break – 2

Sr. No.	Paper code	Paper Title	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
2	ISB-1	Self Development (Practice of taken activities)	-	-	**-**	30	1

Semester - III

Sr. No.	Paper code	Paper Title	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
Part I - External Assessment							
A) Compulsory Courses							
1	**EDUCC-VIII**	Educational Administration, Planning & Economics in Education	20*	80	100	60	4
2	**EDUCC-IX**	Inclusive Education	20*	80	100	60	4
B) Specialization Courses - Any One (Selected as per IInd Semester)							
3	**EDUSC-II**	a) Curriculum and evaluation in Elementary Education b) Curriculum and evaluation in Secondary & Higher Secondary Education	20*	80	100	60	4
4	**EDUO-III**	Oral for verification of Internal Work	-	50	50	60	2
	Total of Part – I		*60*	*290*	*350*	*240*	*14*
Part - II Engagement with Field and Enhancing Professional Competencies - Internal Assessment							
5	**EPC-15**	Research Workshop – Tool Making Preparation of Tool for Dissertation (Guidance + Contact hours =Total Work)	25		25	30	1
6	**EPC-16**	Project related to all Papers	30	-	30	30	1
7	**EPC-17**	ICT Based Practical – Use of Computer in Research	25	-	25	30	1
8	**EPC-18**	Preliminary Exam	20	-	20	30	1
9	**EPC-19**	Internship in Teacher Education Institution - Two weeks in the Whole Semester.	50		50	60	2
	Total of Part- II		*150*	*-*	*150*	*180*	*06*
	Total of Part I &II		**210**	**290**	**500**	**420**	**20**

* 2 Assignments- 10 & 2 Tests - 10

Inter-Semester Break-3

Sr. No.	Paper code	Paper Title	Int. Marks 2 Assignments- 10 2 Tests - 10	Ext. Marks	Total Marks	Total Hours	Credits
1	ISB-3	Data Collection for Dissertation	-	-	**-**	30	1

Semester - IV

Sr. No.	Paper code	Paper Title	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
Part I - External Assessment							
A) Compulsory Courses							
1	**EDUCC-X**	Deprived & Woman Education in India	20*	80	100	60	4
B) Specialization Courses - Any One (Selected as per IInd & IIIrd Semester)							
2	**EDUSC-III**	a) Elementary Teacher Education b) Secondary Teacher Education	20*	80	100	60	4
3	**EDURW-I**	**a) Dissertation Work -** (Guidance + Contact hours =Total Work)	-	100	100	120	4
		b) Viva-Voce For Dissertation	-	50	50	60	2
4	**EDUO-IV**	Oral for Verification of Internal Work (only Ext. Examiner)	-	50	50	60	2
Total of Part – I			*40*	*360*	*400*	*360*	*16*
Part - II Engagement with Field and Enhancing Professional Competencies - Internal Assessment							
4	**EPC – 20**	**Research Workshop –** i) Analysis of Data ii) Report writing (Guidance + Contact hours =Total Work)	50	-	50	60	2
5	**EPC – 21**	Project related to all Papers	25	-	25	30	1
6	**EPC – 22**	**ICT Based Practical –** Use of ICT in Research, Guidance + Lab-work + Contact hours]	50	-	50	60	2
7	**EPC – 23**	**Review of Research Papers -5**	25	-	25	30	1
8	**EPC – 24**	**Excursion**	25	-	25	30	1
9	**EPC – 25**	**Cultural Activity**	25	-	25	30	1
Total of Part- II			*200*	*-*	*200*	*240*	*08*
Total of Part I &II			**240**	**360**	**600**	**600**	**24**

* 2 Assignments- 10 & 2 Tests - 10

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Semester	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
Ist Semester	290	410	**700**	585	**28**
IInd Semester	350	450	**800**	630	**33**
IIIrd Semester	210	290	**500**	420	**20**
IVth Semester	240	360	**600**	600	**24**
Inter-semester Break-3	-	-	-	-	**3**
Total	**1090**	**1510**	**2600**	**2235**	**105**

Total Working Days – 200

1 Period – 60 Minutes

Credits in hours – 1 Credit = 15 hours for theory periods.

1 Credit = 30 hours for practical.

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C. Service Course - (Under Academic Flexibility)
सेवा अभ्यासक्रम (विद्यापीठातील शैक्षणिक लवचिकतेअंतर्गत) -

Service Course for Extra Credits

Sr. No.	Paper code	Paper Title	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
1	EDUSERC-1	Use of ICT in Research	20	80	100	60	**4**
2	EDUSERC-2	Teaching Skill	20	80	100	60	**4**

इतर कोणत्याही पव्यूत्तर अभ्यासक्रमाला प्रवेश घेतलेला विद्यार्थी यातील एक विषय ऐच्छिक विषय म्हणून निवडू शकतो. तो पूर्ण केल्यावर त्याचे तेवढे क्रेडिट तो मिळवू शकेल. एक सत्रात त्याने हा कोर्स पूर्ण करणे अपेक्षीत आहे. ६० तासिका व १०० गुण असणारा हा कोर्स विद्यार्थी करु शकेल. परंतू एका वेळी कोणत्याही कोर्ससाठी किमान १० विद्यार्थी असणे गरजेचे आहे.

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Grading Scheme:- A ten point rating scale shall be used for the evaluation of the performance of the student to provide letter grade for each course and overall grade for the Masters Programme grade points are based on the total number of marks obtained by him/ Her in all the heads of examination of the course. These grade points and their Equivalent range of marks are shown separately in table - I.

Table - I

Sr. No.	Marks Obtained	Grade Points	Grade	Grade Description	Class
01.	90.00-100	9.00-10	O	Outstanding	First Class with Distinction
02.	80.00-89.99	8.00-8.99	A ++	Excellent	First Class with Distinction
03	70.00-79.99	7.00-7.99	A +	Exceptional	First Class with Distinction
04	60.00-69.99	6.00-6.99	A	Very Good	First Class
05	55.00-59.99	5.50-5.99	B+	Good	Second Division
06	50.00-54.99	5.00-5.99	B	Fair	Second Division
07	45.00- 49.99	4.50-4.99	C+	Average	Third Division
08	40.01-44.99	4.01-4.49	C	Below average	Third Division
09	40	4.00	D	Pass	Third Division
10	< 40	0.00	F	Fail	-

Exam Pattern of M.Ed. Theory Papers:

Exam Time - 3 Hours (Each Theory Paper Exam)
Total Marks-80 (University Exam of each Theory Paper)
Note- 1) Only one Answer Book of 32 pages will be supplied.
       2) No supplement will be provided.

Sr. No.	Type of Question	Total Number of Question	Nature of Answer	Marks per Question	Total Marks
1.	Content Based short Answer Type Question	06	Answer in 200-250 words	05	30
3.	Content based Long Answer Type Question	03	Answer in 300-400 words	10	30
4.	Application based Question	02	Detail answer with application	10	20
				Total -	**80**

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एम. एड्. अभ्यासक्रमाची सविस्तर माहिती व अंतर्गत कार्यासाठीचे निर्देश

संबंधित अभ्यासक्रम हा NCTE च्या २०१४ च्या Regulation नुसार तयार केलेला आहे. हा अभ्यासक्रम चार सत्रांचा असून यात प्रत्येक सत्रात प्रत्येक पेपरसाठी ८० गुणांची बहिस्थ परीक्षा व २० गुणांचे अंतर्गत कार्य (सातत्यपूर्ण अंतर्गत मूल्यमापन) समाविष्ट आहे. २० गुणांमध्ये सत्रात प्रत्येक पेपर अंतर्गत २ स्वाध्याय, २ चाचण्यांचा समावेश आहे.

प्रत्येक पेपरचे सत्रात एकूण ६० तासांचे अध्यापन अपेक्षित आहे.

एम. एड्. अभ्यासक्रमात -

Part - I : External Assesment (बहिस्थ परीक्षा)

1) **EDUCC - Core Course -** यात अनिवार्य पेपर्स चा समावेश आहे.

2) **EDUEC- Elective/Optional Courses - ऐच्छिक विषय -** दिलेल्या ऐच्छिक विषयांपैकी एक विषय निवडायाचा आहे.

3) **EDUSC- Specialization Course -** यात पेपर Specialization अंतर्गत दिलेल्या ऐच्छिक विषयांपैकी एक विषय विद्यार्थी महाविद्यालयाच्या मान्यतेने निवडू शकतो. त्याच क्षेत्रात पुढे संशोधन व आंतरवासिता पूर्ण करावयाची आहे.

4) **EDUO - Oral** यात प्रथम, द्वितीय, तृतीय व चतुर्थ सत्रात मौखिक परीक्षा घेतली जाईल.

5) **EDURW- Dissertation, Viva-Voce and Oral -**
चतुर्थ सत्रात डेझर्टेशन (लघुसंशोधन अहवाल), डेझर्टेशनची तोंडी परीक्षा व अंतर्गत कार्य पडताळणीसाठी मौखिक परीक्षा या बहिस्थ मूल्यमापनाचा समावेश आहे.

i) Dissertation Work - लघुसंशोधन अहवालाचे परीक्षण अंतर्गत परीक्षक (मार्गदर्शक) व बहिस्थ परीक्षक यांच्याकडून केले जाईल.

ii) Viva-Voce - लघुसंशोधनाची मौखिक परीक्षा - यातही अंतर्गत व बहिस्थ परीक्षक राहतील.

Part - I : Sessional Work (20 Marks For Theory Paper)

२० गुणांचे अंतर्गत कार्य :

1. Assignments - स्वाध्याय : तात्विक पेपरसाठी प्रत्येकी दोन स्वाध्याय - १० गुण (प्रत्येक सत्रात)

उद्दिष्टे :

१. नियमित अभ्यासाची सवय लावणे;

२. अभ्यासूवृत्ती निर्माण करणे.

३. ग्रंथालयाचा वापर करुन नोंदी घेण्याची कौशल्य विकसित करणे.

प्रत्येक पेपर च्या अभ्यासक्रमसावर किमान दोन स्वाध्यायाचे प्रश्न द्यावेत. विद्यार्थ्यांनी याची पूर्ण तयारी करावी. स्वत: अभ्यास करुन दिलेल्या प्रश्नांचे सविस्तर उत्तर संदर्भासह लिहून दिलेल्या वेळेत सादर करावे. (परीक्षेची सवय लागावी यासाठी अभ्यासपूर्ण उत्तर वर्गातच न पाहता लिहायलाही सांगता येऊ शकेल) प्रत्येक स्वाध्यायाला १० गुण द्यावेत. नंतर मिळवलेले गुण १० गुणांत रुपांतरीत करावेत.

2. Test - चाचणी : तात्विक पेपरसाठी प्रत्येकी दोन चाचण्या - १० गुण (प्रत्येक सत्रात)

उद्दिष्टे :

१. प्राप्त ज्ञानाची पडताळणी करणे.

२. स्वतःच्या मनाने उत्तर लिहिण्याचे कौशल्य विकसित करणे.

३. सातत्यपूर्ण मूल्यमापन करणे व त्रुटींबाबत प्रत्याभरण देणे.

प्रत्येक पेपरवर आधारित प्रत्येक सत्रात किमान दोन चाचण्या घ्याव्यात. चाचणीचा विषय आधी देऊन तयारीसाठी वेळ द्यावा. नियोजित वेळेनुसार चाचणी घ्यावी. चाचणीत विद्यार्थ्यांनी मनाने लिहिणे अपेक्षीत आहे. परीक्षेसारखे त्याचे स्वरुप असावे. प्रत्येक घटकावर एक या प्रमाणे चार किंवा त्यापेक्षा जास्त चाचण्याही घेता येतील. त्यांचे मिळवलेले एकूण गुण १० गुणांमध्ये रुपांतरीत करावेत.

Part II -Internal Assessment - अंतर्गत मूल्यमापन

महत्वाची सूचना - अंतर्गत कार्यातील सर्व अहवाल विद्यार्थ्यांने स्वतःच्या हस्ताक्षरात लिहावेत. टाईप करु नयेत.
Seminar / चर्चासत्र - एकूण ५ पेपरसाठी प्रत्येकी एक सेमिनार - ०५ गुण (पहिला सत्रात)
उद्दिष्टे :
१. स्वयंअध्ययनाची सवय लावणे.
२. सातत्यपूर्ण मूल्यमापन करणे.
३. विषय मांडण्याचा सराव देणे.
४. PPt चा वापर करण्याची क्षमता विकसीत करणे.
५. अभ्यासूवृत्ती बाणविणे.

पहिल्या सत्रात प्रत्येक पेपरवर आधारित एक चर्चासत्र आयोजीत करावे. संबंधित विषयांतर्गत प्रत्येक विद्यार्थ्याला स्वतंत्र उपघटक अभ्यासासाठी द्यावा. एकूण अभ्यासक्रमाचे विद्यार्थी संख्येइतके छोटे छोटेउपघटक तयार करावेत. संबंधीत विषयाच्या तासिकेत संपूर्ण वर्गासमोर विद्यार्थ्यांना PPT च्या आधारे ५ मिनिटे सादरीकरण करायला लावावे. (या PPT विद्यार्थ्यांनी महाविद्यालयाच्याच संगणक कक्षात बसून स्वतः तयार कराव्यात.) नंतर ५ मिनीटे त्यावर प्रश्नोत्तरांच्या आधारे चर्चा घडवून आणावी. अहवालात सेमिनारसाठी तयार केलेल्या घटकाचे सविस्तर विवेचन लिहावे. तसेच PPT ची प्रिंटआऊट लावावी. (६/९ स्लाईडस एका कागदावर)

1. Practical / Project - प्रकल्प कार्य :- तात्विक पेपरसाठी प्रत्येकी एक प्रकल्प - १० गुण
उद्दिष्टे :
१. तात्विक ज्ञानाचा वापर व्यवहारात करण्याची क्षमता वाढविणे.
२. कृतीशील अनुभव देणे.
३. कृतीतून शिक्षण घडविणे

प्रत्येक विषयासाठी अभ्यासक्रमात दिलेल्या प्रात्यक्षिक कार्यामधून कोणत्याही एका प्रात्याक्षिकाचे कार्य द्यावे. क्षेत्र भेट देणे, माहिती गोळा करणे, अहवाल लेखन इ.यासाठी एकूण ६० तासिका - दिल्या आहेत.

2. Field based Experiences - क्षेत्रीय कार्याचा अनुभव - आंतरवासिता :- एम.एड्. मधील क्षेत्रीय कार्याचा अनुभव/आंतरवासिता हा उपक्रम दोन टप्प्यांमध्ये पूर्ण करावयाचा आहे. त्याची उद्दिष्टे पुढील प्रमाणे
उद्दिष्टे :
१. निवडलेल्या विशेष क्षेत्रानुसार शिक्षक प्रशिक्षक महाविद्यालयातील/विद्यालयातील कामाचा अनुभव देणे.
२. वर्गाध्यापनाची क्षमता विकसीत करणे.
३. भावी शिक्षक प्रशिक्षक या नात्याने सराव पाठ काढण्याची व तपासण्याची क्षमता विकसीत करणे.
४. भावी शिक्षक प्रशिक्षक या नात्याने सराव पाठांचे निरीक्षण करण्याची व प्रत्याभरण देण्याची क्षमता विकसीत करणे.
५. सक्षम शिक्षक प्रशिक्षक तयार करणे.

आंतरवासितेचा अहवाल पुढीलप्रमाणे दयावा.
त्यासाठी लागणारे अध्यापन नियोजन ब पाठ निरीक्षणाचा फॉर्मॅट परिशिष्टात दिला आहे.
१) कार्य पूर्ण केल्याचे प्रमाणपत्र -
२) कार्य पूर्तता तक्ता -

३) अध्यापन नियोजनाची स्वाक्षरीत पाठ टाचणे १० + ४ + ४ (एकूण १८ - २०)

४) पाठ टाचणे - तपासणी केलेल्या पाठ टाचणांच्या झेरॉक्स प्रती ४ + ४ आठ अहवालात जोडाव्यात.

५) पाठ निरीक्षणे ४ + ४ (आठ) सर्वांवर सर्व स्वाक्षऱ्या आवश्यक.

पहिला टप्पा - १ - संबंधीत क्षेत्रीय कार्यात दुसऱ्या सत्रात एम.एड्. प्रशिक्षणार्थ्यांनी १५ दिवसांचा छात्रसेवाकाल बी.एड्. /डी.टी.एड्. महाविद्यालयांवर पूर्ण करणे अपेक्षित आहे. यात प्रत्येक मार्गदर्शकाअंतर्गत ५ ते १० विद्यार्थ्यांचा गट बी.एड्. /डी.टी.एड्. महाविद्यालयात आंतरवासिता कार्यासाठी जाईल. यातील एक दिवस या उपक्रमाच्या नियोजनासाठी असेल व इतर दिवस प्रत्यक्ष बी.एड्. महाविद्यालयात अध्यापन, पाठ टाचण तपासणी व सराव पाठाच्या शाळेतील कार्यासाठी असतील. हे दोन अथवडे सलगपणे अथवा सुटे-सुटे वापरता येतील. यात पुढील कार्य अपेक्षित आहे.

१. अध्यापन अनुभव : एम.एड्. प्रशिक्षणार्थ्याला बी.एड्./डी.टी.एड् वर्गावर शिकविण्याचा अनुभव मिळावा यासाठी महाविद्यालयाच्या वेळापत्रकानुसार ८ - १० तासिका अनिवार्य पेपरच्या व किमान चार तासिका प्रत्येक अध्यापन पध्दतीचे अध्यापन करणे अपेक्षित आहे. यासाठी स्वतंत्र वेळापत्रक तयार करून अध्यापन कार्याचे निरीक्षण एम.एड्. मार्गदर्शकांनी करावे. यात Ppt. च्या आधारे अध्यापन करणे अनिवार्य करावे.

दुसरा टप्पा - तृतीय सत्रात एम.एड्. प्रशिक्षणार्थ्याला आपल्या विशेष अभ्यासाच्या क्षेत्रात (Specialization area) काम करायचे आहे. त्यानुसार त्याला त्या शिक्षक प्रशिक्षण कार्याचा कामाचा अनुभव दयायचा आहे. ज्यांनी Elementary Education हे विशेष अभ्यासक्षेत्र निवडले असेल त्यांना डी.टी.एड. विद्यालयांवर आंतरवासितेसाठी पाठवावे. ती उपलब्ध नसल्यास बी.एड. महाविद्यालयात आंतरवासिता दयावी. १० विद्यार्थ्यांचा एक गट एक बी.एड. / डी.एड. महाविद्यालयात दयावा. यात शिक्षक प्रशिक्षक या नात्याने प्रत्यक्ष पाठनियोजनाच्या कामाचा अनुभव पुढील प्रमाणे द्यायचा आहे.

२. पाठ टाचण तपासणी : एम.एड्. प्रशिक्षणार्थी भावी काळात शिक्षक प्रशिक्षक म्हणून कार्य करणार असल्याने त्याला त्या भूमिकेचा अनुभव देणे हा या कार्याचा उद्देश आहे.

१. बी.एड्./डी.टी.एड्. महाविद्यालयात दोन वेगवेगळ्या अध्यापन पध्दती असणारे २ - २ विद्यार्थी एम. एड्. प्रशिक्षणार्थ्याकडे वेळापत्रकाप्रमाणे द्यावेत.

२. एम. एड्. प्रशिक्षणार्थ्याने त्यांच्याकडे दिल्या गेलेल्या दोन विद्यार्थ्यांच्या संबधित अध्यापनपद्धतींची प्रत्येकी किमान चार भिन्न पाठ्यघटकांवरील चार - चार पाठ टाचणे तपासून द्यावीत. त्यानंतर ही पाठ टाचणे संबंधित एम. एड्. मार्गदर्शकाने तपासाबीत व त्यांना प्रत्याभरण द्यावे. पाठ टाचण तपासणीतील केलेल्या दुरुस्त्या संबंधित भावी शिक्षक प्रशिक्षकाने लक्षात घ्याव्यात व मार्गदर्शकांचे मार्गदर्शन घ्यावे. **एम.एड्. प्रशिक्षणार्थ्याने लाल पेनने टाचण तपासबे व एम.एड्. शिक्षक प्रशिक्षकांनी हिरव्या पेनने तपासावे.**

३. पाठनिरीक्षण: बी. एड्. विद्यार्थी जेव्हा सराव पाठाच्या निरीक्षणासाठी जातील, तेव्हा त्यांनी ज्या-ज्या विद्यार्थ्यांची पाठ टाचणे तपासले असतील त्यांच्याच वर्गावर पाठांचे निरीक्षण करावे व स्वतःच्या पाठनिरीक्षण तक्त्यात निरीक्षणे नोंदवावीत. त्याला वाटलेल्या सूचना स्वतंत्र कागदावर विद्यार्थ्याचे नांव व नंबर घालून नोंदवाव्यात व अहवालात लावाव्यात.

विशेष सूचना: कोणत्याही परिस्थितीत एम. एड्. प्रशिक्षणार्थ्याने बी.एड्. /डी.टी.एड्. विद्यार्थ्यांच्या सराव पाठाच्या पक्क्या टाचणावर काहीही लिहू नये वा स्वाक्षरी करु नये. सबंधित बी. एड्. व एम. एड्. मार्गदर्शकाची स्वाक्षरी स्वतःच्या पाठ निरीक्षण तक्त्यावर घ्यावी.

अशा प्रकारे एकंदर आंतरवासिता उपक्रम पूर्ण करावयाचा आहे. या कालात घ्यावयाची प्रमुख दक्षता म्हणजे **एम. एड्. प्रशिक्षणार्थ्यांनी बी. एड्. प्रशिक्षणार्थ्यांना कोणत्याही प्रकारे वैयक्तिक मार्गदर्शन करु नये. मार्गदर्शनाचा अधिकार बी. एड्. मार्गदर्शक प्राध्यापकांचा आहे. मतभेद होतील असे प्रसंग टाळावेत.**

3. – Research Workshop / संशोधन कार्यशाळाः-

उद्दिष्टे :

१. स्वयंअध्ययनाची सवय लावणे.

२. तात्विक ज्ञानाला कृतीची जोड देऊन क्रियाशीलता वाढविणे.

३. तात्विक ज्ञानाचा व्यवहारात वापर करण्याची क्षमता वाढविणे.

नोट :- प्रत्येक एम. एड्. प्रशिक्षणार्थ्यांने महाविद्यालयात होणाऱ्या पुढील कार्यशाळांना हजर राहणे अनिवार्य आहे.

स्वतःच्या एम.एड्. महाविद्यालयात घेतल्या जाणाऱ्या विविध सत्रातील सर्व संशोधन कार्यशाळेत सहभागी असणे आवश्यक आहे. कार्यशाळेचे वेळापत्रक, मार्गदर्शकांचे नांव, विषय व स्वतःचे कार्य अहवालात नोंदवावे.

i. संशोधन अराखडा लेखन कार्यशाळा - ही कार्यशाळा द्वितीय सत्रात घेतली जाईल. या सत्रात प्रशिक्षणार्थ्यांना आपले विषयाचे क्षेत्र निवडायचे आहे. त्याच क्षेत्रातील संबंधित समस्या त्यांनी निबडाबी. या कार्यशाळेत संशोधन विषयाची निश्चिती व संशोधन आराखडा तयार करण्यासाठी आवश्यक तात्विक तासिका आयोजित कराव्यात व गटकार्यात प्रत्यक्ष कार्य करायला द्यावे.

ii. संशोधन साधन निर्मिती कार्यशाळा - ही कार्यशाळा द्वितीय सत्रात घेतली जाईल निवडलेल्या संशोधनासाठी विषयाशी निगडित संशोधनाचे साधन यात तयार करायचे आहे.

साधन निर्मिती कार्यशाळा **आक्टो./नोव्हें.** मध्ये घ्यावी. यात प्रत्यक्ष संशोधनाच्या माहिती संकलनासाठी आवश्यक साधनाची निर्मिती करण्याबाबतचे कार्य पूर्ण करुन घ्यावे.

iii. संशोधन अहवाल लेखन कार्यशाळा - चतुर्थ सत्रात सुरुवातीलाच **डिसेंबर** महिन्यात **१) माहिती विश्लेषण कार्यशाळा** व **२) संशोधन अहवाल लेखन कार्यशाळा घ्याव्यात.** यात विविध प्रकारे गोळा केलेल्या माहितीचे विश्लेषण कसे करावे व संशोधन अहवाल कसा लिहावा याबाबतचे संपूर्ण मार्गदर्शन करावे. जानेवारी व फेब्रुवारी महिन्यात संशोधन अहवालाच्या मुद्रणाचे (DTP) काम पूर्ण करुन फेब्रुवारी अखेरपर्यंत संशोधन अहवाल विद्यापीठाकडे सादर करावा.

वरील तीनही कार्यशाळेतील सहभागाव्यतिरिक्त प्रत्येक एम.एड्. प्रशिक्षणार्थ्यांने बाहेरील किमान एका कृतिसत्रात सहभागी होणे अनिवार्य आहे. कोणत्याही बाहेरील कार्यशाळेत सहभाग घेतला असल्यास त्याचाही अहवाल प्रमाणपत्रासह द्यावा.

ICT Based Practical - 1

प्रत्येक सत्रात ICT चा प्रत्यक्ष वापर इतर कार्यात वसंशोधन कार्यात केला जाईल. त्याची उद्दिष्टे पुढील प्रमाणे

उद्दिष्टे :

१. संगणक हाताळण्याचे कौशल्य वाढविणे.

२. माहिती तंत्रज्ञानाचा वापर करुन ज्ञान अद्ययावत करणे.

३. अध्यापनात माहिती तंत्रज्ञानाचा वापर करुन अध्यापनपूर्व आशय ज्ञान विकसीत करणे.

४. अध्यापनात संगणकाचा वापर करुन परिणामकारक अध्यापन करणे.

५. विद्यार्थ्यांना पकल्प पद्धतीने व स्वयंअध्ययनाद्वारे विषयज्ञान आत्मसात करण्याची सवय लावणे.

ICT Based Practical - 1 प्रथम सत्र word document & power point - प्रथम सत्रात एम. एड्. प्रशिक्षणार्थ्यांना सेमिनार घ्यायचे आहेत. त्यानुषंगाने त्यांना word document & power point यांची ओळख व सराव घ्यायचा आहे. आपल्या सेमिनारसाठी ppt त्यांनी संगणक कक्षातच तयार करायच्या आहेत. तसेच त्याबाबतच्या दिलेल्या कार्याचा अहवाल तयार करायचा आहे.

ICT Based Practical - II - **द्वितीय सत्र -** या सत्रात पुढील प्रमाणे उपक्रम करवून घ्यवेत.

१) CAIL Workshop (Computer Assisted Instruction and Learning) - **संगणक सहाय्यित अनुदेशन व अध्ययन प्रात्याक्षिक अहवाल कार्यशाळाः-**

या कार्यशाळेत शालेय अभ्यासक्रमातील कोणत्याही आशयावर अधारीत प्रत्येक अध्यापन पद्धतीशी संबंधित एक समस्या निवडायची आहे. या समस्येबाबत प्रकल्प पद्धती व स्वयंअध्ययन पद्धतीने तसेच CAIL उपक्रमाच्या निर्देशानुसार सर्व फोल्डर्स बनवून त्यातील फाईल्सच्या प्रिंटआऊट काढून अहवालास जोडाव्यात.

CAIL चे प्रात्यक्षिक कार्य पुढील प्रमाणे असून ते पूर्ण करुन संबंधित फोल्डर्स मध्ये तो सीडी/पीडी मध्ये आवश्यक फॉन्टसह निर्देशाप्रमाणे घ्यावा.

अ व ब अध्यापन पध्दतीसाठी स्वतंत्र पुढील प्रमाणे -

1. Unit Plan Template
2. Student Publication
3. Implimentation chart
4. Evaluation Chart
5. Teacher support material (Ppt)
6. Grade - book
7. Student presentation (Ppt

२) Demonstration Lesson / दिग्दर्शन पाठ -

दोन अध्यापन पध्दतींवर आधारीत काढलेले दोन PPt चे दिग्दर्शन पाठ तयार करावेत. तयार केलेल्या PPT च्या छोट्या चौकटी (Slides) कापून पाठ टाचणाच्या **शैक्षणिक साहित्य/फलक कार्य** या रकान्यात योग्य ठिकाणी लावाव्यात. बाकी पाठ टाचण बी.एड्. च्या पाठ टाचण आराखड्यानुसार व निर्देशांनुसार संपूर्ण पायऱ्यांसह (सप्तपदी) असावेत. कृतिसत्रात टाचण तयार करणे अपेक्षित आहे.

संगणक सहाय्यित अनुदेशन व अध्ययन हा विद्यापीठातील बी.एड्. / एम.एड्. अभ्यासक्रमातील महत्वपूर्ण उपक्रम आहे. या उपक्रमात प्रशिक्षणार्थ्यांनी आठवड्यातून किमान तीन तास संगणकावर रोटेशन पध्दतीने बसणे आवश्यक आहे. त्यासाठी गटकार्याचे वेळापत्रक तयार केले जावे. तसे निर्देश या पुर्वीच विद्यापीठाकडून देण्यात आलेले आहे. एम.एड्. वेळापत्रकात रोज एक तास **ग्रंथालय /संशोधन मार्गदर्शन** व **संगणक** असा ठेवावा त्यानुसार दोन गट बनवून चक्रीय पध्दतीने गटकार्य घ्यावे.

सेमिनार प्रमाणेच दिग्दर्शन पाठांचेही प्रत्यक्ष वर्गाध्यापनाच्या स्वरुपात गटात किंवा संपूर्ण वर्गासमोर १५ - २० मिनिटांचे सादरीकरण करावे. शालेय विद्यार्थी समोर नसल्याने प्रत्यक्ष आंतरक्रियेचा वेळ वाचणार आहे. एम.एड्. प्रशिक्षणार्थ्यांचा अभिरूप वर्ग समोर ठेवून दिग्दर्शन पाठ घ्यावा. त्याची व्हिडिओ क्लिप **CD/PD** मध्ये संबंधीत फोल्डर मध्ये टाकावी.

ICT Based Practical - III - तृतीय सत्र - या सत्रात Use of ICT in Research हे वर्कशॉप घेतले जाईल. यात संशोधन कार्यासाठी आवश्यक असणारे e-resources व e-learning याचा वापर करुन गतसंशोधन व संशोधनातील माहिती मिळवणे अपेक्षित आहे.

ICT Based Practical -IV- संगणकाच्या आधारे संशोधनातील मिळविलेल्या माहितीचे विश्लेषण व अर्थ निर्वचन करावयाचे आहे. Exel चा वापर करुन विश्लेषण Spread Sheet करायचे आहेत.

5 - Excursion / शैक्षणिक सहल :-

उद्दिष्टे :

१. परिसर अभ्यासाची क्षमता वाढवणे.

२. सामाजिक जाणीव विकसीत करणे.

३. सहकार्य, सौजन्यशीलता, संवेदनशीलता, श्रमप्रतिष्ठा ही मूल्ये बाणविणे.

किमान एक दिवसात जावून येता येईल अशा ठिकाणी शैक्षणिक सहल काढावी. आदर्श शैक्षणिक संस्था, निसर्गरम्य ठिकाणे अशा ठिकाणी सहल काढावी. एक दिवसीय सहल सर्वांसाठी अनिवार्य आहे. त्या पेक्षा जास्त दिवसांची आणखी दुसरी सहल काढायची असल्यास ती सर्वांना अनिवार्य राहणार नाही. ती ऐच्छिक असेल. प्राशिक्षणार्थ्यांचा त्यातील सहभाग, सहकार्य वृत्ती, सामाजिक वर्तन, इ. लक्षात घेऊन गुणदान करावे. अहवालात फोटो लावावेत.

ESB Inter Semester Break - प्रत्येक सत्रानंतर १ क्रेडिट - ३० तास

दोन सत्रांच्या मध्ये प्रशिक्षणार्थ्यास काही काम करायला द्यावे. ISB - I, ISB-II व ISB - III मध्ये दिल्यानुसार सत्रात शिकविलेल्या पेपर/उपक्रमावर अधिकचे काम सत्र मध्यांतरात करायला द्यावे. या केलेल्या कामाचा अहवाल लिहून तो मार्गदर्शकाकडून तपासून घेऊन **पुढील सत्राच्या मौखिक परीक्षेत परीक्षकांसमोर सादर करावा.**

ISB- I- Expository writing & Communication skill - दिलेल्या विषयावर अभ्यासक्रमातील मुद्यांनुसार अहवाल लिहावा व संभाषणाचा सराव करावा.

ISB- II– Self Development - दुसऱ्या सत्र मध्यांतरात विकासासंदर्भात दिलेल्या उपक्रमांचा सराव करावा/सहभाग घ्यावा.

6. Review of Research Paper - संशोधन पत्रिकेचे पुनरावलोकन (५):-

उद्दिष्टे :

१. संशोधन पत्रिकेचा अभ्यास करणे.

२. संशोधन पत्रिका लेखनाची पध्दत अभ्यासणे.

आपल्या संशोधन विषयाव्यतिरिक्त इतर विषयावरील कोणत्याही ५ संशोधन पत्रिकाचे पुनरावलोकन करावे. संशोधन अभ्यासाची उद्दिष्टे, लेखनाची शैली संशोधनाची पध्दती व निष्कर्ष यांचा बारकाईने अभ्यास करावा. त्यावर आपले स्वतःचे मते नोंदवावे. पुनरावलोकन केलेल्या पत्रिकेच्या झेरॉक्स प्रती आपल्या अहवालात लावाव्यात.
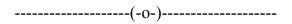
7. Preliminary Exam - / पूर्व परीक्षा :-

उद्दिष्टे :

१. सत्रान्त परिक्षेचा सराव देणे.

२. अंतिम सत्रान्त परिक्षेच्या प्रश्नपध्दती व वातावरणाचा सराव देणे.

३. अध्ययनाची पातळी लक्षात आणून देणे.

४. अधिक अभ्यासासाठी प्रवृत्त करणे.

५. दर्जा उंचावण्यासाठी प्रत्याभरण देणे.

प्रत्येक सत्राच्या मध्यात / शेवटी ५०% / ८०% किंवा १००% अभ्यासक्रम पूर्ण झाल्यावर विद्यार्थ्यांना सत्रान्त परिक्षेचा सराव व्हावा म्हणून संपूर्णपणे विद्यापीठाच्या परीक्षेच्या धर्तीवर पूर्व परीक्षा घ्यावी. प्रत्येक पेपरची परीक्षा घेवून आठ दिवसांच्या आत पेपर्स तपासून विद्यार्थ्यांना परत द्यावेत. त्यावर त्यांना प्रत्याभरणही द्यावे उत्तरांचा दर्जा, उत्तरातील

त्रुटी इ. सर्वांची चर्चा करावी दर्जानुसार गुणदान करावे. पूर्व परीक्षेची स्वतंत्र फाईल अहवालासह विद्यार्थ्यांनी तयार करावी. महाविद्यालयाच्या रेकॉर्डवर परीक्षेचे वेळापत्रक, विद्यार्थी उपस्थिती, परीक्षेच्या प्रश्नपत्रिका, विषयनिहाय गुणपत्रिका हे रेकॉर्ड असणे आवश्यक आहे. महाविद्यालयास ते सादर करावे लागेल. नंतर विद्यार्थ्यांना मिळालेल्या एकूण गुणांचे रूपांतर २० गुणांमध्ये करावे.

8. Cultural Activities - सांस्कृतिक उपक्रमः-

उद्दिष्टे :

१. विविध कलागुणांचा विकास घडवून आणणे.

२. संस्कृतीचे संवर्धन करुन पुढील पिढीकडे संक्रमित करणे.

३. विविध मंडळाचे कार्य करण्याची क्षमता आणणे.

४. स्नेहसंमेलन, राष्ट्रीय सण, स्नेह संम्मेलन / युवक महोत्सवाआधारे विविध गुणांचा अविष्कार करण्याची क्षमता निर्माण करणे.

सांस्कृतिक उपक्रमांतर्गत प्रत्येक छात्राध्यापकाने वर्षभरामध्ये ज्या-ज्या बाबींमध्ये सहभाग घेतला असेल त्याचा सविस्तर अहवाल तारीख निहाय छायाचित्रांसह सादर करावा. किमान दहा उपक्रमांमध्ये विद्यार्थी शिक्षकाचा सहभाग आवश्यक आहे. १० गुणांपैकी गुणदान करत असताना प्रत्येक विद्यार्थ्याने केलेले <u>काम</u> लक्षात घ्यावे व कामानुसार गुण देणे अपेक्षित आहे.

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महत्वाचे :

वरीलप्रमाणे सर्व प्रात्यक्षिके महाविद्यालयांनी पूर्ण करवून घ्यावीत. विद्यार्थ्यांचे प्रात्यक्षिक अपूर्ण राहणार नाही याची काळजी विद्यार्थी व महाविद्यालय यांनी घेतली पाहिजे. अपूर्ण प्रात्यक्षिके असणाऱ्या विद्यार्थ्यास परीक्षेस बसवू नये. विद्यार्थ्यांचे अंतर्गत कार्य अपूर्ण असल्याचे विद्यापीठातील अंतर्गत कार्य पडताळणी अंतर्गत कार्य पडताळणी समितीच्या निदर्शनास आल्यास अशा विद्यार्थ्यांचा निकाल राखून ठेवला जाईल व कार्याच्या पूर्ततेनंतरच जाहीर केला जाईल. तसेच प्रात्यक्षिक न केलेल्या विद्यार्थ्यांचे गुण अंतर्गत गुणात समाविष्ट करू नयेत. **<u>सर्व महाविद्यालयांनी आपल्या अंतर्गत गुणांची यादी विद्यापीठाकडे वार्षिक परीक्षा सुरु होण्याआधी पाठविणे आवश्यक आहे.</u>**

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M.Ed. – Ist Semester
EDUCC-I
Philosophical Foundations of Education

Total Marks - 100	External Marks – 80	Internal Marks - 20
Credits - 4	Hours - 60	Theory Exam Paper – 3 Hours

Objectives: To Enable The Student To:
a) Understand the nature and scope of Philosophy of Education
b) Analyze, interpret and synthesize various concepts and philosophical principles related to educational phenomena
c) Understand the impact of Eastern & Western Schools of philosophy on Education
d) Understand the changing nature of Global Society and Role of Education in it.
e) Appraise critically contributions made to education by educational thinkers
f) Understand the impact of socio-political-economic ideologies on Education

Unit - 1) Philosophy and Education 20 Marks
 a) **Philosophy** - meaning, need, scope and functions.
 b) **Philosophy of Education -** meaning & scope.
 c) **Metaphysics** (related to Nature, Man & Society) and Education.
 d) **Epistemology and Education:** Knowledge and methods of acquiring knowledge with special reference to Dialectical Approach, Scientific Inquiry and Yoga.
 e) **Axiology and Education:** Contribution of *Bhagawad-Gita. Jainism, Buddhism and Islam to value Education.*

Unit - 2) Impact of Eastern and Western Schools of Philosophy on Education 20 Marks
 With special reference to Ontology, Epistemology and Axiology, Aims, curriculum, teaching-learning pedagogy, class/school Environment, assessment, role of teachers, discipline and value formation.
 a) **Eastern Schools of Philosophy.**
  i) Advait, Sankhya and Upanishadic.   **ii)** Jain.
  iii) Buddhist.   **iv)** Islam.
 b) **Western schools of Philosophy.**
  i) Reconstructionism.   **ii)** Perennialism & Essentialism.
  iii) Existentialism.   **iv)** Marxism.

Unit - 3) Educational Thoughts 20 Marks
 Contribution of Educational thoughts and practices made by great thinkers and critical appreciation with reference to their views on
  Thinkers - Swami Vivekananda, Ravindranath Tagore, Dr. B.R Ambedkar, Yogi Aurobindo, Mahatma Gandhi, Plato, Mahatma Phule and John Dewey.

Unit - 4) Educational & Development Secters 20 Marks
 a) **Concept of Man and his Development**
 b) **Socio-Cultural scenario, a global perspective.**
 c) **Linkage between education and other development sectors:** The role of educational transformation in national development, concept of quality and excellence in education

and knowledge based society.

Practicum - (Any One)
1) Study of the comparison between one western school with one Indian school of Philosophy
2) Case study from varied sections of society
3) Compare thoughts of any thinkar in present sinario

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35) भोसले शिवाजीराव (१९८४) 'मुक्तिगाथा महामानवाची पूर्णयोगी श्री. अरविंद : जीवन व तत्त्वज्ञान' पुणे : आमोल प्रकाशन

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38) दिक्षित श्रीनिवास (१९७५) 'भारतीय तत्त्वज्ञान' नागपूर सुविचार प्रकाशन मंडळ.

39) जोशी गजानन (१९९४) 'भारतीय तत्त्वज्ञानाचा बृहदइतिहास (खंड १ ते ६) पुणे: मराठी तत्त्वज्ञान महाकोश मंडळ

EDUCC-II
Psychology of Learner and Learning Process

Total Marks - 100 Credits - 4	External Marks – **80** Hours - 60	Internal Marks - 20 Theory Exam Paper – **3 Hours**

Objectives: To enable the student teachers to -
- a) Know various concepts and principles of Educational psychology.
- b) Understand the significance of psychology in teaching learning process.
- c) Understand the psychology of learners.
- d) Apply knowledge of psychology to make classroom teaching effective.
- e) Develop health attitude towards education.
- f) Appreciate the role of psychology in education.
- g) Know the process of motivation and methods to produce motivation in them.

Unit - 1) Educational Psychology. 15 Marks
- a) Its meaning, scope and limitations
- b) Methods of studying psychology.-- i. Introspection ii. Observation iii. Experimental iv. Case Study.
- c) Human growth and development stages of development - infancy, childhood and adolescence- physical, mental, social and emotional development in these stages with special reference to the adolescence stage.

Unit - 2) Personality & Mental Helth 10 Marks
- a) Definition, meaning and nature
- b) Traits theory of personality -
  - *1) Allport traits theory*
  - *2) Cattells 16 PF theory*
  - *3) Eysencks traits theory*
  - *4) Dr. Sigmund Freude theory*
- c) Self-concept: Meaning and nature.
- a) Concept of mental health
- b) Causes of mal adjustment
- c) Stress Management: concept and nature.

Unit - 3) Motivation, Learning and Higher Mental Processes 15 Marks
- a) Motivation- Its types
- b) Methods of producing motivation,
- c) Maslows hierarchy of needs.
- d) Learning : The process of learning, Thorndike's law of learning, learning by trial and error method, conditioning - i. Classical ii. Operant, .insight.
- e) Thinking : concept, types of thinking : i. Reasoning ii. Problem solving iii. Creativity.

Unit - 4) Individual Differences and Intelligence 10 Marks
- a) **Individual difference:** Nature and causes of Individual Difference.
- b) **Intelligence :** Meaning and Nature, Theories of Intelligence :
  - *a. One factor theory*
  - *b. Two factors theory*
  - *c. Multi factory theory (P.M.A.)*
  - *d. Guilfords structure (SI)*

Practicum : (any one)
a) Case study of a adolescent.
b) Perform any one activity using sociometry in a class and record the results to prepare a sociogram/social distance scale.
c) Prepare a programme for constructivist learning.
d) Prepare a Case study of a Mal-adjust student.
e) Find IQ of students of any class.

Recommended Books
1) Advanced Educational psychology- N.L.Dosujh.
2) Educational Psychology- Dr.G.L.Kandu& Dr.D.N.Tutoo sterling publishers (P)Ltd. New Delhi- 1988
3) Child Development Hurlok (1978) Mc- Grow Hills Book Co. New York.
4) Child Psychology and chilld Guidance, Kale S.V. (1983) Himalaya publishing House, Girgaon, Bombay.
5) The psychology of Human Growth and Development, Baller W.B. & chales D.C. (1961) New York. Ltd. Rinchart&Winsten.
6) Personality strategies and Issues Spingler D. Michael and Lieber, M.Robert (1989) – Books/Cole publishing company pacific Grow, California.
7) Psychological foundations of Education Dandekar W.N. (1981) (2ns Ed) Macmillan India Ltd.
8) Modern Educational psychology- E.S.Avans London- Rout ledge and Kegan paual New York, Humanities Press.
9) Psychology and Exceptional Children- Cruisk-shank W.M.Prentice Hall 1975.
10) Theories of Personality (3rd Edn)- 1978 Hall and Lindzwey wiley Eastern Ltd. New Delhi.
11) Educational psychology- Das.
12) Learning and Instruction – John Decco.
13) Education psychology- J.S.Walia.
14) शैक्षणिक व प्रायोगिक मानसशास्त्र - प्रा.वा.ना.दांडेकर, विदया प्रकाशन शनिवार पेठ, पुणे ३०
15) शैक्षणिक मानसशास्त्र - डॉ.सुरेश करंदीकर, फडके प्रकाशन, कोल्हापूर.
16) सुबोध शैक्षणिक मानसशास्त्र - प्रा.प्र.ल.नानकर
17) शैक्षणिक व प्रायोगिक मानसशास्त्र - डॉ.ह.ना.जगताप, नुतन प्रकाशन, पुणे-३०
18) शिक्षणाचे मानसशास्त्रीय अधिष्ठान - प्रा.आफळे, प्रा.बापट श्री, विदया प्रकाशन, पुणे -३०
19) शैक्षणिक मानसशास्त्र - प्रा.के.व्ही.कुलकर्णी श्री, विदया प्रकाशन, पुणे -३०
20) प्रगत शैक्षणिक मानसशास्त्र - डॉ.न.रा.पारसनीस, नुतन प्रकाशन, पुणे-३०
21) प्रगत शैक्षणिक मानसशास्त्र - प्रा.आ.पा.खरात, विदया प्रकाशन, पुणे -३०
22) अध्ययन उपपत्ती व अध्यापन - डॉ.सत्यवती राऊळ, नुतन प्रकाशन, पुणे-३०
23) भारतीय मानसशास्त्र अथवा पातंजल योगदर्शन - कोल्हाटकर कृष्णाजी दुलारी आवृत्ती प्रकाशक के.व्ही.एवळे मुंबई
24) अध्ययन उपपत्ती - डॉ.खानापूरकर ह.कृ.
25) शिक्षणाचे अधिष्ठान मानसशास्त्रीय भाग १ व २ य.च.म.मु.वि.नाशिक.
26) अध्ययनार्थीचे मानसशास्त्र आणि अध्यापन प्रक्रिया - प्रा.सौ.कळके, डॉ.शिरगावे, प्रा.शेंडगे-फडके प्रकाशन कोल्हापूर
27) शैक्षणिक मानसशास्त्र व प्रायोगिक कार्ये - डॉ.द.बा.पोंक्षे, नुतन प्रकाशन, पुणे-३०
28) सुबोध शैक्षणिक व प्रायोगिक मानसशास्त्र - प्रा.नानकर, डॉ.शिरोडे, नुतन प्रकाशन, पुणे
29) शैक्षणिक मानसशास्त्र - डॉ.शारदा शेवतेकर
30) शैक्षणिक मानसशास्त्र - र.वि.पंडित-पिंपळापुरे ॲण्ड कं. पब्लिशर्स, नागपूर
31) शैक्षणिक मानसशास्त्र - डॉ.देवेंद्र जोशी, डॉ.सौ.उज्ज्वला के.सदावर्ते, आदित्य पब्लीकेशर्स, नांदेड.

EDUCC-III
Basics of Research & Statistics in Education

Total Marks - 100 Credits - 4	External Marks – **80** Hours - 60	Internal Marks - 20 Theory Exam Paper – **3 Hours**

Objectivies: To enable the student to-
  a) Understand meaning, need, scope and importance of educational research.
  b) Differentiate among types of research.
  c) Describe the process of scientific thinking.
  d) Locate the problem of educational research.
  e) Acquire the knowledge of various methods for educational Research and prepare research proposal.
  f) Understand the use of different tools and techniques for research.
  g) Use various statistical measures to interpret results of educational research.
  h) Prepare and present research report and evaluate it.

Unit- 1) Educational Research   **20 Marks**
a) Scientific Thinking and Research.
b) Concept and characteristics of Research in Education.
c) Philosophical, Psychological and Sociological Orientation in Educational Research.
d) Types of Educational Research - Fundamental, Applied and Action Research.
e) Qualitative and Quantitative Research.
f) Inter disciplinary Educational Research and its implications.

Unit- 2) Methods of Educational Research   **20 Marks**
  a) Historical.
  b) Descriptive - Survey, Expost facto, Field study.
  c) Experimental.
  d) Case Study.
  e) Developmental and Genetic.
  f) Ethnographic

Unit- 3) Tools for Data Collection   **20 Marks**
  a) Tests, inventories and scales : types, construction and uses Identifying a tool using reliability and validity information.
  b) Questionnaire : forms, principles of construction and their scope in educational research, administration of questionnaires.
  c) Interview : types, characteristics and applicability, guidelines for conducting interviews.
  d) Observation Qualitative process and quantitative process of observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion.
  e) Secondary (existing) data : sources.

Unit- 4) Basic Statistics for Research   **20 Marks**

   a) Types of Data: (Concepts only)
      1. Quantitative & Qualitative Data
      2. Descriptive & Inferential Data
      3. Primary & Secondary Data
   b) Data- Nominal, Ordinal, Interval and Ratio Scale
   c) Data Analysis -
      1. Tabulation of data.
      2. Graphical representation of data.
      3. Measures of Central Tendency – Mean, Median and Mode.
      4. Measures of Variability – Range, Quartile Deviation, Standard Deviation.
      5. Measures of Relationship – Concepts of Correlation – Rank difference method, Product
      6. Moment Method. Only concepts of biserial, point-biserial, tetra-choric, partial and multiple correlations, concept of regression, regression equation, regression line and their uses.
      7. Normal Probability Curve and its applications.
      8. Standard scores.
   d) Interpretation and Generalization of Results.

Practicum:
   1) Collect scores of any two subjects acquired by the students from one class and find Mean and Standard Deviation.
   2) Collect scores of any one subject acquired by the students from different two classes and Compare their Central Tendency and variability by using Mean and SD.
   3) Find T scores from row scores of any five subjects acquired by the student.
   4) Find correlation between two subjects acquired by the students in one class.

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2) Best, J. W. (1982). Research in Education. New Delhi : Prentice Hall of India Pvt. Ltd.
3) Campbell, W.G. etal (1968). Form & Style in Thesis. Boston: Writing Houshton Mifin Co.
4) Coery, (1953). Action Research to Improve School Practices. New York :Teachers College, Columbia University.
5) Garrertt, H. E., (1981). Statistics in Psychology & Education. Vakits Feffer & Simons Ltd.
6) Guilford, J. P., (1950). Fundamental Statistics in Psychology & Education.
7) McGraw Hill Book Com. Good & Scates. Methods of Research.
8) Fox, D. J., The Research Process in Education. (Holt).
9) Kual, Lokesh (1988). Methodology of Educational Research. New Delhi :Vikas Publishing House Pvt.
10) Robert, M. W., Travers. An Introduction of Educational Research. New York : The McMillan Company.
11) Sukhia, Mehrotra & Mehrotra (1970). Elements of Educational Research : Alied Publishers Ltd.
12) Kerlenger, F. Fundamentals of Behavioural Research.
13) Tuckman, Bruce W., (1978). Conducting Educational Research. New York: Harcourt Barce Javanovich Ing.
१४) पंडीत बसीबिहारी (१९९५) 'शैक्ष.िक कृती संशोधा', पु.े : तूता प्रकाशा.

१५) मुळे रा.श व ज्माठे वि.तु. (१९७७) 'शैक्षा.िक संशोधाची मूलतत्त्वे' ागपूर : महामहाराष्ट्र विद्यापीठ ग्रंथ िर्मिती मंडळ २० देशपांडे प्रकाश आ.ि पाटोळे एा.के. (१९९४) 'संशोधा पद्धती' यशवंतराव चव्हा.ा महाराष्ट्र मुOEत विद्यापीठ, ाशिक.

१६) दुाखे अरविंद (२००६) 'शैक्षा.िक व व्यावसायिक मार्गदर्शा आ.ि समुपदेशा', पु.ो:ित्यूता प्रकाशा २१.

१७) मस्के डॉ.टी.ए.- शै.संख्याशास्त्र, पुणे. प्रज्ञा प्रकाशन.

१८) भितांडे. डॉ.वि.रा. - शैक्षणिक संशोधन.

१९) बापट डॉ.भा.गो.- मूल्यमापन आणि संख्याशास्त्र, पुणे. व्िनस प्रकाशन.

२०) शेटकर डॉ. गणेश आणि जोशी डॉ. शोभना (२०१५) संशोधन अहवाल लेखन, औरंगाबाद, मृण्मयी प्रकाशन.

२१) म.राज्य पाठयपुस्तक निर्मिर्ती व संशोधन मंडळ बालभारती - कृती संशोधन, सेनापती बापट मार्ग, पुणे.

२२) कदम चा.प. , शै.संख्याशास्त्र, पुणे. नुतन प्रकाशन.

२३) उपासनी डॉ.ना.के. कुलकर्णी के.व्ही.ः सुबोध संख्याशास्त्र, पुणे, विद्या प्रकाशन.

२४) शेटकर डॉ. गणेश आणि जोशी डॉ. शोभना (२००७) शैक्षणिक मूल्यमापन व कृतिसंशोधन, औरंगाबाद, मृण्मयी प्रकाशन.

EDUEC-I
A) Guidance and Counseling

Total Marks - 100 Credits - 4	External Marks – **80** Hours - **60**	Internal Marks - **20** Theory Exam Paper – **3 Hours**

Objectives:-To enable the student to:
1) Understand concept, need, principles, objectives & bases of Guidance.
2) Understand the different types of Guidance.
3) Understand the concept, need, approaches and ethics of Counseling.
4) Understand the tools and techniques used in Guidance and Counseling.
5) Acquaint students to use techniques of Guidance & Counseling
6) Understand concepts, meaning and need of guidance of children With special needs.
7) Understand concepts, meaning, significance of guidance and Counseling Process and group counseling in education.

Unit - 1) Guidance   **20 Marks**
   a) Types, Concept, Meaning and Principles of Guidance.
   b) Need, Scope and Significance of Guidance.
   c) Bases of Guidance (Philosophical, Sociological, Psychological and Educational)
   d) Objectives and Benefits of Guidance.
   e) **Types of Guidance -** Personal Guidance, Educational Guidance, Vocational Guidance & Group Guidance-*(Concept, Meaning and techniques)*
   f) Guidance as a profession – Concept and meaning.

Unit - 2) Counseling   **20 Marks**
   a) Concept, Nature, Principle, Need & Importance of Counseling.
   b) Approaches for Counseling - Directive and Non - directive approaches with their steps.
   c) Counseling stages & process.
   d) Code of ethics pertaining to Counseling.
   a) Characteristics of Counselors.
   b) Counseling as a profession –Concept- and meaning.

Unit - 3) Tools And Techniques Used In Guidance And Counselling   **20 Marks**
   a) **Standardize tools and techniques –** Meaning and Definition.
   b) Intelligence test, Aptitude test, Interest Inventory and Personality Inventory.
   c) Non-Standardize techniques – Meaning and Definition.
   d) Interview, Rating Scale, Questionnaire and Projective technique.
   e) Personnel for Counselor, Role of family & Community.

Unit - 4) Guidance Of Children With Special Needs   **20 Marks**
   a) Guidance for physically handicap –meaning concept, types & need of guidance for Physically   handicap. Guidance for learning disable –meaning concept and need of Guidance for learning disables.
   b) Guidance for Juvenile Delinquent –concept, Planning and need of guidance for Juvenile.
   c) Guidance for Juvenile Delinquent concept-meaning and need of guidance for Juvenile.
   d) Guidance for Gifted -meaning concept and need of guidance for gifted children.

Practicum - (any one)
1) Use of counseling techniques in B.Ed College 05 students
2) Administration of adjustment / Personality Inventory on 20 Students –teacher of D.Ed. B.Ed./M.Ed.
3) Use of Tool or Technique used for Guidance and Counseling Services and collect data From any Secondary School / Institution and analyze.
4) A visit to the Vocational Guidance Services in Secondary or Higher Secondary Schools.

References:
1) Agarwal J. C. (1985). Educational Vocational Guidance Counseling, New Delhi: Dogba House.
2) Chibber S.K. (1999) .Guidance & Counselling ,New Delhi 11002:Common wealth Publishers .
3) Kocher S. K. (1989). Guidance & Counselling in Colleges & Universities, New Delhi: Sterling Publishers Pvt. Ltd.
4) Nelson Richard (1972). Guidance & Counseling in the Elementary School, United States of America: Library of Congress.
5) Chibber S.K. (1999) .Guidance & Counseling, New Delhi 11002: Common wealth Publishers.
6) Kemp Gratton (1978). Foundations of Group Counseling, New Delhi: Prentice Hall of India Pvt.Ltd.
7) Kocher S.K. (1989). Guidance & Counseling in Colleges & Universities.
8) Nelson Richard (1972).Guidance & Counseling the Elementary school United States of America Library of Congress.
9) पत्की श्री.मा.व्यवसाय मार्गदर्शन आणि सल्ला कार्य - मिलींद प्रकाशन औरंगाबाद.
10) पिंपळखरे मो.ह.शैक्षणिक आणि व्यावसायीक मार्गदर्शन पुणे विद्यार्थी ग्रह प्रकाशन पुणे.
11) व्यवसाय मार्गदर्शन - पब्लीकेशन प्रायव्हेट दादर मुंबई.

EDUEC-I
B) Special Education

Total Marks - 100 Credits - 4	External Marks – **80** Hours - 60	Internal Marks – **20** Theory Exam Paper – **3 Hours**

Objectives:-To enable the student to:
1) Understand the concept and nature of Special Education.
2) Understand the modes an approaches of Special Education and approaches of Identification for Special children.
3) Understand the meaning, characteristics, types, causes educational programmes, Prevention and rehabilitation of various types of special children.
4) Understand the meaning, concept, characteristics, causes and types of various types of Special children.
5) Understand the significance, enrichment programmes, prevention & Rehabilitation Programmes of various types of special children.
6) Understand the concept & nature of Inclusive Education.

Unit - 1) Special Education and Mentally Retarded   20 Marks
a. Meaning & Scope of Special Education.
b. Needs & objectives of Special Education.
c. Identification and Early Intervention Programmes for Special Education.
d. Modes of Special Education.
e. Meaning & Characteristics of Mentally Retarded.
f. Causes and types of Mentally Retarded.
g. Educational Programmes for Mentally Retarded.
h. Prevention and Rehabilitation for Mentally Retarded.

Unit - 2) Education For Visually Impaired and Hearing Impaired   20 Marks
   Visually Impaired
a) Meaning & Characteristics of Visually Impaired.
b) Types and Causes of Visually Impaired.
c) Educational Programmes for Visually Impaired.
d) Prevention and Rehabilitation for Visually Impaired.
   Hearing Impaired
   Meaning & Characteristics of Hearing Impaired.
a) Types and Causes of Hearing Impaired.
b) Educational Programmes for Hearing Impaired.
c) Prevention and Rehabilitation for Hearing Impaired.

Unit - 3) Education For Gifted, Creative and Orthopaedically Handicapped Children 25 Marks
a. Meaning and Characteristics of Gifted and Creative Children.
b. Need & Significance of Special Education for Gifted and Creative Children.
c. Enrichment Programmes for Gifted and Creative Children.
d. Importance of Special Education for Gifted and Creative Children.
e. Meaning and Characteristics of Orthopedically Handicap.
f. Causes and types of Orthopedically Handicap.
g. Educational Programmes for Orthopedically Handicap.
h. Prevention and Rehabilitation for Orthopedically Handicap.

Unit - 7) Education For Juvenile Delinquents   **15 Marks**

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

Practicum: (any one)
1) Visit to any local Special School and report.
2) Prepare a case study report of a special child.
3) Conduct of a case study of a child belonging to Remand home and present a report.
4) Determine the IQ of Gifted child and present a report.
5) Take Review of research papers on resent trends in Special Education.
6) Visit to residential rehabilitation centre and present a report.
7) Organize an Interview of rank-holder student in HSC/SSCexamination.

References:
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EDUCC-IV
Yoga Education

Total Marks - 50 Credits - 2	External Marks – 40 Hours - 30	Internal Marks – 10 Theory Exam Paper – 1.5 Hours

Unit - 1) Yoga and personality development   **10 Marks**
  a) **Yogic concepts of personality**
     1. *Pancakosa*
     2. *Gunas (Atteibutes): Sattva-guna, rajas-guna and tamas-guna*
  b) **Demensions of integrated personality**
     1. *Physical dimension*
     2. *Emotional dimension*
     3. *Cognitive intellectual dimension*
     4. *Social dimension*
     5. *Spiritual dimension*
  c) **Yoga for integrated personality development**
     1. *Yogic attitudes for personality development*
     2. *Patanjali's Astanga yoga for personality development*

Unit - 2) Yoga and stress management   **10 Marks**
  a) **Concept of stress**
     1. *Stress- a modern perspective*
     2. *Causes and symptoms of stress*
     3. *Consequences of stress*
     4. Stress – a yogic perspective
  b) **Yoga as a way of life to cope with stress**
     1. *Ahara (food)*
     2. *Vihara (recreation)*
     3. *Achara (conduct)*
     4. *Vichara (thought)*
     5. *Vyavahara (behavior/conduct)*
  c) **Yogic practices for stress management**
     1. Asana
     2. Pranayaama
     3. Yoga-nidra
     4. Antar mauna
     5. Meditation

Unit - 3) Yoga and self development   **10 Marks**
  a) Concept and nature of self development
     1. *Essentials for self-development and their description*
     2. *Description of essentials for development of self*
     3. *Holistic approach to self development*

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b) Values according to Patanjali Yoga and Hatha Yoga Spirituality and its role in human self-development –
1. *Yamas* and *Niyamas*
2. A simplified approach to understanding of spirituality vis-à-vis development
3. Role of yamas and niyamas in development of self, spirituality and value orientation

c) Yoga and human excellence
1. *What constitutes human excellence and how?*
2. *Developing human excellence through yoga*

Unit - 4) Guidelines for Asanas   **10 Marks**
   a) General guidelines for performing asanas
   b) Advantages of aasanas
   c) Techniques of asanas
   d) Bandhas and mudras
   e) Pranayama
   f) Meditation

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EPC-3
Communication Skills

Objectives: **After completion of this course students will able to:**
  1) write official letters.
  2) report official events.
  3) follow Mannerisms, etiquette and netiquettes.
  4) face and conduct interviews.
  5) conduct official programme.

Content:
  1. **Writing Official Letters- English and Marathi – 1)** Leave application to H.O.D. / Principal 2) Request for Bonafide Certificate to the Registrar, SUK.
  2. **Interview Skills - Conduct & Face, interviews Download Interview - Video and write a reflective note**
  3. **Welcome Speech of an Event -** e.g. - Education Day
  4. **Comparing the Programme/Master of Ceremony**
  5. **Proposing Vote of Thanks (After Programme)**
  6. **Basics of reporting an activity -** e.g. – Educational Tour Report
  7. **News Paper Reporting of Programme -** e.g. – Conference, Seminar etc.
  8. **Preparing a programme of an Event -** e.g. – Teachers Day, Talents Day etc.
  9. **Writing 'Thank You' letters after a visit to an institution.**
  10. **Writing 'Acknowledgement' in Research Report**
  11. **Mannerisms, Etiquettes and Netiquettes**
  12. **On-line Communication: e-mail (official), e-mail (personal) -** e. g. – Placement, Classmates

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EPC-6
Expository Writing-I

Objective: After completion of Expository writing course students will be able to :
1) Do writing that is used to explain, describe, give information, or inform.
2) Organize around one topic and develop according to a pattern or combination of patterns.
3) Write an essay based on information or facts in logical manner.

Expository Writing:

Expository writing is defined as presenting reasons, explanations or steps in a process. It includes information writing, essay writing, or facts writing. It is not a story writing It includes an introduction, three or four reasons supporting the main idea, and conclusion.

Expository writing needs a topic, reasons supporting the topic, details supporting the reason and a conclusion re-stating the reason. It should be written in clear, concise, logical and informative language using transitional words.

Outline for Expository Writing

I) Title :
II) Introduction:
      a. Hook
      b. Background information
      c. Background information on Topic
      d. Statistic or research based information on topic
      e. Statement
III) Reasons:
      a. Facts Detail
      b. Example
      c. Sum up
IV) Conclusion
      a. conclusion of the above
      b. Feeling about whole writing
      (Use transition words, plan reasons in logical order.)

Topics For Expository Writing (some Examples)
1) Stop pollution.
2) Social security for safety of girls.
3) Crime.
4) Violence in educational institution.

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M.Ed. – IInd Semester
EDUCC-V
Sociological Foundations of Education

Total Marks - **100**	External Marks - **80**	Internal Marks - **20**
Credits - **4**	Hours - **60**	Theory Exam Paper - **3 Hours**

Objectives: To enable the student to-
1) Understand the impact of Eastern & Western Schools of philosophy on Education
2) Understand the changing nature of Global Society and Role of Education in it.
3) Understand the impact of socio-political-economic ideologies   on Education

Unit - 1) Sociological Foundation Of Education 20 Marks
   a) Concept and nature of sociology of Education.
   b) Social stratification and its factors (political, economical and cultural)
   c) Social organization – characteristics
   d) Education theories – Emile Durkheim, Maxwaber, Karl Mannheim.

Unit - 2) Culture 20 Marks
   a) Meaning of culture, Role of Education in cultural context, Education and cultural changes.
   b) Education and society: Education as a social system, Education as a socialization and process of social progress and change.

Unit - 3) Equality of Educational Opportunity and Excellence in Education 20 Marks
   a) Equality and Equity in Education. Inequality in Indian social system. Gender and habitation. Need of measure to address them.
   b) Education and Democracy, constitutional provision for education.

Unit - 4) Modern Views In Education 20 Marks
   a) Continues education – Need, importance and objectives.
   b) Distance education – concept and programmes in India.
   c) Education for disadvantaged – Need and objectives.
   d) Education for oppressed – the views of Powlow Freire.
   e) De-schooling society – the views of Evan Elich.
   f) Education for Liberalization, Privatization and Globalization.
   g) Education for International understanding.
   h) Visits to rural and tribal school and observe the cultural activities and present a report.
   i) Organization of programme on any social issue by a group of three students and submission of its report individually.
   j) Study of the comparison between one western school with one Indian school of Philosophy Case study from varied sections of society

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EDUCC-VI
Advance Research & Statistics in Education

Total Marks - 100 Credits - 4	External Marks - **80** Hours - **60**	Internal Marks - **20** Theory Exam Paper - **3 Hours**

Objectives: To enable the student to-
1) Explain a sampling design appropriate for a research study.
2) Explain the importance of documentation and dissemination of researches in Education.
3) Explain or predict values of a dependent variable based on the values of
4) One or more independent variable.
5) Estimate the characteristics of populations based on their sample data.
6) Test specific hypotheses about populations based on their sample data.
7) Use appropriate procedures to analyze qualitative data.
8) Demonstrate competence in the use of statistical packages for analysis of data.
9) Acquire the knowledge of various methods for educational Research and prepare research proposal.
10) Understand the use of different tools and techniques for research.
11) Use various statistical measures to interpret results of educational research.
12) Prepare and present research report and evaluate it.

Unit - 1) Research Problem, Research Proposal and Sampling   20 Marks
   a) Sources and Selection of Research Problem**.**
   b) Statement and Defining of Research Problem**.**
   c) Review of Related Literature (Abstract / full review)
   d) Research Proposal and Synopsis: Preparation and oral presentation.
   e) Population and Sample - Concept
   f) Sample - sampling unit, sampling frame, sample size, , representative and biased samples.
   g) Random sampling techniques : simple random sampling, systematic sampling stratified random sampling, cluster sampling, and multi-stage sampling.
   h)   Non Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental sampling.

Unit - 2) Inferential Statistics for Quantitative Data   20 Marks
   a) Hypothesis - Meaning, types, formulation of Hypothesis for Different methods of Research.
   b) Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean.
   c) Use of Statistics for Hypothesis Testing.
   d) Parametric Tests: t-test for independent and correlated samples.
   e) Concept of Analysis of Variance.
   f) Non Parametric Tests: Chi-square.
   g) One Tailed and two Tailed Tests.

Unit - 3) Use of Computer in Data Analysis   20 Marks
   a) Knowledge Of Different Types Of Software For Statistical Analysis
   b) SAS-Statistical Analysis System
   c) SPSS- Statistical Package For Social Sciences
   d) Excel- Data Entry & Procesing on the Data
   e) Use of computer for preparing research report

Unit - 4) Report Writing and Evaluation Of Research Report   **20 Marks**

    a) Preparation of Research Report of Dissertation/Thesis: Sections – Preliminary, Main body, References.(Prescribed by the University)

    b) Preparation of Research Report for Journals and Conferences.

    c) Preparation of Research Abstracts and Research Synopsis.

    d) Oral Presentation of Research thesis/dissertation for defense.

    e) Evaluation of Research Report - Thesis / Dissertation. .(Prescribed by the University)

    f) Evaluation of Research Report in Journals and Conference/Seminar papers.

Practical :- (Any one)

    5) Review of Educational research report /article.

    6) Data analyzing using computer through SPSS/any research software package.

    7) Review of submitted research of M.Phil. and Ph.D. level.

    8) Review of published research paper one quantitative and the other qualitative.

    9) Construction of one tool of data collection.

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EDUCC-VII
Teacher Education

Total Marks - 100	External Marks - **80**	Internal Marks - **20**
Credits - 4	Hours - **60**	Theory Exam Paper - **3 Hours**

Objectives:
To enable the student to-
1) Acquaint with aims, objectives, structure and curriculum of Teacher education.
2) Trace the development of teacher education in India
3) Become acquainted with managerial aspects of various Practicum In teacher educations.
4) Discuss various views of professional development of Teacher Education.
5) Understand the functions of various bodies of Education for ensuring the quality of teacher education.
6) Gain the sense of laboratory & field experiences in teacher Education.

Unit - 1) Philosophy of Teacher Education   **10 Marks**
     a) Teacher Education – Meaning, Nature, Scope & Importance.
     b) Aims & general objectives of Teacher Education.
     c) Objectives of Teacher Education at various levels.
     d) Social Context of Teacher Education.
     e) History of Teacher Education in India -
     1. British period.
     2. Reports of various commissions after independence (With reference to teacher Education)

Unit - 2) Teacher Education and Quality Assurance   **15 Marks**
     a) Competency Based Performance & Commitment Oriented Teacher Education**.**
     b) Quality Assurance.
     c) Role, Functions and Responsibilities of –
        1) UGC   2) NCTE   3) NCERT
        4) SCERT   5) Open University   6) Academic Staff Colleges
        7) University BOS, Academic Council & Faculty of Education as per Maharashtra University act.
     d) The Centrally sponsored scheme for the reconstructing and strengthening of Teacher Education.

Unit - 3) Field Based Experiences in Teacher Education   15 Marks
     a) Training of Psychological laboratory experiences
     b) Micro teaching.
     c) Practice Teaching.
     d) Internship - Nature, Importance, Work – Teaching, Lesson, Checking, Observation.
     e) Organization of other Pedagogical components of Teacher Education - CCM, Evaluation, SS, SUPW and Co-curricular Activities.
     f) Relationship of college of education with co-operating school.

Unit - 4) Professional Development of the Teacher 20 Marks
   a) Teaching as Profession - Concept of Profession, Role, Attitude, Values and Job Satisfaction.
   b) Changing Role of Teachers & Their Responsibilities.
   c) Professional Ethics for Teachers.
   d) Orientation & Refresher Courses.
   e) Teacher appraisal and accountability.
   f) Current issue in Teacher Education.
   g) Challenges in Teacher Education.

Practical Work :- (Any One)
   1) Make a detailed report about the Role and Functions NAAC.
   2) Critical study of any one Pre-Service Teacher Training Institution.
   3) 3) Critical study of In-Service Teacher Training Institution.
   4) Prepare a time-table of practice teaching programme of B.Ed./D.Ed.collage.
   5) Prepare a lesson Plane on any Model of teaching and implement it in a group of B.Ed. Students.
   6) Organize a group discussion on any current issue in Teacher Education and present a Report.
   7) Critical study of Teacher's hand-book of any school subject of any class

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23) चिंचोलीकर डॉ.कृत्तिका,जाधव रवी,अध्यापक शिक्षण,नित्यनूतन प्रकाशन, पुणे.

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EDUEC-II
A) Educational Evaluation and Measurement

Total Marks - 100	External Marks - **80**	Internal Marks - **20**
Credits - 4	Hours - 60	Theory Exam Paper - **3 Hours**

Objectives:
To enable the student to-
1) Get acquainted with the basic concepts and practices adopted In educational measurement and educational evaluation
2) Understand the relationship between measurement and Evaluation
3) To understand various taxonomies of educational objective
4) Get acquaint with various reforms in examination system
5) Get oriented with the tools of educational measurement and Evaluation.
6) Develop skills and competencies in constructing achievement test.
7) Acquaint with procedures of standardizing a test.
8) Use standardize test and interpret the scores.

Unit - 1) Educational Evaluation And Examination Reforms   20 Marks
   a) Meaning and concept of Educational Measurement
   b) Historical background of measurement.
   c) Educational Evaluation - Concept, process, principles and Types.
   d) Relationship among measurement, assessment and evaluation
   e) Taxonomies of educational objectives.
   f) Bloom's taxonomy of Cognitive domain.
   g) Krathol's taxonomy of Affective domain**.**
   h) Dave's taxonomy of psychomotor domain.
   i) Objective as a base of teaching and measurement
   j) **Examination reforms –**
      1. *Grading, Marking and Credit System.ii.*
      2. *Semester System.*
      3. *Question Bank.*
      4. *Continuous Internal Assessment.*
      5. *Moderation and revaluation.*
      6. *Online Examination.*

Unit - 2) Characteristics Of A Good Measuring Tool And Its Preparation 20 Marks
   a) Charecteristics-Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power.
   b) Reliability **-** methods of establishing reliability, factors affecting, interpretation and improving reliability.
   c) Validity **-** Types, Factors affecting, interpretation and Improving validity
   d) Standardization Of the Test
   1. *Meaning and need for standardization of the test*
   2. *Steps involved in standardization of the test.*
   3. *Norms –referenced and Criterion - referenced tests.*

Unit - 3) Tools of measurement and evaluation   20 marks
   a) Subjective and objective tools of measurement.
   b) Nature, characteristics, advantages and limitations of the tests: essay tests, Objective tests, and performance tests; Scales; Inventories; Questionnaires and Schedules.
   c) Intelligence test-Individual & group (verbal non-verbal and performance tests)
   d) Measurement of creativity; language creativity and science creativity.
   e) Personality tests; Personality inventories; check list; adjustment inventories, projective techniques; performance records.
   f) Achievement test.
   g) Interest inventories Kuder, Strong, Cambell.
   h) Aptitude scale Thurstone, Likert.
   i) Attitude tests: Differential Aptitude Tests C and GAT B general aptitude test batteries.

Unit - 4) Educational statistics and interpretation of test scores   20 marks
   a) Tabulation of data, Graphical Representation, Histogram, Frequency Polygon.
   b) Measures of Central Tendency- Mean,Median,Mode-its merits, demerits and uses.
   c) Measures of Variability-Range, Quartile Deviation, Standard Deviation.
   d) Standard Score-Tscores and Cscores
   e) Percentile and Percentile Rank.
   f) Normal Probability Curve-its properties and uses. Skewness and Kurtosis.
   g) correlation-Rank difference and Product Movement method.
   h) Critical ratio-t value
   i) Chi-square test.

Practicum (any one)
   1) Prepare a question bank of 25 questions at different levels and types for any one paper of B.Ed. or M.Ed. Course.
   2) 2. Study of online examination system through visit to computer Institute.
   3) Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)With the readymade test or inventory and interpret the results.
   4) Prepare an Achievement Test by using steps for Standardization.
   5) Item analysis of 10 MCQs of any test taken by any Institute.
   6) Analysis any School level question paper of any subject and make Three Dimensional Blue Print based on it.
   7) Collect scores of any class from any school and find its Central Tendency and Variability.

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20) शेटकर डॉ.गणेश, जोशी डॉ.शोभना, शैक्षणिक मूल्यमापन व कृतिसंशोधन,(२००७) -शेटकर डॉ.गणेश, जोशी डॉ.शोभना, मृण्मयी प्रकाशन, औरंगाबाद.

EDUEC-II
B) Information Technology And Educational Technology

Total Marks - 100	External Marks - 80	Internal Marks - 20
Credits - 4	Hours - 60	Theory Exam Paper - 3 Hours

Objectives: To enable the student to-
1) Be acquainted with the Information and Communication Technology to apply for Education
2) Be acquainted with Computer Hardware and Software to be Able to use in Education
3) Be acquainted with the nature, forms, research trends and Applications of Educational Technology
4) Be acquainted with Media Technology and Instructional System for use in Education.
5) Be acquainted with Internet, www and Computer Multimedia and use them effectively and judiciously.
6) Be acquainted with the applications of IT in Education, Training and Research.

Unit - 1) Information And Communication Technology   **10 Marks**
   a) Information technology: concept need and importance
   b) Historical development of information technology and Different facts of information technology
   c) Meaning of telecommunication, Analog and digital signal, Modulation and its need
   d) Modems: Transfer speeds
   e) Communication satellite, ISDN (1 hr)
   f) Need for Data Transmission, The Basic communication Systems, Data Transmission and techniques
   g) Internet for Educational purposes
   h) Importance of computer networks, network terminology, Types of network Theory and models of communication

Unit - 2) Computer Hardware   **10 Marks**
   a) Meaning of hard-ware and various hardware components Of a personal computer
   b) Input Device: Input fundamentals, Categories of Input Devices: Keyboard Input: Keyboards and their types: Pointing Devices: mouse track ball, touch pad, touch screen joystick, Pen-based systems, personal digital assistants (PDA), light pen, Digitizing tablet: Data scanning Devices: bar code readers Optical Mark Readers (OMR) Optical scanners, Optical Character Recognition (OC) Magnetic Ink Character Recognition, (MICR) system voice Input Devices.
   c) Hardware inside data processing unit
   d) **Output devices:** Output Fundamentals, Categories of output **Devices:** softcopy output device: Monitors: Cathode-ray tube CRT) Classification and characteristics of a monitor, voice Output systems: sound cards and speakers 3D Audio: Hard Copy Output Devices: Impact Printers –letter quality Printers dot-matrix printers, high speed printers: Non Impact Printers –ink-jet printers thermal printers laser printers: Plotters**.**
   e) Memory and its types–primary secondary stage devices

Unit - 3) Educational Technology   **10 Marks**

    a) Meaning, need, scope, significance, limitation and objectives of Educational Technology.

    b) **Forms of Educational Technology:** Media Technology, Instructional Technology, Teaching Technology, Behavioral Technology, Cybernetics.

    c) **Technology Literacy -** Visual, Audio, Media and - Meaning, Importance and development of each**.**

    d) Major Development Trends in Researches in the field of Educational Technology.

    e) Educational Technology in Formal, Non Formal; and Distance Education, with reference to Counseling and Support Services

Unit - 4) Media Technology And Instructional System   **10 Marks**

    a) Types, Classification, Selection, Preparation and Use of Media - Projected, Non Projected, Community resources for individual and group Learning Methods.

    b) Multi Sensory Teaching at various levels
       i) Memory, ii) Understanding & iii) Reflective - Multi Media Technology Concept, characteristics.

    c) Print media technology and Photography Technology.

    d) Learner Centered Instruction and Analysis of Learners**.**

    e) System Approach to Instruction - Task Analysis.

    f) Designing Instructional System - Individual mode, Small Group mode, large group mode

Unit - 5) Computer Software   **10 Marks**

    a) Computer Software: Meaning and Types.

    b) System software: Types - System Control Software, System support software, System Development Software.

    c) Operating Systems: Meaning, Types, Commands and Working.

    d) Programming language: Classification, Types, Uses and special features of high Level languages.

    e) Application software, Utility software (in brief) & Features of MS Windows & MS Office.

Unit - 6) Internet, World Wide Web And Computer Multimedia   **10 Marks**

    a) Concept and Meaning of Internet, A brief History of the Internet, Applications of the Internet, Internet Hardware and Software requirement, Internet Security, Internet Terminology

    b) The World Wide Web: Introduction to WWW, web pages and HTML, web Browsers; web Search Engines, Internet Service Providers, Net Surfing, Internet Services

    c) Electronic Mail (e-mail): The Concept of e-mail, Advantages and Disadvantages of E-mail, working with e-mail, Mailing Basics, Internet Mail Protocols, Useful e-mail Services, Newsgroups

    d) The Concept of Multimedia, Components of Multimedia, Use of Multimedia: in Entertainment, Software Training, Education and Training, in office work; Multimedia Servers and Databases

    e) Multimedia Tools (In brief): Paint and Draw Applications, Graphic Effects and Techniques, Sound and Music, Video, Multimedia Authoring Tools, types of Presentations

    f) Computer care - Virus, security and maintenance

Unit - 7) Teaching Strategies And Evaluation   **10 Marks**
   a) Teaching Strategies - Meaning, Nature
   b) Function and types.
   c) Teaching for Knowledge construction
   d) Innovative Teaching Strategies - Discussion Think pair share, Partners in Learning,
   e) Teaching for various levels of objectives - Objectives as the basis of Teaching and Evaluation.
   f) Meaning, Concept of Educational Evaluation - Norm Referenced and Criterion Referenced Tests - Formative and Summative Evaluation.

Unit - 8) Applications Of IT In Education, Training And Research   **10 Marks**
   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 Aided Instruction, Computer Assisted Learning, Drill-Practice - Tutorial, Simulation and games in instruction, Presentation aids, interactive Multimedia, web based learning.
   d) Use of IT in Research: Problem selection, Review, Data collection, Analysis and Interpretation, Reporting, Presentation.

Practicum (Any one)
   1) MS word application: A letter for Job application or Leave application.
   2) MS Excel – feed and process data: Mean; Median; SD; Correlation & prepare Graphs.
   3) Paint applications: Prepare pictorial chart.
   4) Use Internet for teaching, learning and research.
   5) Local visits and report (any one)
        1. Printing press
        2. Photography studio
        3. Resource Centre / EMRC / MKCL / Electronic Shop /AIR.

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28) देशपांडे व करंदीकर, सूक्ष्म अध्यापन - नूतन प्रकाशन पुणे.

29) शेटकर डॉ.गणेश,जोशी डॉ.शोभना,(२०००),पाठ नियोजन,औरंगाबाद,मृण्मयी प्रकाशन.

30) सूक्ष्म अध्यापन - श्री वाशीकर.

31) श्री भोसले व श्री शेंडे, क्रमान्वित अध्ययन

32) वासंती फडके. अध्यापनाची प्रतिमाने -

33) ओक सुमन - प्रगत शैक्षणिक तंत्रविज्ञान -

34) बरवे डॉ.मिनाक्षी, संगणक शिक्षण व शिक्षक नूतन प्रकाशन पुणे.

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37) माथूर डॉ.एस.एस. शैक्षणिक तकनीकी -

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39) कूलश्रेष्ठ डॉ.एस.पी., शैक्षिक तकनीकी के मूल आधार विनोद मंदिर आग्रा २

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EDUEC-II
C) Value Education And Human Rights

Total Marks - 100	External Marks - **80**	Internal Marks - **20**
Credits - 4	Hours - **60**	Theory Exam Paper - **3 Hours**

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 differentiate 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 reasons and Emotions in moral development of the child.
4) To enable them to understand the process of moral development, cognitive and social development.
5) To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

Unit - 1) Nature And Concept Of Morality And Moral Education   20 Marks
   a) Moral Education vis-à-vis religious education; moral education, moral training and Moral indoctrination.
   b) Language of moral education - its form and context characteristics of a morality Educated persons.
   c) Justice and Care - the two dimensions perspectives in Mortality: Dichotomy between Reason and passion.
   d) Moral Judgment and Moral Action.

Unit - 2) Moral Development Of The Child   20 Marks
   a) Concept of Development and Concept of Moral development.
   b) Psycho-analytic 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.
   1. *Moral Learning outside the school - child rearing practices and moral Learning, Moral learning via Imitation, Nature of Society and moral learning. Media and moral Learning.*
   2. *Moral Learning Inside the school: providing "form" and "Content to education".*
   3. *Moral Education and the curriculum: Can moral education be imparted taking it as a Subject of curriculum.*

Unit - 3) Ntervention Strategies For Moral Education And Assessment of moral maturity 20 marks
   a) Model of Moral Education - i) Research Building Model, ii) The consideration Model, iii) Value classification model, iv) Social Action Model, v) Just community intervention model.
   b) Assessment of moral maturity via moral dilemma resolution.
   c) Examples of some select moral dilemmas.

Unit - 4) Human Right Education: 20 Marks
   a) Need and importance of Education for Human Rights in the Existing social scenario.
   b) Human Right Education through curriculum
   c) Human Right Education for Child, Women and Others backward classes
   d) Role of United Nations Organization (UNO); National Human Rights
   e) Commission and Non-Governmental Organization in development of Human Right Education

Practicum-(Any one)
1. Organize any programme for school children for inculcating different values.
2. Create a programme for awareness among the school/college students about Human Rights Values.

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२१) मूल्यशिक्षण डॉ.सुरेश करंदीकर - फडके प्रकाशन कोल्हापूर.
२२) नैतिक मूल्याचे शिक्षण एस.एस.माने विद्याभारती प्रकाशन गीतांजली मार्केट मेन रोड लातूर.
२३) नैतिक व सामाजिक तत्वज्ञान - सु.वा.बरकले विद्याप्रकाशन पुणे.
24) मूल्य शिक्षण डॉ.रामशकल पाण्डेय, डॉ.करुणाशंकर मिश्रा विनोद पुस्तक मंदिर, आग्रा 2

EDUSC-I
A) Teaching Learning Process in Elementary Education

Total Marks - 100 Credits - 4	External Marks - **80** Hours - **60**	Internal Marks - **20** Theory Exam Paper - **3 Hours**

Objectives: On completion of this course students will be able to:
1) Understand the concept, nature and aspects of learning at Elementary level
2) Acquire pedagogical skills required for teaching at Elementary level
3) Identify, Select, Prepare And Use Learning Resource
4) Design Constructivist Teaching and Learning activities / programmes

Unit - 1) Learner and Learning Process at Elementary Level   20 Marks
   a) Characteristics of (Early and Late) and Early adolescence: Physical, Social, Emotional, Psychological and cognitive development
   b) Concept of Learning: Processes and Product, Learning of skills, Assessing Learning
   c) Nature of learning, Learning styles, Learning Pace/ Speed and different ways of learning.
   d) Learners in context: Situating learner in the socio-political and cultural contexts.
   e) Language and motor development of children, Development of communication skills

Unit - 2) Pedagogical Practices and Process of Learning
   a) Child Centered School Environment.
   b) Child Centered Pedagogies: Inquiry based learning, Project based learning, Activity based pedagogy, Art pedagogy and Techno pedagogy
   c) Culture specific pedagogies
   d) Play and its educational implication: Meaning, Types and functions of Play.
   e) Linkages of Play with physical, Social, Psychological and Cognitive development

Unit - 3) Resources of Teaching Learning.
   a) Meaning and planning for different resources: Money, Time, Material. Human, School Structure and Nature as resources.
   b) Physical Resources: Planning, Preparation and Use.
   c) ICT mediation as a relevant resources (Including Film)
   d) Art and Aesthetic sense as resources
   e) Stories, Songs and Comics as resources.

Unit - 4) Constructivist Approach to Teaching Learning
   a) Concept of Constructivism- Cognitive, Social and Radical.
   b) Constructivist Learning Strategies- Learning Designs and Tasks, Cooperative and Collaborative learning, 5-E Model.
   c) Teacher as a Facilitator.
   d) Assessment of Knowledge Construction.e. Reflective Practices in teaching and learning.

Practicum:
1. Preparation and use of a tool for measuring the characteristics of five children (any one area - Physical/ Social/ Emotional/ Psychological/ Cognitive)

2. Planning, Preparation and Use of ICT mediated resource for conducting one lesson of elementary level

Essential Readings
1) NCERT. (2008). *Social and Political life-III.* Class VIII Textbook, Unit 1, 2 and 4.
2) *NCERT. (2006). National Focus Group Position Paper on Aims of Education.*
3) *NCERT. (2006). National Focus Group Position Paper on Gender Issues in Education.*

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30) Novak, Joseph & Gorwin, B.(2010). *Learning how to Learn*. New York: Cambridge University Press

31) Rao, A.V.G. (2004). School community linkage and quality of education.

32) In Murthy, C.G.V. *et*

33) *al.(2004). Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.

34) Sibia, A. (2006). *Life at Mirambika: A free progress school*. New Delhi: NCERT.

35) Sridhar, Y.N. (2004). Networking of teachers for quality maintenance.

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EDUSC-I
B) Teaching Learning Process in Secondary & Senior Secondary Education

Total Marks - **100** Credits - **4**	External Marks - **80** Hours - **60**	Internal Marks - **20** Theory Exam Paper - **3 Hours**

Objectives: On completion of this course students will be able to:
1) Understand the concept, nature and aspects of learning at Secondary & Senior Secondary level
2) Acquire pedagogical skills required for teaching at Secondary & Senior secondary level
3) Identify, Select, Prepare and Use Learning Resources.
4) Design Constructivist Teaching and Learning activities / programmer

Unit - 1) Learner and Learning Process at Secondary & Senior Secondary Level-20 Marks
   a) Characteristics of adolescence: Physical, Social Emotional, Psychological and cognitive development
   b) Concept of Learning: Processes and Product, Learning of Knowledge & skills, Assessing Learning & Levels of Learning
   c) Nature of learning, Learning styles, Learning Pace/ Speed and different ways of learning.
   d) Learners in context: Situating learner in the socio-political and cultural contexts.
   e) Development of Personality, Development of communication skills.

Unit - 2) Pedagogical Practices and Process of Learning.
   a) Student Centered School Environment.
   b) Student Centered Pedagogies: Inquiry based learning, Problem based learning, Activity based pedagogy, Art pedagogy and Techno pedagogy.
   c) Culture specific pedagogies.
   d) Project , & Visits and their educational implication: meaning and types of Projects & Functions of Projects .
   e) e.Linkages of Projects with physical, Social, Psychological and cognitive development.

Unit - 3) Resources of Teaching Learning
   a) Meaning and planning for different resources: Money, Time, Material. Human, School Structure and Nature as resource.
   b) Physical Resources: Planning, Preparation and Use.
   c) ICT mediation as a relevant resources (Including Film)
   d) Resources for development of values, attitudes, and skills & higher level thinking.
   e) Curricular Material: Preparation & use as resources.

Unit - 4) Constructivist Approach to Teaching Learning
   a) Concept of Constructivism- Cognitive, Social and Radical.
   b) Constructivist Learning Strategies- Learning Designs and Tasks, Cooperative and Collaborative learning, 5-E Model.
   c) Teacher as a Facilitator.
   d) Assessment of Knowledge Construction.
   e) Reflective Practices in teaching and learning.

Practicum:
1. Preparation and use of a tool for measuring the characteristics of five children (any one area - Physical/ Social/ Emotional/ Psychological/ Cognitive)
2. Planning, Preparation and Use of ICT mediated resource for conducting one lesson of elementary level

Essential Readings
1) NCERT. (2008). *Social and Political life-III.* Class VIII Textbook, Unit 1, 2 and 4.
2) NCERT. (2006). *National Focus Group Position Paper on Aims of Education.*
3) NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education.*

References:
1) Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India.* New Delhi: NIEPA.
2) Bhat, V.D. (2004). Teacher accountability to self, system and community.
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4) Csikszentmihalyi, M. (2005). *Thoughts about Education.* www.newhorizons.org
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6) Erikson, E. H. (1972). *Play and Development.* New York: W.W. Norton.
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8) Gagnon, George & Collay, Michelle.(2006). *Constructivist Learning Design.* California: Corwin Press
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12) Kuranyangi, T. (1993). *Totochan.* New Delhi, India: National Book Trust.
13) Miller, R. (2006). *What is Education For*? www.pathsoflearning.net
14) Mukunda, K. V. (2009). What did you ask in school today? *A Handbook on child learning.* Noida: Harper Collins. pp. 79-96.
15) Mythili, R. (2008). A Study based on Karnataka School Quality Assessment Organisation's 2006 Performance Reports. Bangalore: KSQAO.
16) Murthy, C.G.V. *et al. (*2004). *Quality education in schools: A handbook for teachers.* Mysore: Regional Institute of Education.
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20) Nagaraja, C.G. (2004). Effective school administration and management: A prerequisite for quality education. In Murthy, C.G.V. *et al. (*2004). *Quality education in schools: A handbook for teachers.* Mysore: Regional Institute of Education.
21) Neill, A S. (1992). *Summerhill School – A new view of childhood.* New York: St. Martin's Griffin.
22) Novak, Joseph & Gorwin, B.(2010). *Learning how to Learn.* New York: Cambridge University Press
23) Rao, A.V.G. (2004). School community linkage and quality of education.

24) In Murthy, C.G.V. *etal.(*2004). *Quality education in schools: A handbook for teachers.* Mysore: Regional Institute of Education.

25) Sibia, A. (2006). *Life at Mirambika: A free progress school.* New Delhi: NCERT.

26) Sridhar, Y.N. (2004). Networking of teachers for quality maintenance.

27) Sykes, M. (1988). *The story of Nai Taleem.* Vardha: Nai Taleem Samiti, Sevagram.

28) Tagore, R. (1918). *The parrot story.* www.parabaas.com

M.Ed. IIIrd Semester

EDUCC-VIII
Educational Administration, Planning
& Economics in Education

Total Marks - 100	External Marks – 80	Internal Marks - 20
Credits - 4	Hours - 60	Theory Exam Paper – 3 Hours

Objectives: To Enable The Student To:
1) Understand the concept and principles of Educational Administration to Education.
2) Understand the concept and principles of educations administration to education.
3) Draw implications of theories to educations.
4) Acquaint with the meaning and nature of economics and economics of education and Educational costs.
5) Understand the different aspects related to financing of Education.
6) Understand aspects related to T Q M.
7) Understand aspects related to performance appraisal to apply.

Unit - 1) Educational Administration   **20 Marks**
   a) Concept of Educational administration.
   b) Development of modern concept of Educational administration: Taylorism, Administration of projects, Administration of bureaucracy, Human Relations Approach To Administration.
   c) Concept, need and factors related to job satisfaction.
   d) Leadership in educational administration: meaning and nature of leadership; styles of Leadership; Theories of leadership - contingency model by fielder, the vertical Dyad Theory; Evaluation of leadership.
   e) Challenges and Performance Appraisal of Educational Administration.

Unit - 2) Planning Of Education   **20 Marks**
   a) Meaning nature and principles of planning.
   b) Perspective planning concept, nature, scope and use of perspective planning in Education.
   c) Institutional planning: concept nature and scope and importance of institutional Planning in education.
   d) Decision making in education concept, types and techniques of decision making in Education
   e) Manpower planning-concept need and importance of manpower planning for human
   f) Resource development.

Unit - 3) Educational Supervision   **15 Marks**
   a) Meaning need nature and importance of educational supervision Academic supervision vs. Administrative supervision.
   b) Functions and process of supervision.
   c) Supervision of different levels of education.
   d) Planning and organizing of Supervisory programmes.
   e) Implementing supervisory programmes.

Unit - 4) Economics And Finance Of Education   **25 Marks**
   a) Meaning and nature of economics.
   b) Meaning need and importance of economics of education.
   c) Scope of economics of education.
   d) Benefits of education.
   e) Educational costs.
   f) Management of financing.
   g) Nature and scope of educational finance.
   h) Sources and allocation of funds and maintenances of accounts.
   i) private and self financing of educational institutions.
   j) School finance, student's loans.

Practicum - (Any One)
   1) A study of Human Resource Development of any Educational Institution (University/College/ Secondary School/Primary School) and writing of it 's report.
   2) Visits to different Managements School - Public School / Military School / International School / Navodaya Vidayalaya / Ashrama Shala (Any Two) and writing of its report.
   3) Visit to any one Local Government body-Municipal Corporation / Nagar parishad / Grampanchyat for studying financing of Primary or Secondary Education and writing of its report
   4) A study of TQM related programmes and performance appraisal techniques of any Educational Institution. (Primary School/Secondary School/College/University)

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   1) Bhatnagar, R. P. & Agarwal, V., (1986). Educational Administration: New Delhi. International Publishing House.
   2) Bhatt, B. D. & Sharma, S.D. (1992). Educational Administration: Hyderabad Kanishka Pub. House Book links Corporation, Naryanguda.
   3) Chalam, K. S. (1993). Educational Policy for Human Resources Development. Company,2000 New Delhi.2001: Deep & Deep Publishers.
   4) Chaturvedi, R. N.(1989). The Administration of Higher Education in India (Jaipur): Print well Publishers..
   5) Chturvedi, R. N. The Administration of Higher Education in India. Print well Romesh vermin.
   6) Educational Management Innovative Global Pattern. Regency Pub. New Delhi – 11008:1997 Publisher Jaipur.
   7) Goel, S. L. (2005). Management in Education. New Delhi: A.P.H. Publishing Corporation.
   8) Goel, S. L. & Goel, Aruna (1994). Educational Policy & Administration: Deep & Deep Publications.
   9) Goel, S. L & Rajneesh, Shalini. Management Techniques-Principles & Practices. New Delhi. Deep & Deep Publication Pvt. Ltd.
   10) Goel, S. L. & Salini Rajnesh (2001). Management Techniques Principles & Practices: Deep& Deep Publisher New Delhi.
   11) Gupta, L.D.,(1987). Educational Administration: Oxford & IBH Publishing Co. Pvt. Ltd.
   12) Chalapathi, I.V., Roy Choudhari, College Teacher & Administrators a handbook.
   13) Mathur, S. S., Educational Administration. Principles and Practices, Krishna Brothers.
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16) Ostrander, R.H., Dethy, R. C. (1968). A Valves approach to Educational
17) Administration. American Book Company.
18) Owers, R.G., (1970). Organizational Behavior in Schools. Pretenice Hall, Inc.
19) Talesha Menbata, Pal Ruhela Satya, Nagda, M.L., (1989).
20) Roy Choudhari, Nanita, (1992). Management in Education. New Delhi. A.P.H. Publishing
21) Saiyadin, M.S. Monappa Arun (1991). Personal Management. New Delhi: Tata
22) McGraw-Hill Publishing Company Limited.
23) Tripathi, P.C.& Reddy, P.N., (1995). Principles of Management. New Delhi: Tata
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25) Tripathi, P.C. & Reddy P.N. (2004). Principles of Management. 23rd ed. Tata
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27) University News, A weekly Journal of Higher Education.
28) Vashist, S. R. (1994). History of Educational Administration: Anmol Publication
29) Pvt. Ltd. New Delhi.
30) Yakl, Gary (1994). Leadership In Organization. London: Pretenice Hall.
31) शैक्षणिक व्यवस्थापन व प्रशासन - डॉ.अरविंद दुनाखे व डॉ.हेमलता पारसनीस, नुतन प्रकाशन पुणे.

EDUCC-IX
Inclusive Education

| Total Marks - 100 | External Marks – **80** | Internal Marks - 20 |
| Credits - 4 | Hours - **60** | Theory Exam Paper – **3 Hours** |

Objectives: To Enable The Student 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) Analyze 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 to Inclusive Education   15 Marks
   a) Difference between special education, integrated education and inclusive Education.
   b) Advantages of inclusive education for the individual and society.
   c) Recommendations of Education Commissions and Committees on restructuring Policies and practices to respond to diversity in educational situations
   d) National and International initiatives for inclusive education
   e) Current Laws and Policy Perspectives supporting IE for children with diverse Needs

Unit - 2) Preparation for Inclusive Education   20 Marks
   a) Concept and meaning of diverse needs.
   b) Educational approaches and measures for meeting the diverse needs- concept of Remedial education, special education, integrated education and inclusive Education.
   c) Brief account of existing special, integrated and inclusive education services in India.
   d) Building inclusive learning friendly classrooms, overcoming barriers for Inclusion.
   e) Creating and sustaining inclusive practices.
   f) Role of teachers, parents and other community members for supporting inclusion Of children with diverse needs.

Unit - 3) Children with Diverse Needs and Utilization of Recourses   25 Marks

    a) 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 backwardness, Underachievement, slow learners, children with special health problems, Environmental/ecological difficulties and children belonging to other marginal Groups.

    b) Role of teachers working in inclusive settings and resource teacher in developing And enriching academic skills for higher learning.

    c) 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.

    d) Role of technology for meeting diverse needs of learners.

    e) Concept and importance of human and material resources.

    f) Types of services approaches, strategies, personnel involved and their specific Roles and responsibilities.

    g) 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.

    h) Managerial skills for mobilizing appropriate resources.

    i) Identifying the required resources for children with varied special needs

Unit - 4) Curriculum adaptations and evaluation for children with diverse needs   20 Marks

    a) 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.

    b) Guidelines for adaptation for teaching/ practicing science, mathematics, social Studies, languages, physical education yoga, heritage arts theatre, drama etc in Inclusive settings.

    c) Utilization of records/ case profiles for identification, assessment, and Intervention for inclusive classrooms.

    d) Techniques and methods used for adaptation of content, laboratory skills and Play material

Practical Work: (Any one)

The students may undertake any one of the following activities:

    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.

    6) Conduct a survey on the type of supportive service needed for inclusion of Children with any disability of your choice and share the findings in the class.

7) Preparation of status report on school education of children with diverse needs.

8) Evaluation of text books from the perspective of differently able children.

9) Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.

10) Analysis of policy document (national, international) related to diversity.

11) Survey the locality for early identification of children with disabilities.

12) Planning and conducting multi level teaching in the local school.

13) Critical review of policy and practice and panel discussion by a group of students.

14) Visit to special, integrated and inclusive classrooms .Reflective journal writing.

15) Review of literature related to education of children with diverse needs Presentation of reports in a seminar.

16) Make a list of existing resources in the local area and discuss their use and Limitations based on survey of five inclusive schools.

References:

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 Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi:110002.

3) Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* 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 special Needs* N. C. E R T Publication.

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

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

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

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11) Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special Needs* N. C. E R T Publication.

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

13) शेटकर गणेश, खडकीकर बंदिनी,२०१३,विशेष शिक्षण, औरंगबाद,मृण्मयी प्रकाशन.

EDUSC-II
A) Curriculum and Evaluation in Elementary Education

Total Marks - **100**	External Marks – **80**	Internal Marks - **20**
Credits - **4**	Hours - **60**	Theory Exam Paper – **3 Hours**

Objectives: To Enable The Student To:
1) Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
2) Reflect on the need and importance of work experience, art education and health and physical education
3) Understand the importance of teaching of language and mathematics at elementary level
4) Develop the capability to use effectively various methods and approaches of teaching language, mathematics and evs elementary level
5) Develop research insight for curriculum development in elementary education.

Unit - 1) Principles of Elementary level Curriculum. 20 Marks
   a) Concept, components and determinants of curriculum.
   b) Principles of curriculum construction, criteria for selection and organisation of content and learning activities.
   c) Different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist.
   d) Evaluation of curriculum – formative and summative.
   e) Techniques and tools of assessing cognitive abilities, affective learning, skills and processes and motor abilities. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit - 2) Curriculum of Languages in Elementary Education in EE 20 Marks
   a) Place of language in elementary school curriculum.
   b) Objectives of teaching mother-tongue/language(s) - listening, reading, speaking and Writing.
   c) Listening skills: nature, types, guidelines for teaching listening – listening sessions and activities;   speaking skills: attention to speaking skills, instructional setting and situations; reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills.
   d) Evaluation and remedial teaching with reference to the above language skills.
   e) Psycho-linguistic and socio-linguistic aspects of language learning and factors influencing language development.

Unit - 3) Curriculum of Social Sciences and Sciences and 20 Marks
   a) Need for developing environmental awareness, population awareness, family welfare awareness.
   b) place of environmental studies/social sciences and natural sciences and mathematics in elementary school curriculum.
   c) objectives, content and process in learning, organization of learning experiences.
   d) Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching.

e) Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit.

f) Evaluation of learning in Science, Social Science & mathematics; diagnosis and remediation of difficulties in learning mathematics.

Unit - 4) Work Experience, Art Education and Health & Physical Education   20 Marks

a) Place of Work Experience in curriculum, objectives, planning and organization of learning experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas.

b) Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education – issues.

c) Evaluation of different programmes in elementary schools – work experience, art education, health & physical education.

Practicum: The student teacher may undertake any two of the following activities:

1) Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject

2) Design an instructional plan of a unit in a subject at elementary level

3) Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters

4) Evaluation of art education/health and physical education programme as existing in any school

Essential Readings

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

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1) Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.

2) Chastain, K. (1970): The Development of Modern Language Skills – Theory to Pracitce. Rand Menally & Co., Chicago.

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5) Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N.York.

6) The Study of Primary Education – A Source Book, Volume I & II, 1984

7) Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

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EDUSC-II
B) Curriculum and Evaluation in Secondary & Senior Secondary Education

Total Marks - 100	External Marks – **80**	Internal Marks - **20**
Credits - 4	Hours - 60	Theory Exam Paper – **3 Hours**

Objectives: To enable the student to:
1) Develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
2) Understand the importance of teaching of language science and mathematics at secondary level
3) Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
4) Develop research insight for curriculum development in secondary level education.
5) Understand the nature and uses of different types of tools and techniques of evaluation in education
6) Acquire the skill to construct the achievement and diagnostic tests
7) Administer the tests and interpret the best scores and its implication to students and parents

Unit - 1) Principles of Curriculum at Secondary and Senior Secondary Level   20 Marks
   a) Concept, components and determinants of curriculum.
   b) Principles of curriculum construction.
   c) Criteria for selection and organization of content and learning activities.
   d) Designing integrated and interdisciplinary learning experiences.
   e) Different – Principles of School Curriculum Development at Secondary and Senior Secondary Level.
   f) Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist.
   g) Evaluation of curriculum – formative and summative.
   h) The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit -2) Language, Science & Social Science Curriculum   25 Marks
   a) **Language Curriculum**
      1. *Three (3) language formula*
      2. *mother tongue(s) as the best medium of instruction.*
      3. *Regional Language(Marathi) & National Language(Hindi)*
      4. *English as a International Language*
      5. *Multilingual character of the classroom.*
   b) **Science Curriculum**
      1. *Science as a composite discipline at secondary stage*
      2. *Systematic experimentation as a tool to discover/verify theoretical principles and working on locally significant projects involving science and technology.*

3. *Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Biology etc with emphasis on experiments/technology and problem solving.*

4. *Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi.*

5. *Need to identify core topics of a discipline at +2 level taxing into account recent advances in the field.*

c) **Social Science Curriculum**

d) Conceptual understanding of the content Development of ability to think independently and reflect critically on social issues.

1. *Curricula at secondary stage: history, geography, civics economics*

2. *Curricula at + 2 stages: political science, geography, history, economics, sociology and psychology.*

Unit - 3) Educational Evaluation - Meaning ,Nature, Functions and Types.   15 Marks
   a) Meaning, nature and functions of evaluation.
   b) Difference between measurement, and evaluation, assessment, testing, appraisal and examination.
   c) Types of evaluation - formative, diagnostic and summative evaluation.
   d) Continuous and comprehensive evaluation.

Unit - 4) Educational Evaluation - Tools and Techniques.   20 Marks
   a) Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading. Characteristics of good test-objectivity, reliability, validity, usability.
   b) Planning of tests; content-analysis, construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key/scheme of evaluation; tryout and item analysis, difficulty value and discrimination power.
   c) Construction of a diagnostic test-steps and guidelines.
   d) Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results.
   e) Norm-referenced and criterion-referenced, use of tests.

Practicum : The students may undertake any two of the following activities:
   1) Evolving criteria for Critical appraisal/analysis of syllabi / textbooks
   2) Critical appraisal/analysis of existing syllabi / textbooks on teacher education developed by various agencies at national/state/local levels.
   3) Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations) observed visited and analysis of the own experiences.
   4) Evaluation of syllabus related to teacher education of any state either at senior secondary level.
   5) preparation, administration and interpretation of a diagnostic test
   6) critical analysis of examination papers

Essential Reading
   1) Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

References

1) Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.

2) Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.

3) Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.

4) Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.

5) Reddy, B. (2007): Principles of curriculum planning and development.

6) Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.

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

8) NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi

9) Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.

10) Chastain, K. (1970): The Development of Modern Language Skills – Theory to Pracitce. Rand Menally & Co., Chicago.

11) In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.

12) Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

13) Arora, G.L. (1984): Reflections on Curriculum. NCERT.

14) Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.

15) McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.

16) NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.

17) शेटकर डॉ. गणेश आणि जोशी डॉ. शोभना (२००७) शैक्षणिक मूल्यमापन व कृतिसंशोधन, औरंगाबाद, मृण्मयी प्रकाशन.

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M .Ed IVth Semester
EDUCC-X
Deprived & Woman Education in India

Total Marks - 100	External Marks – **80**	Internal Marks - 20
Credits - 4	Hours - **60**	Theory Exam Paper – **3 Hours**

Objectives: To enable the student to:
1) To understand the present status and problems of deprived in India
2) To understand Status, Problems and Issues of Girls' Education in India
3) To understand Constitutional provision and scheme for women development
4) To understand Role and function of NGO's for woman development
5) To understand the Co-education-its educational implications.

Unit - 1) Deprived Education
   a) Deprived: Meaning, Nature, Concept and characteristics.
   b) Present status and problems of deprived education in India.
   c) Constitutional provision for Deprived.
   d) Education of socio-economically deprived groups based on gender reflected in society.
   e) Development of deprived education after independence.

Unit - 2) Status, Problems and Issues of Girls' Education in India
   a) Social construction of gender: socialization, family, and gender identity, media, gender roles;
   b) caste. class, community and gender relations.
   c) Co-education-its educational implications.
   d) Community participation for education of the girl child.
   e) Identification of priority areas of research on girls' education.

Unit - 3) Women Education in India
   a) Women education: meaning, concept and characteristics
   b) Present statues and problems of women education in India.
   c) Aspects of women empowerment.
   d) Constitutional provision and schemes for women development
   e) Changing role of woman in Indian context.

Unit - 4) Women and Various Agencies
   a) National and state women commission
   b) Human rights and woman development
   c) Role and function of NGO's for woman
   d) Evaluation of centrally and state sponsored schemes on girls' education.

References
1) Bank, B.J. (2007): Gender and Education: An Encyclopedia. Praeger, Westport, London.
2) Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi:
3) Kanishka. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia.
4) Economics and Political Weekly,

5) Ramchandran, V. (1998): Girls and women Education: Policies and implementation
6) Mechanism. Case study: India, Bangkok, UNESCO.
7) Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and
8) disability: Addressing through educational interventions; A handbook for Sensitizing Teacher
9) and Teacher educators. NCTE & NHRC.
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11) International Journal of Educational Development, July.
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EDUSC-III
A) Elementary Teacher Education

Total Marks - 100	External Marks – **80**	Internal Marks - **20**
Credits - 4	Hours - **60**	Theory Exam Paper – **3 Hours**

Objectives : On completion of this course the students will be able to -
1) Gain insight into the need and objectives of elementary teacher education,
2) Understand the development of elementary teacher education in post-independent India,
3) Gain insight into the existing pre-service teacher education programmes and their organizational aspects,
4) Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education,
5) Develop understanding of status of elementary teachers and the problems and issues related to professional growth.

Unit - 1) Teaching as a Profession   **20 Marks**
   a) Teaching skills and competencies required for an elementary school teacher, the need for education and training of teachers
   b) Code of ethics for Elementary Teacher.
   c) Expectations of NCF 2005 from teacher as a professional practitioner.
   d) Academic and professional qualification of an elementary school teacher – analysis of status.
   e) Teaching as profession – analysis of present status and types of personnel recruited as teachers.

Unit - 2) Teacher Education Curriculum at Elementary Level   **20 Marks**
   a) Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility requirements.
   b) Pre Service Teacher Education: Orientation, objectives, curriculum components, weightages and organizations.
   c) Theoretical inputs in Teacher Education, Foundation Courses and teaching methods of different school subjects – content, rationale, objectives and organization.
   d) Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (multigrade, large class etc.) Organizing learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment .Supervising student teaching – objectives, tools and techniques.
   e) Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques.

Unit - 3) Teacher Training Institutions, Methods and Techniques.   **20 Marks**

   a) Resource Institutions for Teachers and Trainer .Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes NCTE – objectives, functions and roles in quality control of teacher education Professional associations of teachers/trainers – roles and functions

b) Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course.

c) Using ET resources in training – films, studios and videos.

d) Use ICT in Training.

Unit - 4) In-service Teacher Training   **20 Marks**

Complementary nature of pre and in-service Teacher Education – need for in-service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service Teacher training programme

a) Different formats – workshops, seminars, on line Training institutes, courses and their features

b) Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills)

Practicum : The students may undertake any two of the following:
1) Critical study of existing Teacher teacher education curriculum of a state
2) Preparing a training plan (design) for the in-service training of specified target group on a specified theme
3) Demonstrating a Teacher training technique with peers
4) 4.Constructing a tool for evaluation of specified skills/understanding/attitudes
5) Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

Essential Readings
1) NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
2) UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015 UNESCO Publication. Montreal.

References
1) Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
2) Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
3) Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
4) Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
5) MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
6) MHRD (1966): Report of the Education Commission, New Delhi.
7) NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.

8) NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.

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

10) NCTE, (2004): Teacher Education Curriculum, New Delhi.

11) Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.

12) Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

EDUSC-III
B) Secondary & Senior Secondary Teacher Education

Total Marks - 100	External Marks – **80**	Internal Marks - **20**
Credits - 4	Hours - **60**	Theory Exam Paper – **3 Hours**

Objectives : On completion of this course the students will be able to -
1) Gain insight into the need and objectives of secondary teacher education,
2) Understand the development of secondary teacher education in post-independent India,
3) Gain insight into the existing pre-service teacher education programmes and their organizational aspects,
4) Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with education,
5) 5. Develop understanding of status of secondary & senior secondary teachers and the problems and issues related to professional growth.

Unit - 1) Teaching as a Profession   **20 Marks**
     a) Teaching skills and competencies required for secondary & senior secondary school teacher, the need for education and training of teachers.
     b) Code of ethics for secondary & senior Secondary teachers.
     c) Expectations of NCF 2005 from teacher as a professional practitioner.
     d) Academic and professional qualification of secondary & senior Secondary school teacher analysis of status.
     e) Teaching as profession – analysis of present status and types of personnel recruited as teachers.

Unit - 2) Teacher Education Curriculum at Secondary & Senior Secondary Level - 20 Marks
     a) Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility, requirements.
     b) Pre service Teacher Education: Orientation, objectives, curriculum components, weightages and organizations.
     c) Theoretical inputs in Teacher Education, Foundation courses and teaching methods of different school subjects – content, rationale, objectives and organization.
     d) Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and on textual skills (vocational, large class etc.) Organizing learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment Supervising student teaching – objectives, tools and techniques.
     e) Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques.

Unit - 3) Teacher Training Institutions Methods and Techniques   **20 Marks**
     a) **Resource Institutions for Teachers Trainer**.
        1. Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes
        2. NCTE – objectives, functions and roles in quality control of teacher education
        3. Professional associations of teachers/trainers – roles and functions

b) **Making training participatory** – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course.

c) **Using ET resources in training** – films, studios and videos.

d) **Using ICT in Training.**

Unit - 3) In-service Teacher Training   **20 Marks**

a) Complementary nature of pre and in-service teacher education – need for in-service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service Teacher training   programmer.

b) Different formats – workshops, seminars, institutes, courses and their features.

c) Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills).

d) Rashtriya Madhymik Shiksha Abhiyan.

e) Resource Institutions for Teachers and Trainer.

Practicum: The students may undertake any two of the following.

1) Critical study of existing teacher education curriculum of a state

2) Preparing a training plan (design) for the in-service teacher training of specified target group on a specified theme

3) Demonstrating a teacher training technique with peers

4) Constructing a tool for evaluation of specified skills/understanding/attitudes

5) Evaluation of any one of the in-service teacher training programmer organized by any one of the resource institutions

Essential Readings

1) NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.

2) UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

References

1) Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.

2) Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.

3) Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.

4) Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.

5) MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.

6) MHRD (1966): Report of the Education Commission, New Delhi.

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8) NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.

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

10) NCTE, (2004): Teacher Education Curriculum, New Delhi.

11) Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.

12) Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.