

**DR. BABASAHEB AMBEDKAR MARATHWADA  
UNIVERSITY, AURANGABAD**

**FACULTY OF EDUCATION**



**Master of Education  
(M. Ed.)**

Revised Structure and Syllabus of M. Ed. PG Course  
**Choice Based Credit System under Academic Flexibility**  
With Effect from June 2012 Onwards - Modified on June 2014  
(**Note:** Subject to the modifications made from time to time)

**Dr. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD  
SYLLABUS FOR DEGREE OF MASTER OF EDUCATION (M. Ed.)**

Choice Based Credit System under Academic Flexibility  
(With effect from June 2012 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 one academic year or who has pursued a vacation course of study for not less than two years comprising two summer vacations and two 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 and by dissertation.
- 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 one academic year. 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 two 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.
- (C) Candidate desiring to join the Vacation 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 by taking all the papers at one and the same time on the basis of which the result is declared. Provided further that only one chance will be given to improve his qualifications.

Admission process (including CET) and other activities will be conducted by the University (Education Faculty).

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 every 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 of the Colleges. The Principal of the college 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 result of the candidates own work and is of sufficiently high standard.

**R - 171 (A)** The scheme of examination and the syllabus for the M.Ed. Vacation 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, dissertation with Viva-voce and oral exam before he/she appears for annual examination.

If any Candidate remained his/her internal work incomplete, in such cases, he/she can not appear in the final examination. If by mistake the candidate appeared in final 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 main examination only. (For regular course main examination will be in March/April and for vacation/in-service course main examination will be in Oct. /Nov.)

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 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.

**STRUCTURE OF THE M. ED. (With effect from June 2012)**

Sr. No.	Paper code	Paper Title	Int. Marks *[2 Assignments- 05 4 Tests - 10 1 Seminal -05]	Ext. Marks	Total Marks	Total Hours	Credits
<b>Part I -A) Compulsory</b>							
1	EDUCC - 1	Philosophical & Sociological Foundations of Education	20*	80	100	60+30	5
2	EDUCC - 2	Learner and Learning Process	20*	80	100	60+30	5
3	EDUCC - 3	Research & Statistics in Education	20*	80	100	60+30	5
<b>B) Specialization Courses [(Optional) Any One From 4 &amp; 5 each]</b>							
4	EDUSPEC-4	a) Comparative Education b) Distance Education and Open Learning c) Educational Technology & ICT in Education d) Environmental Education. e) Elementary Education f) Language Education g) Science Education h) Special Education i) Secondary & Higher Secondary Education	20*	80	100	60+30	5
5	EDUSPEC-5	a) Curriculum Development b) Educational Measurement & Evaluation c) Guidance & Counseling d) Inclusive Education e) Management Planning and Economics of Education f) Teacher Education g) Value Education and Human Rights h) Yoga Education	20*	80	100	60+30	5
<b>C) Dissertation, Viva-voce and oral</b>							
6	EDUSPEC-6	a) Dissertation Work (Guidance + Contact hours =Total Work)	-	100	100	300	10
		b) Viva-Voce For Dissertation	-	50	50	30	1
		c) Oral for Verification of Internal Work (only Ext. Examiner)	-	50	50	30	1
		<b>Total of Paper - 6 (EDUCC-6: Dissertation, Viva-voce and oral)</b>	-	<b>200</b>	<b>200</b>	<b>360</b>	<b>12</b>
<b>Total of Part - I</b>			100	600	700	810	37

Sr. No.	Paper code	Paper Title	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
<b>Part - II Internal Assessment</b>							
7	EDUCC-7	Project related to all Papers	75	-	<b>75</b>	120	4
8	EDUCC-8	Field Based Experiences related to practice teaching& Internship Programme on B. Ed. Colleges for 6 days (1 day for planning and preparation,1 day for checking of lesson plans,2days for lesson observation in schools, 2 days for giving lectures in B.Ed. college.(each student shall take lectures- 2/3 on General and 1/2 on methodology)	50	-	<b>50</b>	36+54 = 90	3
9	EDUCC-9	Participation & Reporting of Research workshops - 3 (Proposal writing, Tool making & Research Report Writing)	15	-	<b>15</b>	60+30 =90	3
10	EDUCC-10	ICT Based Practical [CAIL, Demonstration lessons (Preparation & Presentation), Guidance + Lab-work + Contact hours]	50	-	<b>50</b>	120	4
11	EDUCC-11	Excursion (One Day)	25	-	<b>25</b>	30	1
12	EDUCC-12	Review of Research Papers -5	25	-	<b>25</b>	30	1
13	EDUCC-13	Preliminary exam	50	-	<b>50</b>	180	6
14	EDUCC-14	Cultural activities	10	-	<b>10</b>	30	1
<b>Total of Part- II</b>			<b>300</b>	<b>-</b>	<b>300</b>	<b>690</b>	<b>23</b>

Discription	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
Total of Part- II	300	-	300	690	23
Total of Part - I	100	600	700	810	37
<b>Total of Part - I &amp; II</b>	<b>400</b>	<b>600</b>	<b>1000</b>	<b>1500</b>	<b>60</b>

**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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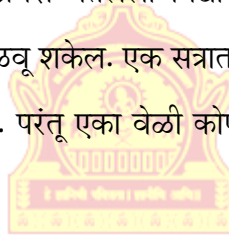
**C. Service Course - (Under Academic Flexibility)**

सेवा अभ्यासक्रम (विद्यापीठातील शैक्षणिक लवचिकतेअंतर्गत) -

**Service Course for Extra Credits (For PG Students other than M. Ed.)**

Sr. No.	Course code	Course Title	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
1	EDUSERC-1	ET & ICT in Education	20	80	100	60	4
2	EDUSERC-2	Yoga Education	20	80	100	60	4
3	EDUSERC-3	Value Education and Human Rights	20	80	100	60	4
4	EDUSERC-4	Micro-Teaching	20	80	100	60	4

इतर कोणत्याही पदव्युत्तर 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 अपेक्षित आहे. ६० तासिका व १०० गुण असणारा हा कोर्स विद्यार्थी करू शकेल. परंतु एका वेळी कोणत्याही कोर्ससाठी किमान १० विद्यार्थी असणे गरजेचे आहे.



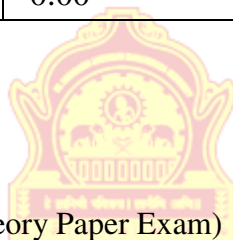
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**Grading Scheme:-**

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
01.	90.00-100	9.00-10	<b>O</b>	Outstanding
02.	80.00-89.99	8.00-8.99	<b>A ++</b>	Excellent
03	70.00-79.99	7.00-7.99	<b>A +</b>	Exceptional
04	60.00-69.99	6.00-6.99	<b>A</b>	Very Good
05	55.00-59.99	5.50-5.99	<b>B+</b>	Good
06	50.00-54.99	5.00-5.99	<b>B</b>	Fair
07	45.00- 49.99	4.50-4.99	<b>C+</b>	Average
08	40.01-44.99	4.01-4.49	<b>C</b>	Below average
09	40	4.00	<b>D</b>	Pass
10	< 40	0.00	<b>F</b>	Fail

**Exam Pattern of 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
<b>Total -</b>				<b>80</b>	

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## एम. एड्. अभ्यासक्रमाची सविस्तर माहिती व अंतर्गत कार्यासाठीचे निर्देश

संबंधित अभ्यासक्रम हा NCTE ने २०१० पासून दिलेल्या पॅटर्ननुसार तयार केलेला आहे. यात प्रत्येक पेपरसाठी ८० गुणांची बहीस्थ परीक्षा व २० गुणांचे अंतर्गत कार्य (सातत्यपूर्ण अंतर्गत मूल्यमापन) समाविष्ट आहे. २० गुणांमध्ये वर्षभरात प्रत्येक पेपर अंतर्गत २ स्वाध्याय, ४ चाचण्या व एका सेमिनारचा समावेश आहे.

प्रत्येक पेपरचे वर्षाला ६० तासांचे अध्यापन अपेक्षित आहे. अधिकचे ३० तास विद्यार्थ्यांना त्यांच्या अंतर्गत कार्याच्या तयारीसाठी गृहीत धरलेले आहेत. हे ३० तास वर्गाव्यतिरिक्त तयारीचे धरले जातील.

### एम. एड्. अभ्यासक्रमात -

#### Part - I बहीस्थ परीक्षा

a). **Core Course** - यात तीन अनिवार्य पेपर्स राहतील.

b). **Specialization Course (Optional)** - ऐच्छिक विषय - यात पेपर ४ व पेपर ५ अंतर्गत दिलेल्या ऐच्छिक विषयांपैकी एक विषय विद्यार्थी महाविद्यालयाच्या मान्यतेने निवडू शकतो. (ऐच्छिक विषयांच्या तासिकांसाठी किमान दहा विद्यार्थी आवश्यक)

c). **Dissertation, Viva-voce and oral** - यात डेझर्टेशन (लघुसंशोधन अहवाल), डेझर्टेशनची तोंडी परीक्षा व अंतर्गत कार्य पडताळणीसाठी मौखिक परीक्षा या बहीस्थ मूल्यमापनाचा समावेश आहे.

#### २० गुणांचे अंतर्गत कार्य :

०२ स्वाध्याय ०५ गुण, ४ चाचण्या - १० गुण व १ सेमिनार - ०५ गुण अशी विभागणी करून एकूण २० गुण प्रत्येकपेपरसाठी सातत्यपूर्ण अंतर्गत मूल्यमापनासाठी देण्यात यावेत.

**१. Assignments - स्वाध्याय : एकूण ५ पेपरसाठी प्रत्येकी दोन स्वाध्याय - ०५ गुण**

#### उद्दिष्टे :

१. नियमित अभ्यासाची सवय विकसीत करणे.
२. अभ्यासवृत्ती निर्माण करणे.
३. ग्रंथालयाचा वापर करून नोट्स काढण्याची सवय विकसीत करणे.

प्रत्येक पेपर वर आधारीत किमान दोन स्वाध्यायाचे प्रश्न द्यावेत. विद्यार्थ्यांनी याची पूर्व तयारी करावी. स्वतः अभ्यास करून त्यांनी दिलेल्या प्रश्नांचे सविस्तर उत्तर संदर्भासह लिहून दिलेल्या वेळेत सादर करावे. (परीक्षेची सवय लागावी यासाठी अभ्यासपूर्ण उत्तर वर्गात बसवून न पाहता लिहायलाही सांगता येऊ शकेल) प्रत्येक स्वाध्यायाला १० गुण द्यावेत. नंतर एकूण गुण ०५ गुणांत रुपांतरीत करावेत.

**२. Test - चाचणी : एकूण ५ पेपरसाठी प्रत्येकी चार चाचण्या - १० गुण**

#### उद्दिष्टे :

१. प्राप्त ज्ञानाची पडताळणी करणे.
२. स्वतःच्या मनाने उत्तर लिहिण्याची सवय विकसीत करणे.
३. त्रुटींबाबत प्रत्याभरण देणे.
४. सातत्यपूर्ण मूल्यमापन करणे.

प्रत्येक पेपरवर आधारित प्रत्येक सत्रात किमान दोन चाचण्या घ्याव्यात. चाचणीचा विषय आधी देऊन तयारीसाठी वेळ द्यावा. नियोजित वेळेनुसार चाचणी द्यावी. चाचणीत विद्यार्थ्यांनी न पाहता लिहिणे अपेक्षित आहे. परीक्षेसारखे त्याचे स्वरूप असावे. प्रत्येक घटकावर एक या प्रमाणे चार पेक्षा जास्त चाचण्याही घेता येतील. त्याचे एकूण गुण १० गुणांमध्ये रुपांतरीत करावेत.

**३. Seminar / चर्चासत्र - एकूण ५ पेपरसाठी प्रत्येकी एक सेमिनार - ०५ गुण****उद्दिष्टे :**

१. स्वयंअध्ययनाची सवय विकसीत करणे.
२. सातत्यपूर्ण मूल्यमापन करणे.
३. विषय मांडण्याचा सराव देणे.
४. PPT चा वापर करण्याची क्षमता विकसीत करणे.
५. अभ्यासू वृत्ती बाणविणे.

प्रत्येक पेपरवर आधारीत एक चर्चासत्र आयोजित करावे. संबंधित विषयांतर्गत प्रत्येक विद्यार्थ्याला स्वतंत्र उपघटक अभ्यासासाठी द्यावा. एकूण अभ्यासक्रमाचे विद्यार्थी संख्येइतके छोटे छोटे उपघटक तयार करावेत. संबंधीत विषयाच्या तासिकेत संपूर्ण वर्गासमोर विद्यार्थ्यांना PPT च्या आधारे ५ मिनीटे 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)

**Part II -Internal Assessment - अंतर्गत मूल्यमापन**

**महत्वाची सूचना - अंतर्गत कार्यातील सर्व अहवाल विद्यार्थ्यांने स्वतःच्या हस्ताक्षरात लिहावेत. टाईप करू नयेत.**

**१. EDUCC-7 : Practical / Project - प्रकल्प कार्य :- एकूण ५ पेपरसाठी प्रत्येकी एक प्रकल्प - ०५ गुण****उद्दिष्टे :**

१. तात्त्विक ज्ञानाचा वापर व्यवहारात करण्याची क्षमता वाढविणे.
२. कृतीशील अनुभव देणे.
३. कृतीतून शिक्षण घडविणे

प्रत्येक विषयासाठी दिलेल्या प्रात्यक्षिक कार्यामधून कोणत्याही एका प्रात्याक्षिकाचे कार्य दिवाळीच्या सुटीत करून आणायला द्यावे. दिवाळीच्या सुटीत २० दिवसांतील रोज सहा तासचे काम या प्रमाणे १२० तासिका भेट देणे, माहिती गोळा करणे, अहवाल लेखन इ.यासाठी गृहीत धरल्या आहेत.

**२. EDUCC - 08 - Field based Experiences - क्षेत्रीय कार्याचा अनुभव:-****उद्दिष्टे :**

१. बी. एड्.साठी वर्गाध्यापनाची क्षमता विकसीत करणे.
२. भावी शिक्षक प्रशिक्षक या नात्याने सराव पाठ काढण्याची व तपासण्याची क्षमता विकसीत करणे.
३. भावी शिक्षक प्रशिक्षक या नात्याने सराव पाठांचे निरीक्षण करण्याची व प्रत्याभरण देण्याची क्षमता विकसीत करणे.
४. सक्षम शिक्षक प्रशिक्षक तयार करणे.

संबंधीत क्षेत्रीय कार्यात एम.एड्. प्रशिक्षणार्थ्यांनी ७ दिवसांचा छात्रसेवाकाल बी.एड्. महीविद्यालयांवर पूर्ण करणे अपेक्षित आहे. यात प्रत्येक मार्गदर्शका अंतर्गत ५ ते १० विद्यार्थ्यांचा गट बी.एड्. महाविद्यालयात छात्रसेवा कालासाठी जाईल. यातील एक दिवस या उपक्रमाच्यानियोजनासाठी असेल व सहा दिवस प्रत्यक्ष बी.एड्. महाविद्यालयात अध्यापन, पाठ टाचन तपासणी व सराव पाठांच्या शाळेतील कार्यासाठी असतील. हे सहा दिवस सलगपणे अथवा सुटे-सुटे वापरता येतील. यात पुढील कार्य अपेक्षित आहे.

**१. अध्यापन अनुभव :**

एम.एड्. प्रशिक्षणार्थ्यांला बी.एड्. वर्गावर शिकविण्याचा अनुभव मिळावा यासाठी उर्वरीत २ दिवसात महाविद्यालयाच्या वेळापत्रकानुसार दोन ते तीन तास अनिवार्य पेपरचे व किमान एक तास अध्यापन पध्दतीचे अध्यापन करणे अपेक्षित आहे. यासाठी

स्वतंत्र वेळापत्रक तयार करून अध्यापन कार्याचे निरीक्षण एम.एड्. मार्गदर्शकांनी करावे. Ppt. च्या आधारे अध्यापन करणे अनिवार्य करावे.

### 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. महाविद्यालयातील दोन वेगवेगळ्या अध्यापन पध्दती असणारे विद्यार्थी एम. एड्. प्रशिक्षणार्थ्यांकडे वेळापत्रकाप्रमाणे द्यावेत.
२. एम. एड्. प्रशिक्षणार्थ्यांने त्यांच्याकडे दिल्या गेलेल्या दोन विद्यार्थ्यांच्या संबंधित अध्यापनपद्धतीची दोन भिन्न पाठ्यघटकांवरील दोन पाठ टाचणे तपासून द्यावीत. त्यानंतर ही पाठ टाचणे संबंधित एम. एड्. मार्गदर्शकाने तपासून प्रत्याभरण द्यावे. पाठ टाचण तपासणीतील केलेल्या दुरुस्त्या संबंधित भावी शिक्षक प्रशिक्षकाने लक्षात घ्याव्यात व मार्गदर्शकांचे मार्गदर्शन घ्यावे.

### ३. पाठनिरीक्षण:

बी. एड्. विद्यार्थी जेव्हा सराव पाठाच्या निरीक्षणासाठी जातील, तेव्हा त्यांनी ज्या विद्यार्थ्यांचे पाठ टाचण तपासले असेल त्यांच्याच वर्गावर पाठ निरीक्षण करावे. व स्वतःच्या पाठनिरीक्षण तक्त्यात निरीक्षणे नोंदवावीत. त्याला वाटलेल्या सूचना स्वतंत्र कागदावर विद्यार्थ्यांचे नांव व नंबर घालून नोंदवाव्यात व अहवालात लावाव्यात.

**विशेष सूचना:** कोणत्याही परिस्थितीत एम. एड्. प्रशिक्षणार्थ्यांने बी. एड्. विद्यार्थ्यांच्या सराव पाठाच्या पक्क्या टाचणावर काहीही लिहू नये वा स्वाक्षरी करू नये. संबंधित बी. एड्. व एम. एड्. मार्गदर्शकाची स्वाक्षरी स्वतःच्या पाठ निरीक्षण तक्त्यावर घ्यावी.

अशा प्रकारे एकंदर ६ दिवसाचा छात्रसेवा काल पूर्ण करावयाचा आहे. या कालात घ्यावयाची प्रमुख दक्षता म्हणजे एम. एड्. प्रशिक्षणार्थ्यांनी बी. एड्. प्रशिक्षणार्थ्यांना कोणत्याही प्रकारे वैयक्तिक मार्गदर्शन करू नये. मार्गदर्शनाचा अधिकार बी. एड्. मार्गदर्शक प्राध्यापकांचा आहे. मतभेद होतील असे प्रसंग टाळावेत.

### ३. EDUCC - 09 - Research Workshop / संशोधन कार्यशाळा:-

#### 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 तीन संशोधन कार्यशाळांना हजर राहणे अनिवार्य आहे.

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

#### i. संशोधन अराखडा लेखन कार्यशाळा -

या कार्यशाळेत संशोधन विषयाची निश्चिती व संशोधन अराखडा तयार करण्यासाठी आवश्यक तात्विक तासिका आयोजित कराव्यात व गटकार्यात प्रत्यक्ष कार्य करायला द्यावे.

#### ii. संशोधन साधन निर्मिती कार्यशाळा -

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

#### iii. संशोधन अहवाल लेखन कार्यशाळा -

**डिसेंबर** महिन्यात **संशोधन अहवाल लेखन कार्यशाळा** घ्यावी. यात संशोधन अहवाल कसा लिहावा याबाबतचे संपूर्ण मार्गदर्शन करावे. म्हणजे जानेवारी व फेब्रुवारी महिन्यात संशोधन अहवालाच्या मुद्रणाचे (DTP) काम पूर्ण करून फेब्रुवारी अखेरपर्यंत संशोधन अहवाल विद्यापीठाकडे सादर करता येणे शक्य होईल.

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

#### ४. EDUCC-10: ICT Based Practical

##### उद्दिष्टे :

१. संगणक हाताळण्याचे कौशल्य वाढविणे.
२. माहिती तंत्रज्ञानाचा वापर करून ज्ञान अद्ययावत करणे.
३. अध्यापनात माहिती तंत्रज्ञानाचा वापर करून अध्यापनपूर्व आशय ज्ञान विकसीत करणे.
४. अध्यापनात संगणकाचा वापर करून परिणामकारक अध्यापन करणे.
५. विद्यार्थ्यांना पकल्प पद्धतीने व स्वयंअध्ययनाद्वारे विषयज्ञान आत्मसात करण्याची सवय लावणे.

#### १) CAIL Workshop (Computer Assisted Instruction and Learning) - संगणक सहाय्यित अनुदेशन व अध्ययन कार्यशाळा:-

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 करून संबंधित फोल्डर्स मध्ये तो सीडी/पीडी मध्ये आवश्यक फॉन्टसह निर्देशाप्रमाणे द्यावा.

अ व ब अध्यापन पद्धतीसाठी 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 पद्धतींवर 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 निर्देशानुसार संपूर्ण पायऱ्यांसह (सप्तपदी) असावेत. कृतिसत्रात टाचण तयार करणे अपेक्षित आहे.

संगणक सहाय्यित अनुदेशन व अध्ययन हा विद्यापीठातील बी.एड्. / एम.एड्. अभ्यासक्रमातील महत्त्वपूर्ण उपक्रम आहे. या अंतर्गत प्रशिक्षणार्थ्यांनी आठवड्यातून किमान तीन तास संगणकावर रोटेशन पद्धतीने बसवणे 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 पद्धतीने गटकार्य द्यावे.

सेमिनार प्रमाणेच दिग्दर्शन पाठांचेही प्रत्यक्ष वर्गाध्यापनाच्या स्वरूपात गटात किंवा संपूर्ण वर्गासमोर ३५ मिनिटांचे सादरीकरण करावे. त्याची व्हिडिओ क्लिप CD/PD मध्ये संबंधित फोल्डर मध्ये टाकावी.

#### ५. EDUCC-11: 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.

#### ६. EDUCC-12: Review of Research Paper - संशोधन पत्रिकेचे पुनरावलोकन (५):-

##### उद्दिष्टे :

१. संशोधन पत्रिकेचा अभ्यास करणे.
२. संशोधन पत्रिका लेखनाची पध्दत अभ्यासणे.

आपल्या संशोधन विषयाव्यतिरीक्त इतर विषयावरील कोणत्याही ५ संशोधन पत्रिकांचे पुनरावलोकन करावे. संशोधन अभ्यासाची उद्दिष्टे, लेखनाची शैली संशोधनाची पध्दती निष्कर्ष यांचा बारकाईने अभ्यास करावा. त्यावर आपले स्वतःचे निरीक्षण नोंदवावे व त्यावर मतही नोंदवावे. पुनरावलोकन केलेल्या पत्रिकेच्या सुक्ष्म झेरॉक्स प्रती (Micro Xerox) आपल्या अहवालात लावाव्यात.

#### ७. EDUCC-13: Preliminary Exam - पूर्व परीक्षा / सराव परीक्षा:-

##### उद्दिष्टे :

१. अंतिम वार्षिक परिक्षेचा सराव देणे.
२. वार्षिक परिक्षेच्या प्रश्नपध्दती व वातावरणाचा सराव देणे.
३. त्याच्या अध्ययनाची पातळी लक्षात आणून देणे.
४. अधिक अभ्यासास प्रवृत्त करणे.
५. दर्जा उंचावण्यासाठी प्रत्याभरण देणे.

फेब्रुवारीच्या शेवटच्या आठवड्यात किंवा मार्चच्या पहिल्या आठवड्यात विद्यार्थ्यांना वार्षिक परीक्षेचा सराव व्हावा म्हणून संपूर्णपणे विद्यापीठाच्या परीक्षेच्या धर्तीवर सराव 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 सराव परीक्षेची स्वतंत्र फाईल अहवालासह विद्यार्थ्यांनी तयार करावी. महाविद्यालयाच्या रेकॉर्डवर परीक्षेचे वेळापत्रक, विद्यार्थी उपस्थिती, परीक्षेच्या प्रश्नपत्रिका, विषयनिहाय गुणपत्रिका हे रेकॉर्ड असणे आवश्यक आहे. गरज पडल्यास महाविद्यालयालाही ते सादर करवे लागेल. नंतर विद्यार्थ्यांना मिळालेल्या ७०० पैकी एकूण गुणांचे रूपांतर २० गुणांमध्ये करावे.

#### ८. EDUCC-14: Cultural Activities - सांस्कृतिक उपक्रम:-

##### उद्दिष्टे :

१. विविध कलागुणांचा विकास घडवून आणणे.
२. विविध मंडळांचे कार्य करण्याची क्षमता आणणे.
३. स्नेहसम्मेलन, राष्ट्रीय सण, युवक महोत्सवा आधारे 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 विद्यार्थ्यांने केलेले काम लक्षात घ्यावे व कामानुसार गुण देणे अपेक्षित आहे.

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**CORE PAPER: EDUCC-1**  
**PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS**  
**OF EDUCATION**

Credits – 5  
 Hours – 90  
 Theory Paper – 3 Hrs

Internal – 20  
 External - 80  
 Total – 100

**Objectives:** To Enable The Student To:

1. Understand the nature and scope of Philosophy of Education
2. Analyze, interpret and synthesize various concepts and philosophical principles related to educational phenomena
3. Understand the impact of Eastern & Western Schools of philosophy on Education
4. Understand the changing nature of Global Society and Role of Education in it.
5. Appraise critically contributions made to education by educational thinkers
6. Understand the impact of socio-political-economic ideologies on Education

**Unit- 1. Philosophy and Education** **10 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** **10 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**

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

**Thinkers** - Swami Vivekananda, Ravindranath Tagore, Dr. B.R Ambedkar, Yogi Aurobindo, Mahatma Gandhi, Plato, Mahatma Phule and John Dewey.

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.



**Unit- 4. Sociological Foundation Of Education 10 Marks**

- a) Concept and nature of sociology of Education.
  - b) Social stratification and its factors (political, economical and cultural)
  - c) Social organization – characteristics
- Education theories – Emile Durkheim, Maxwaber, Karl Mannheim.

**Unit- 5. Culture 10 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- 6. Issues of Equality of Educational Opportunity and Excellence in Education 10 Marks**

Equality and Equity in Education. Inequality in Indian social system. Gender and habitation. Need of measure to address them.

- a) Education and Democracy, constitutional provision for education.

**Unit- 7. Modern Views In Education 10 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.

**Practicum - (Any One)**

- a) Visits to rural and tribal school and observe the cultural activities and present a report.
- b) Organization of programme on any social issue by a group of three students and submission of its report individually.
- c) Study of the comparison between one western school with one Indian school of Philosophy
- d) Case study from varied sections of society

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  ३२. अकोळकर ग.वि. संपादक (१९९४) तिसरी आवृत्ती 'गांधी विचार दर्शन' खंड १ ते १२ पुणे : पृथ्वी प्रकाशन.
  ३३. बोकील वि.पा. (१९६७) 'शिक्षणाचे तत्त्वज्ञान' (दुसरी आवृत्ती) पणे : चित्रशाळा प्रेस.
  ३४. ब्रबेकर जॉन. एस. (१९७१) 'आधुनिक शिक्षणाचे तत्त्वज्ञान' अनुवादक आकोलकर ग.वि., पुणे : श्री. विद्या प्रकाशन, शनिवार पेठ.
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  ३६. भोसले शिवाजीराव (१९८४) 'मुक्तिगाथा महामानवाची पूर्णयोगी श्री. अरविंद : जीवन व तत्त्वज्ञान' पुणे : आमोल प्रकाशन
  ३७. मेहेंदळे, य.श्री. 'समाजशास्त्राची मूलतत्त्वे' पुणे मेहेंदळे प्रकाशन नारायण पेठ.
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  ३९. दिक्षित श्रीनिवास (१९७५) 'भारतीय तत्त्वज्ञान' नागपूर सुविचार प्रकाशन मंडळ.



४०. जोशी गजानन (१९९४) 'भारतीय तत्वज्ञानाचा बृहदइतिहास (खंड १ ते ६) पुणे: मराठी तत्वज्ञान महाकोश मंडळ

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**CORE PAPER- EDUCC-2**  
**LEARNER AND LEARNING PROCESS**

Credits - 5

Hours - 90

Theory Paper - 3 Hrs

Internal - 20

External - 80

Total - 100

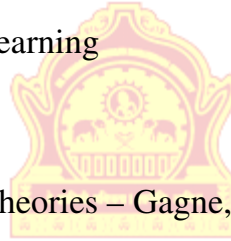
**Objectives:** On completion of this course the students will be able to:

1. Understand the framework for how children learn
2. Critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning.
3. Visualize multiple dimensions and stages of learners' development and their implications on learning.
4. Enable the student to understand concepts and principles of educational psychology as an applied science.
5. Enable the learner to understand implications of psychological theories for education.
6. Acquaint the learner with the process of development and assessment of various abilities and traits.

**Unit- 1. Learner and Learning**

**10 Marks**

- a) Definition of learner & Learning
- b) Nature of learning
- c) Types of Learning
- d) Co-operative Learning
- e) Application of Learning theories – Gagne, Carl Roger's



**Unit- 2. Learning Environment**

**10 Marks**

- a) Physical environment instructional time, discipline.
- b) Differences in learner & there needs in the context:
  - i) Oversized classroom
  - ii) Socio cultural diversities
  - iii) Economic diversities
- c) Inclusive environment in the classroom for all types learners
- d) Holistic approach about learner's development and learning
- e) Learning difficulties at Primary & Secondary level students

**Unit- 3. Understanding the process of knowledge construction**

**10 Marks**

- a) Learning as construction of knowledge in the critical appraisal of views of Piaget, Bruner
- b) Different forms of learner's engagement in the process of knowledge construction- observation, demonstration, exploration, discovery, analysis, and collaboration, multiple interpretations based on observation, selected reading and discussion.

**Unit- 4. Brain Based learning**

**20 Marks**

- a) Concept and principles of brain based learning
- b) Strategies for brain-compatible classrooms
- c) Role of motivation and approaches to motivation : i) humanistic ii) cognitive
- d) Diversity in learning path

- e) learning styles
- f) Learning disabilities

**Unit- 5. Dynamics of Individual Development****20 Marks**

- a) Concept of human development
- b) Understanding the process of individual development in social context : development of knowledge, understanding, skills, competencies value, orientation, attitude, interest and adjustment
- c) Individual differences based on Gardner's multiple intelligence theory
- d) Concept of self : self-development strategies

**Unit- 6. Mental health and adjustment****10 Marks**

- a) Concept of adjustment and mental health,
- b) characteristics of mentally healthy person,
- c) Principle of Mental health
- d) school and classroom practices for enhancing adjustment and mental health among the students,
- e) Mechanism of adjustment

**Practical work: – (Any One)**

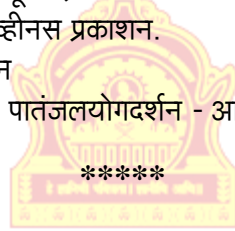
1. Conducting case study on one student who has difficulties in learning in primary Education.
2. Case study of one student with adjustment problems and presenting the report in the group.
3. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
4. Application of any one test of following and make a report.
  - a) Creativity, b) Emotional intelligence, c) stress or anxiety.

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- ४९) पारसनीस डॉ.न.रा. -प्रगत शै.मानसशास्त्र, पुणे, नूतन प्रकाशन.
- ५०) खरात आ.पा. - प्रगत शै.मानसशास्त्र, पुणे, श्रीविद्या प्रकाशन.
- ५१) खानापूरकर ह.क. - शैक्षणिक आपत्ती, पुणे, नूतन प्रकाशन.
- ५२) करकरे झां.ग. - शैक्षणिक मानसशास्त्र, पुणे, व्हीनस प्रकाशन.
- ५३) ह.ना.जगताप - प्रगतशै.मानसशास्त्र, पुणे.नूतन
- ५४) कृष्णाजी केशव - भारतीय मानसशास्त्र अथवा पातंजलयोगदर्शन - आवृत्तीदुसरी, मुंबई, के.फ़ी.ढवळे प्रकाशन.



**CORE PAPER-EDUCC-3**  
**RESEARCH & STATISTICS IN EDUCATION**

**Credits - 5**  
**Hours - 90**  
**Theory Paper - 3 Hrs**

**Internal - 20**  
**External - 80**  
**Total - 100**

**Objectives:**

To enable the student to:

1. Understand meaning, need, scope and importance of educational research.
2. Differentiate among types of research.
3. Describe the process of scientific thinking.
4. Locate the problem of educational research.
5. Acquire the knowledge of various methods for educational Research and prepare research proposal.
6. Understand the use of different tools and techniques for research.
7. Use various statistical measures to interpret results of educational research.
8. Prepare and present research report and evaluate it.

**Unit- 1. Educational Research 10 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. Research Problem, Research Proposal and Sampling. 10 Marks**

- a) Sources and Selection of Research Problem.
- b) Statement and Defining of Research Problem.
- c) Review of Related Literature (Abstract / full review)
- d) Sampling.
  - 1) Concept of Population and Sample.
  - 2) Meaning and Need of Sampling.
  - 3) Characteristics of a good Sample.
  - 4) Sampling Methods and Techniques.
- e) Research Proposal and Synopsis: Preparation and oral presentation.

**Unit- 3. Methods of Educational Research 10 Marks**

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

**Unit- 4. Research Tools and Techniques 10 Marks**

- a) Types of Scales, Parametric and Non parametric Data.
- b) Research Tools –  
Questionnaire, Rating Scale, Checklist, Schedules, Opinionnaire, Inventories.

- c) Techniques: Interview, Observation, Sociometric.
- d) Types of Tests - Psychological and Educational Tests.
- e) Standardization of Tests.
- f) Standardized and teacher made tests, CR and NR tests

**Unit- 5. Research Data Analysis****15 Marks**

- a) Data Analysis (Concepts only) – Quantitative & Qualitative, Descriptive & Inferential.
- b) Tabulation of data.
- c) Graphical representation of data.
- d) Measures of Central Tendency – Mean, Median and Mode.
- e) Measures of Variability – Range, Quartile Deviation, Standard Deviation.
- f) Measures of Relationship – Concepts of Correlation – Rank difference method, Product Moment Method.
- g) Normal Probability Curve and its applications.
- h) Standard scores.
- i) Interpretation and Generalization of Results.

**Unit- 6. Hypothesis Concept and Testing****15 Marks**

- a) Hypothesis - Meaning, types, formulation of Hypothesis for Different methods of Research.
- b) Testing of Hypothesis.
- c) Use of Statistics for Testing Hypothesis.
- d) Sampling distribution, Sampling error and standard error.
- e) Parametric Tests: t-test.
- f) Concept of Analysis of Variance.
- g) Non Parametric Tests: Chi-square.
- h) One Tailed and two Tailed Tests.

**Unit- 7. Report Writing and Evaluation Of Research Report****10 Marks**

- a) Preparation of Research Report of Dissertation/Thesis: Sections – Preliminary, Main body, Reference.( 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)**

- 1) Review of Educational research report /article.
- 2) Data analyzing using computer through SPSS/any research software package.
- 3) Review of submitted research of M.Phil. and Ph.D. level.
- 4) Review of published research paper one quantitative and the other qualitative.
- 5) Development of a research proposal for M. Ed. dissertation and its seminar presentation.
- 6) Construction of one tool of data collection.
- 7) Collect scores of any two subjects acquired by the students from one class and find Mean and Standard Deviation.
- 8) 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.
- 9) Find T scores from row scores of any five subjects acquired by the student.
- 10) Find correlation between two subjects acquired by the students in one class.



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- 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) 'शैक्षिक कृती संशोधन', पुणे : तूता प्रकाशा.
- १५) मुळे रा.श व जमाठे वि.तु. (१९७७) 'शैक्षिक संशोधनाची मूलतत्त्वे' ागपूर : महामहाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ २० देशपांडे प्रकाश आ.ि पाटोळे ए.के. (१९९४) 'संशोधन पद्धती' यशवंतराव चव्हा. महाराष्ट्र मुOEt विद्यापीठ, ाशिक.
- १६) दुाखे अरविंद (२००६) 'शैक्षिक व व्यावसायिक मार्गदर्शा आ.ि समुपदेशा', पुणे:तित्यातूता 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. व्हिनस प्रकाशन.
- २०) म.राज्य पाठ्यपुस्तक निर्मिती व संशोधन मंडळ बालभारती - कृती संशोधन, सेनापती बापट मार्ग, पुणे.
- २१) कदम चा.प., शै.संख्याशास्त्र, पुणे. नुतन प्रकाशन.
- २२) उपासनी डॉ.ना.के. कुलकर्णी के.व्ही.ः सुबोध संख्याशास्त्र, पुणे, विद्या प्रकाशन.
- २३) शेटकर डॉ. गणेश आणि जोशी डॉ. शोभना (२००७) शैक्षणिक मूल्यमापन व कृतिसंशोधन, औरंगाबाद, मृण्मयी प्रकाशन.

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**Specialization Course**  
**EDUSPEC-4: A) COMPARATIVE EDUCATION**

**Credits - 5****Hours - 90****Theory Paper - 3 Hrs****Internal - 20****External - 80****Total - 100****Objectives of the course:**

To enable students:

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

**Unit- 1. Perspective of Comparative Education and Methods of Comparative Education 25 Marks**

- a) Concept, scope, Purpose, and Need of Comparative Education.
- b) History and Development of comparative Education.
- c) Types of Comparative Studies in Education.
- d)
  - i) Area Studies (Descriptive and Interpretation)
  - ii) Comparative Study (Description of Educational System Junta Position Comparison)
  - iii) Distinction between Comparative Education and International Education.
- e) Interpretative and Explanatory Methods.
  - i) Historical Approach
  - ii) Sociological Approach
  - iii) Philosophical Approach
  - iv) Scientific Approach (Quantities).

**Unit- 2. Problems in Education****15 Marks****A. Education in Developing and Under Developed countries with reference to following problems:**

- a) Universal compulsory Education
- b) Higher Education
- c) Adult Education
- d) Finance

**B. Problems to be studied in world Perspective**

- a) Women Education
- b) Teacher Education and Teachers' Status
- c) Education of Exceptional Children
- d) Technical & Vocational Education



**Unit- 3. Factors and Forces Influencing theory and Practice of Education in 10 Marks Country.**

Racial, Linguistic, Technological, Scientific, Historical, Sociological, Political, Economical, Religious

**Unit- 4. Study of Education in Developed Countries- U.K., U.S.A. and 15 Marks Australia With reference to the following problems**

- a) Historical Background and Geography of the country.
- b) Aims and objectives of Education.
- c) Administration of Education.
- d). Present system of primary, secondary and Higher Education. Influence of Culture on Education Distance Education.

**Unit- 5. Study of Education in Developing Asiatic Countries 15 Marks**

Japan, China, Pakistan and India with reference to Racial, Linguistic, Technological, Scientific, Historical, Sociological, Political, Economical, Religious.  
Current trends and problems in Education to be studied in world Perspective.

**Practical Work: (Any one)**

Studies the effect of any one of the following factors on educational atmosphere in one of the schools with students have visited.

- i. Linguistic
- ii. Technological
- iii. Scientific
- iv. Historical
- v. Sociological



**Reference Books:-**

- 1) Comparative Education – Mohteman and Roucek
- 2) Comparative Methods in Education – George, 2 F., Berday Holt, Rinehard and Wistoninc, New York.
- 3) Education for New Japan- Hall R. K.
- 4) UNESCO- Developing of Education in Asia, Unesco/Mineda's/Paris, 1971.
- 5) Contemporary education – J.F. Cramer and C.S. Browne Introduction of American Public education – De- Young, Mac-Graw Hill.
- 6) Education in Great Britain – W.O. Lister smith Education in India To-day
- 7) Education in Japan, school and Society-Downx S.W.
- 8) Educdt.1.on in Japan (1901) - Ministry of Education.
- 9) Education in China- J.B. Priestley.
- 10) Education in communist China- price.
- 11) Tulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale, Dr. Nalini Pichad.
- 12) Education in Israel – by Equal Brothers
- 13) Ulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale, Dr. Nalini Pichad.
- १४) भारत आणि जगातील शिक्षण तौलनिक अभ्यास, प्राचार्य चंद्रकूमर डांगे, नुतन प्रकाशन पुणे.
- १५) तुलनात्मक शिक्षणाची सैध्दांतिक बैठक, डॉ.सिताराम जयस्वाल, बरकले, प्रा.नलिनी पिचड, नुतन प्रकाशन पुणे.

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**Specialization Course**  
**EDUSPEC-4: B) DISTANCE EDUCATION**

Credits – 5

Hours – 90

Theory Paper – 3 Hrs

Internal -20

External - 80

Total -100

**Objectives**

1. To orient students with the nature and need of Distance Education In the present day Indian Society.
2. To expose students to different kind of information and Communication Technologies (ITC) and enable them to be familiar with their use in teaching learning process.
3. To enable student to understand various modes of students support Services (SSC) and develop in the m skills to manage
4. such services for various kinds of programmes through distance Education
5. To enable students to evaluate programmes of distance Education and to develop in them the ability to enhance the quality and standards of different D. E. Programmes

**Course Content**

**Unit – 1. Distance Education and its development**

20 Marks

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

**Unit - 2. Intervention strategies at a distance**

20 Marks

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

**Unit - 3. Learning at a distance**

20 Marks

- a) Students –support-services in distance Education and their Management
- b) Technical and vocational programmes through distance Education.
- c) Programme for women through distance Education.
- d) Distance Education and Rural Development.

**Unit- 4. Quality Enhancement and programme Evaluation**

20 Marks

- a) Quality assurance of Distance Education.  
Mechanisms for maintenance of standards in Distance Education
- b) Programme Evaluation.
- c) Cost analysis in D.E. - concept, need and process.
- d) New Dimensions in Distance Education-promises for the future.

**Practical- (Any one)**

1. A Comparative study of Yashwantrao Chavan Maharashtra Open University, IGNOU and any one of other countries Distance Education.
2. Preparing self learning material.(any one method at B.Ed. level)

**References**

1. ग्रामीण शिक्षण आणि ग्रामीण विकास - म.पं.सुरवसे नुतन प्रकाशन, पुणे १९८९.



**Specialization Course**  
**EDUSPEC-4: C) INFORMATION TECHNOLOGY AND EDUCATIONAL TECHNOLOGY**

**Credits – 5**

**Hours –90**

**Theory Paper – 3 Hrs**

**Internal – 20**

**External - 80**

**Total – 100**

**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.
6. Be acquainted with Internet, www and Computer Multimedia and use them effectively and judiciously.
8. 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)
  - (i) Printing press
  - (ii) Photography studio
  - (iii) Resource Centre / EMRC / MKCL / Electronic Shop /AIR.

**References:**

1. Alexis, Leon & others (1999). Fundamentals of Information Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Babola, Daniel T. (1998). Microsoft World. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Basandra, Suresh K. (2001). Computers Today. New Delhi: Galgotia Publishers Pvt. Ltd.
4. Bharihoke, Deepak (2000). Fundamental of Information Technology. New Delhi: Pentagon Press.
5. Bloom, R. S., (1974). Taxonomy of Educational Objectives: New Delhi. McKay co., Inc.
6. Chauhan, S. S., (1983). Innovations in Teaching Learning Process: New Delhi .Vikas Publishing House Pvt. Ltd.



7. Das, B. C., (2000). Educational Technology: Cuttack. Kalyani Publications.
8. Honcok, A, (1977). Planning for Educational Mass Media: New York. Lougman Group Ltd.
9. Jain, Madhulika & others (2000). Information Technology Concepts. New Delhi:BPB Publications.
10. Kovalchick, Anna and Dawson, Kara (2005). Encyclopedia of Education and Technology: New Delhi. Vol 1 and 2 Pentagon Press.
11. Kumar, Keval. J. (2006). Mass Communication in India. Mumbai.
12. Kumar, K. L., (1996). Educational Technology: New Delhi. New Age International (P) Ltd.
13. Mohanti, J. (1992). Educational Technology. New Delhi Deep and Deep Publication Co.
14. Percival, Fred, Ellington, Henry (1984). A Hand book of Educational.
15. Bloom, R. S. (1974). Taxonomy of Educational Objectives, McKay co., Inc., New Delhi.
16. Brown J., Lewis Richard B, et al (1983). Instructional Technology Media And Methods. New York: Mc Graw Hill Book.Com.
17. Diwan, Parag.(2001). Information System Management. New Delhi: Pentagon Press.
18. Dixit, Manish, Internet an Introduction. New Delhi: Tata McGraw- Hill Publishing Company Ltd.
19. Laura, Marey Gold & Dan, Post (1998). Microsoft Excel 97. New Delhi: Prentice Hall of India Pvt. Ltd.
20. O'Leary Timothy J. Microsoft Office 2000. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
21. Tatpuje, Dipak & Others (2001). Information Technology Applications. Pune: Nirali Prakashan.
22. Shaikh Imran Ramzan,(2008),Educational Technology,Sufa publication,Aurangabad.
23. जगताप डॉ.ह.ना., शैक्षणिक तंत्रज्ञान - नूतन प्रकाशन पुणे.
24. जोशी डॉ.अ.न., सूक्ष्म अध्यापन - महाराष्ट्र सूक्ष्म अध्यापन कौशल्ये मालिका क.१ ते ९ संपादक डॉ.अ.न.जोशी य.च.म.मूक्त विद्यापीठ, नाशिक.
25. जोशी डॉ. शोभना,शिराढोणकर मेघना,(२००८),शिक्षणातील तंत्रविज्ञान,औरंगाबाद,मृण्मयी प्रकाशन.
26. जोशी डॉ. शोभना,शिराढोणकर मेघना,(२००८),शिक्षणातील माहिती तंत्रज्ञान,औरंगाबाद,मृण्मयी प्रकाशन.
27. जोशी डॉ. शोभना,शिराढोणकर मेघना,(२००७),संगणक सहाय्यित अनुदेशन व अध्ययन,औरंगाबाद,मृण्मयी प्रकाशन.
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.
35. राव उषा, शैक्षणिक तंत्रविज्ञान महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्मिती मंडळ, नागपूर.
36. जगताप ह.ना., शिक्षणातील आधुनिक विचारप्रवाह -नूतन प्रकाशन पुणे ३०.
37. माथूर डॉ.एस.एस. शैक्षणिक तकनीकी -
38. शैलेद्र भूषण, डॉ.अनिलकूमार वार्षीय शैक्षिक तकनीकी
39. कूलश्रेष्ठ डॉ.एस.पी., शैक्षिक तकनीकी के मूल आधार विनोद मंदिर आग्रा २

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**Specialization Course**  
**EDUSPEC-4: D) ELEMENTARY EDUCATION**

**Credits - 5****Hours - 90****Theory Paper - 3 Hrs****Internal - 20****External - 80****Total - 100****Objectives:-**

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

1. Understand the context of elementary education
2. Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
3. Discuss the development of elementary education in India since independence
4. Reflect on the relevance of strategies and programmes of UEE.
5. Develop an understanding of underlying principles of curriculum development and Evaluation at elementary stage
6. Reflect on the need and importance of work experience, art education, health, Physical education and working with the community.
7. Understand the importance of teaching of language and mathematics at elementary level
8. Develop the capability to use effectively various methods and approaches of Teaching language, mathematics and EVS at elementary level
9. Develop research insight for curriculum development in elementary education.
10. Develop an understanding of underlying principles of curriculum development and Evaluation at elementary stage
11. Reflect on the need and importance of work experience, art education, health Physical education and working with the community.
12. Understand the importance of teaching of language and mathematics at elementary level
13. Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
14. Develop research insight for curriculum development in elementary education.
15. Gain insight into the need and objectives of elementary teacher education,
16. Understand the development of elementary teacher education in post-independent India.
17. Gain insight into the existing pre-service teacher education programmes and their Organizational aspects
18. Develop understanding of the needs, importance and existing practices of in service Education of teachers and functionaries associated with elementary Education
19. Develop understanding of status of elementary teachers, the problems and issues related to professional growth.

**Unit -1: Perspectives and Context of Elementary Education**

10 Marks

- a. Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred)
- b. Influence of home, school and community related factors on child's development.
- c. Conceptual analysis of the concepts in elementary education like learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.



**Unit-2: Development of Elementary Education** 15 Marks

- a. Nature and focus of Elementary Education after independence.
- b. Relevance of educational thought of Mahatma Gandhi and Tagore to elementary Education.
- c. Constitutional provision for education and Directive Principles related to Elementary education and their implications.
- d. Right to Education as fundamental right; provision in RTE Act and related issues.
- e. Elementary education as highlighted in NPE-1986, POA-1992, National curriculum Framework (NCF)-2005.

**Unit-3: Uee, Objectives and Challenges** 15 Marks

- a. Concept, objectives, meaning and justification of UEE.
- b. Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- c. Access and enrolment of different types of learners-issues and challenges.
- d. Enrolment and dropout: meaning and assessment and related issues and dropout
- e. Achievement levels of different types of learners-status and issues.
- f. Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.

**Unit-4: Strategies and Programmes In Elementary Education** 30 Marks

- a. Panchayatraj and community involvement in educational planning and Management related issues
- b. Participation of NGOs in achieving goals of UEE
- c. ECCE programme, women empowerment as support services
- d. Providing minimum facilities, improving internal efficiency of the system teacher Empowerment and incentive schemes; managing learning in Multigrade contexts.
- e. District primary education programme-goals and strategies.
- f. Sarva Shiksha Abhiyan- goals and specific programme interventions at National level and in respective states to improve access, enrolment, Retention/participation and achievement.
- g. Monitoring, research and evaluation of specific schemes like mid-day meals, Establishments of VEC and different incentive schemes and achievement Levels.

**Unit-5: Curriculum and Evaluation in Elementary Education** 10Marks

- a. Principles of Elementary School Curriculum
- b. Curriculum, Objectives, Planning, Organization and Evaluation of for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social Sciences and Natural Sciences in Elementary Education. And also preparation and use of different types of curricular material

**Practical work: (Any one)**

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 programmes as existing in any school
5. Critical study of existing teacher education curriculum of a state
6. Preparing a training plan (design) for the in-service training of specified target group on a specified theme
7. Demonstrating a training technique with peers
8. Constructing a tool for evaluation of specified skills/understanding/attitudes
9. Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions

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**Specialization Course**  
**EDUSpeC-4: E) ENVIRONMENTAL EDUCATION**

**Credits – 5**

**Hours – 90**

**Theory Paper – 3 Hrs**

**Internal – 20**

**External - 80**

**Total – 100**

**Objectives: - To enable the students to:**

- 1) Understand the relation between Man & Environment.
- 2) Understand the process of Environmental Disaster Management.
- 3) Understand the process of Environmental Education.
- 4) Acquire skills for Planning & Conducting Environmental Awareness Programmes.
- 5) Understand the role of Education in Environmental Management.
- 6) Understand the role of Environmental Education in Sustainable Development.
- 7) Understand the teaching – learning process and evaluation in Environmental Education.

**Unit-1. Man and Environment**

10 Marks

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

**Unit-2: Environmental Disasters and Disaster Management**

10 Marks

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

**Unit-3: Environmental Education**

10 Marks

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

**Unit-4: Education for Conservation of Natural Resources**

15 Marks

- a. **Conservation of Natural Resources:** Concept, need and Importance.

- b. **Ways of Conservation of Natural Resources:** Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape.
- c. **Environmental Movements:-** i) Chipko, Apiko, Silent Valley, Narmada Bachao and Western Ghat Bachao. ii) Role of Environmental Movements in Environmental Conservation.
- d. **Environmental Acts:** - Water Act (1974), Air Act (1981), Environmental Protection Act (1986), Code of Practice regarding Noise Pollution as given by Central Pollution Control board.
- e. Role of Education in Conservation of Natural Resources.
  1. Environmental Management: Meaning, need and importance.
  2. Systems Approach to Environmental Management.
  3. Land Management and Water Management.
  4. Management of Biotic Resources and Energy Resources.
  5. Management of Waste Material.
  6. Role of Education in Environmental Management.

**Unit-5: Environmental Education and Sustainable Development** 10 Marks

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

**Unit-6: Teaching – Learning and Evaluation in Environmental Education** 10 Marks

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

**Unit-7: Role of Various Agencies in Environmental Education** 15 Marks

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

**Practicum (Any One)**

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

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27. उपाध्याय डॉ. राधा वल्लभ, पर्यावरण शिक्षा
28. गोयल डॉ.एम.के., पर्यावरण शिक्षा -. , विनोद पुस्तकमंदिर आग्रा २



**Specialization Course**  
**EDUSPEC-4: F) LANGUAGE EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**Objectives:**

1. To develop an understanding of the nature functions and implications For planning and teaching language.
2. To acquaint the students to the Indian and Western traditions in Language.
3. To acquaint the students with pedagogy of language learning and Language teaching.
4. To acquaint the students with pedagogy of language learning and language teaching.
5. To help the students to know various problems such as contextual, curriculum, teacher Preparation etc. of language education in India.
6. To develop and understanding of policy formulation of language education in India.

**Unit-1: Nature, Characteristics And Social Context of Language**

10 Marks

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

**Unit-2: Indian and Western Traditions in Language**

10 Marks

- a. Indian Traditions.
  - 1) Yask
  - 2) Panini
  - 3) Patanjali
  - 4) Bhartihari
- b. Western Tradition
  - 1) Behavirioustic Approach
  - 2) Cognitive Approach.
  - 3) Communicative Approach.

**Unit-3: Language Teaching**

10 Marks

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

**Unit-4: Psychology of Teaching and Learning Language**

10 Marks

- a. Psycholinguistic approach, principles of language.
- b. Relation between the brain and language.
- c. Psychology of language learning and language acquisition.

- d. Factors affecting language learning and language acquisition.

**Unit-5: Linguistics and Language**

10 Marks

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

**Unit-6: Pedagogy of Language Teaching**

10 Marks

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

**Unit-7: Individualization of Language Learning**

10 Marks

- a. Need of individualization of language learning.
- b. Techniques wise differential assignments, classroom tasks, personalized system of Instruction, programmed learning and individualized i.e. need based reading and Writing programmes.
- c. Teaching language for creativity.

**Unit-8: Researches and Problems of Language Education in India**

10 Marks

- a. Multi lingual context of India.
- b. Three –Language formula original as well as modified and its present status.
- c. Policy Formulation and language Education levels: National Level, State level, District and Local level.
- d. Researches done in India in the field of Teaching of language.

**Practicum: (Any One)**

1. Visit to Language Laboratory and writing its report
2. Preparation of vocabulary test for L1/L2/L3 at Primary /Secondary level
3. Survey the language Competency of school children /women /disadvantaged Groups and writings its report.

**References:**

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2. Halliday McIntosh and Strevens the Linguistic Sciences and Languages Teaching ELBS 1970
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9. Green G.H. Planning the Lesson, London: University of London Press 1948
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**Specialization Course**  
**EDUSPEC-4 : G) SCIENCE EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal– 20**  
**External- 80**  
**Total – 100**

**Objectives**

1. To enhance the learner understands of new perspectives in science education by developing a world view of the practices in the area.
2. To acquaint the learner with the latest educational thinking about science education.
3. To develop the professional skills needed for practicing modern education including. The Scientific listing of behavioral objective, devising appropriate Transactional methodologies and technologies for achieving the outcomes.
4. To use of research findings in science education for improving practices related to Science education.
5. To develop the professional skills needed for practicing modern education including listing of behavioral objective, devising appropriate transactional Methodologies and technologies for achieving the outcomes.
6. To develop the skills needed for the devising science curriculum for schools and for Developing support materials and literature for curriculum transaction.
7. To develop the ability and skills for evaluating the range of outcomes in science Education.
8. To use of research findings in science education for improving practices related to Science education.

**Unit-1: Nature of Science**

10 Marks

- a. Meaning, Nature, Characteristics and Limitations of Science.
- b. Philosophy of Science.
- c. Aims and Objectives of Science.
- d. Structure and Logic of Science.
- e. Science Education: Concept, Need and Scope.
- f. History of Science Revolution.
- g. Major Scientific Principles evolved during the progress of Science.

**Unit-2: Teaching Of Science**

10 Marks

- a. Aims & Objectives of Science Education at Primary, Secondary and Higher Education level.
- b. **Changes in Science subject at School level:** General Science, Specific Science and Integrated Science.
- c. **General Science:** Nature, Characteristics, Teaching of General Science.
- d. **Specific Science:** Nature, Characteristics and Teaching of Physics, Chemistry & Biology.
- e. Teaching of Integrated Science.

**Unit-3: Science Structure, Curriculum, Syllabus and Text Books**

10 Marks

- a. Structure of General Science as a Subject of Study.
- b. Content Analysis and Content Enrichment of Science at School level.
- c. Interdisciplinary Nature of Science.

- d. Pedagogy of Science teaching.
- e. A Study of Curriculum, Syllabi & Text books of Science at School Level with Reference to Content cum Methodology.
- f. Structure of Physics, Chemistry Biology.

**Unit-4: Teaching Technology And Science** 10 Marks

- a. **Teaching Technology** - Concept, Need & Importance.
- b. **Techniques of Teaching** - Questioning and Explanation.
- c. **Models of Teaching:** Concept Attainment Model, Concept Formation Model Inquiry Training Model, Inductive Thinking Model, BSCS (John Schwab)
- d. Use of Information Technology in Science Education.

**Unit-5: Innovative Techniques of Teaching Science** 10 Marks

- a. Innovative Techniques of Teaching Science: Brain Storming, Group Discussion & Panel Discussion.
- b. Methods of Teaching Science: Laboratory, Demonstration, Project & Field visit.
- c. Constructive Learning in Science: Knowledge Construction-Meaning & Importance. Concept Mapping, Heuristic Learning & Problem Solving.
- d. Scientific Observation as a basis of Learning.

**Unit-6: Evaluation In Science Education** 10 Marks

- a. Tools and Techniques of Evaluation in Science Teaching.
- b. Assessment and Evaluation related to Cognitive Domain.
- c. Assessment and Evaluation related to Affective Domain.
- d. Assessment and Evaluation related to Psychomotor Domain.
- e. Evaluation of Experimentation, Project, Brain Storming, Group Discussion, Panel Discussion, Concept Mapping.
- f. Present Status of Evaluation in Science Education at School Level.

**Unit-7: Development of Scientific Attitude** 10 Marks

- a. **Scientific Attitude:** Meaning and Scope.
- b. **Scientific Literacy:** Meaning & Importance.
- c. Relation of Scientific Attitude for Health and Development: Personal, Social & National.
- d. Techniques and Methods for inculcation of Scientific Attitude. Role of Science Teacher in Inculcation of scientific Attitude.

**Unit-8: Researches In Science Education** 10 Marks

- a. Research in Science Education: Need & Importance.
- b. Researches related to Curriculum, Syllabus & Text Books of Science at School level.
- c. Researches related to Teaching-Learning Strategies.
- d. Researches related to Evaluation in Science Education.
- e. Institutions / Organizations Involved in Science Education & Research: NCERT, Dr. Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research, Marathi Vidnyan Parishad, Centre for Environmental Education.

**Practicum (Any One)**

1. Planning a lesson using any one model of teaching.

2. Preparation of 20 higher order questions on any one unit of Science at Upper Primary and Secondary level.
3. Review of Minimum five Researches in Science Education.

**References:**

1. Abruscato Joseph (1982) Teaching Children Science Prentice Hall New Jersey
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3. Belson A.G.& Creaser H (1965) : Techniques & Apparatus for Science Teacher .Nairobi: Oxford Univ. Press.
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**Specialization Course**  
**EDUSPEC-4: H) SPECIAL EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal- 20**  
**External- 80**  
**Total – 100**

**Objectives: -**

To enable the student to:

1. Understand the concept and nature of Special Education.
2. Understand the modes and approaches of Special Education and approaches of Identification for Special children.
3. Understand the meaning, characteristics, types, causes, educational programmes, Prevention and rehabilitation of various types of special children.
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: Concept and Nature Of Special Education**

10 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.

**Unit-2: Education for Mentally Retarded**

10 Marks

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

**Unit-3: Education for Visually Impaired**

10 Marks

- 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.

**Unit-4: Education for Hearing Impaired**

10 Marks

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

**Unit-5: Education for Gifted And Creative Children**

10 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.

**Unit-6: Education for Orthopaedicallyhandicapped**

10 Marks

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

**Unit-7: Education for Juvenile Delinquents**

10 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.

**Unit-8: Concept and Nature Of Inclusive Education**

10 Marks

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

**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 recent trends in Special Education.
6. Visit to residential rehabilitation centre and present a report.
7. Organize an Interview of rank-holder student in HSC/SSC examination.

**References:**

1. Anlscow, M, (1994). Special Needs and the Classroom: UNESCO Publishing.
2. Heward, W. L., (1998) . Exceptional Children. Chicago: Merrill Publishing Co.
3. Learner, J. (1985). Learning Disability. Houghton, Mifflin Co. Boston.
4. Panda, K. C., (2002). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt.Ltd.
5. Reddy, L. G., Ramar R, & Kusuma A. (2000). Education of Children with Special Needs. New Delhi: Discovery Publishing House.
6. Krik, Gallagher and Anastasian. (1993). Education of Exceptional Children, Houghton, Co. Boston. Learner, J. (1985).
7. Learning Disability, Houghton, Mifflin Co. Boston. Panda, K. C., (2002). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Peterson, J. (2003). Inclusive Teaching Creature Effective Schools for all Learners, Allan & Bacon, Boston.
9. Reddy, L. G., Ramar R, & Kusuma A. (2000). Education of Children with Special Needs. New Delhi: Discovery Publishing House.

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**Specialization Course**  
**EDUSPEC-4 : I) SECONDARY AND HIGHER SECONDARY EDUCATION**

**Credits – 5****Hours – 90****Theory Paper – 3 Hrs****Internal – 20****External - 80****Total – 100****Objectives:-**

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

1. Understand the nature-scope and systems of secondary and senior secondary Education
2. Examine the status of development of secondary and senior secondary education In India after Independence
3. Understand the problem and challenges related to secondary and senior secondary Education
4. Understand the interventions to solve the problems and issues related to alternative Schooling at secondary schools.
5. Identify the problems issues of secondary school teachers Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to Universalization of Secondary Education
6. Understand the nature of education for multiple intelligence Learn the modalities of educational projection
7. Understand the modalities of secondary education management information System
8. Identify critical issues related to Universalization of secondary education Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to Universalization of Secondary Education
9. Understand the nature of education for multiple intelligence Learn the modalities of educational projection
10. Understand the modalities of secondary education management information System
11. Identify critical issues related to Universalization of secondary education
12. Examine the nature and objectives of teacher education critically examine the growth and development of teacher education in the Country
13. Appraise the existing teacher education curriculum from the standpoint of its Relevance to the demands of present day school curriculum
14. Use various methods and techniques for transaction of curriculum
15. Develop understanding regarding organization and supervision School Experience Programme Critically examine the role and contribution of various Regulatory Bodies and Support institutions for improving quality of Teacher Education.
16. Develop understanding of various strategies of teachers' professional development Gain insight into the status of teachers' in-service education in the country
17. Develop understanding of the process of in-service teacher education,
18. Use various methods and techniques for the identification of training needs,
19. Use various techniques for the evaluation of in-service teacher education programmes,
20. Reflect on issues, concerns and problems of teacher in-service education of the Teachers.
21. Appreciate the use of ICT for the professional development of the teachers.



**Unit-1: Nature, Scope, Function and Systems of Secondary and Senior Secondary Education**

10 Marks

- a. Status of Secondary and Senior Secondary
- b. Process of teaching-learning of adolescent
- c. Exposure to integrated and subject specific streams guidelines and Counseling strategies to meet changing physiological and sociological Requirements.
- d. Education for Multiple Intelligence
- e. Educational Projection

**Unit-2: Problems and Challenges of Secondary Education**

15 Marks

- a. Problems and challenges related to universalisation of Secondary Education
- b. Problems and Strategies of Alternative Schooling at Secondary Stage
- c. Problems / challenges / strategies / intervention in relation to access Enrolment, dropout, achievement equality of Educational opportunities
- d. Problems of education for girls, disadvantaged and differently abled Children and show learners and interventions to solve the problem
- e. Classroom problems discipline, under achievement, lack of motivation Slow learners, delinquency and maladjustment
- f. Issues of quality in secondary and senior secondary education Management System of secondary education, Department of Education, Directorate, Inspectorate and Private Agencies

**Unit-3: Teacher Education In India at Secondary and Senior Secondary level -15 Marks**

- a. Pre-Service and in service Teacher Education: concept, nature, objectives and Scope.
- b. Development of teacher education in India at secondary and senior secondary Level, recommendations of various commissions and committees concerning Teacher education system. Impact of NPE, 1986 and its POA on teacher Education system.
- c. The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level: roles and functions of IASEs, CTE.
- d. Roles, functions and networking of institutions like UGC, NCERT. NCTE, NUEPA, SCERTs etc.
- e. Issues, concerns and problems of pre-service and in-service teacher education at Secondary and senior secondary level.

**Unit-4: Secondary Education Management Information System (Semis) And Assessment and Evaluation**

-20 Marks

- a. CCE in Teacher Education.
- b. Formative and summative evaluation; norm referenced and criterion reference Evaluation.
- c. Evaluation of school experience/internship programmes.
- d. Assessment of teaching proficiency: criterion, tools and techniques.
- e. Organization and regulation of internal assessment in PSTE: Preparation of Guidelines and scheme of internal assessment.
- f. Portfolio assessment
- g. Structure of MIS School mapping at secondary level

- h. Course mapping at senior secondary level
- i. Types of Media–Audio, Video, Audio-Video.
- j. Interactive technologies-teleconferencing, e-learning, designing of e-content.
- k. EDUSAT for teacher professional development programme (CPD).
- l. Role of IGNOU, UGC, NCERT, SIETs
- m. Challenges and limitations of interactive technologies for INSET.

**Unit-5: Curriculum and Evaluation of Secondary Education****20 Marks**

- a. Principles of School Curriculum Development at Secondary and Senior Secondary Level
- b. CCE in Teacher Education.
- c. Formative and summative evaluation; norm referenced and criterion reference Evaluation.
- d. Evaluation of school experience/internship programmes.
- e. Assessment of teaching proficiency: criterion, tools and techniques.
- f. Organization and regulation of internal assessment in PSTE: Preparation of Guidelines and scheme of internal assessment.
- g. Portfolio assessment

**Practical (Any one)**

1. Preparing a training plan (design) for the in-service training of specified target Group on a specified theme
2. Demonstrating a training technique with peers
3. Constructing a tool for evaluation of specified skills/understanding/attitudes
4. Evaluation of any one of the in-service teacher training programme organized by Any one of the resource institutions
5. Preparation of a plan for INSET of the teachers of school.
6. Construction of Tools for identification of Training needs in different subject areas.
7. Identification of Training needs of a group of teachers of a school.
8. Preparation of self-learning material/e-content for primary or secondary school Teachers.
9. Appraisal of a training programme organized by DIET/IASE/CTE. Preparing status report on secondary education in a chosen block/district With reference to enrolment, equity and achievement
10. preparing a report on the existing status of the teachers, method of Recruitment of salary structure
11. Conducting a survey of secondary schools on the chosen area on the Causes of under achievement and suggest improvement there of
12. Visits of different types of secondary schools and preparation of School profiles
13. Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
14. Preparation of status report of performance of teachers in contextual Curriculum transaction
15. Observation of in-service teacher education programme at secondary level and preparation of a report
16. Identification of committed teachers and preparation of their profiles
17. Visit to alternative education centers at secondary level and Preparation of a report.
18. Survey of educational needs of disadvantages/disabled

**References**

1. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
2. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
3. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs For 2015. UNESCO Publication. Montreal. 33
4. The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
5. Report of the Education Commission (1964-66).
6. Report of the National Commission on Teachers (1983-85).
7. National Curriculum Frameworks for Teacher education, 2009
8. Report of the Delors Commission, UNESCO, 1996
9. National Policy of Education 1986/1992.
10. National Curriculum Framework on school education, 2005. Govt. of India, MHRD (2005). Universalisation of Secondary Education: Report Of the CUBE Committee, New Delhi
11. Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
12. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
13. Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying In Teacher Education*. Rout ledge Falmer. London and New York.
14. Korthagen, Fred A.J. et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
15. NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.
16. NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*. New Delhi.
17. Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
18. Linda Darling, Hammond & John Bransford (2005): *Preparing Teachers for a Changing World*. John Wiley & Son Francisco.
19. Loughran, John (2006): *Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching*. Rout ledge: New York.
20. Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role*. India, NCTE.
21. Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
22. Mohammad Miyan (2004). *Professionalization of Teacher Education*. Mittal Publications. New Delhi.
23. NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
24. Reimers, Eleonora Villegas (2003): *Teacher Professional development: an International review of the literature*. UNESCO: IIEP, Paris.
25. Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.
26. Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
27. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi

28. Govt. of India (1953) Report of Secondary Education Commission, New Delhi
29. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
30. Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and Their POA's, MHRD, Dept. of Education
31. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
32. NCERT (1997) Code of Professional Ethics for Teachers

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**Specialization Course**  
**EDUSPEC-5: A) CURRICULUM DEVELOPMENT**

**Credits – 5****Hours – 90****Theory Paper – 3 Hrs****Internal – 20****External - 80****Total – 100****Objectives of the course:** To enable students:

4. To understand the concept and principles of curriculum development.
5. To understand and appreciate curriculum as a means of development of the Individual.
6. To gain insight into the development of new curriculum.
7. To understand the Foundations of curriculum development.
8. To appreciate the need for continuous Curriculum reconstruction.
9. To help the student to develop skills in framing curriculum for subjects of teaching, Analyzing curriculum for teaching-learning process and developing course contents In the subjects of teaching.

**Unit-1: Curriculum development: Principles and Strategies**

20 Marks

- a. Meaning and Concept of Curriculum
- b. Concept of Curriculum development
- c. Stages in the Process of Curriculum development
- d. Curriculum, Syllabus and Units
- e. Fusion, integration and Inter-subject co-relation.
- f. Need and Scope for Curriculum development, Criteria for Future Curriculum Development and Characteristics of a good Curriculum
- g. Strategies of Curriculum development.
- h. Guiding Principles for Curriculum development.

**Unit-2: Curriculum, Course of Studies and foundations of curriculum**

20 Marks

- a. Philosophical theories and their implications to Curriculum.
- b. Sociological needs and their implications for curriculum development.
- c. Psychological needs their implications for curriculum development.
- d. Curriculum development and teaching-learning process.
- e. Implementation of Course- full time, Part time, Correspondence, Open University, non formal and Continuing Education.
- f. Organization of curriculum by subjects- Co-relation of different subjects, Indian, experiments on basic Education.
- g. Organization of curriculum by unit-Subject matter units, experiences units
- h. Core curriculum
- i. Activity Curriculum
- j. 10 Interdisciplinary Curriculum

**Unit-3: Selection of materials and Procedure of Organizing Content**

20 Marks

- a. Individual capacities as productive member of Society, Power of thought, scientific attitude, Power of expression, Vocational and Practical Skills.
- b. Fostering Moral, Spiritual and Aesthetic values, consideration of student Population of today and tomorrow.

- c. Consideration of economic growth - greater efficiency in production and removal of Poverty. (On the basis of maturity of learner, time allotment for different subjects, Curriculum load, continuity and sequence of the content from class to class and Organizing the suggested content within appropriate boundaries)
- d. Formation of general objectives at School stage and their specification.
- e. Formation of instructional objectives and their specifications.
- f. Terms of expected behavior changes in the students.
- g. Problems of curriculum reform.
- h. Periodic revisions of curriculum in view of the knowledge.
- i. Need for permanent curriculum research unit.

**Unit-4: Evaluating the Curriculum and Research in curriculum development -20 Marks**

- a. A frame work for evaluation.
- b. Planning for evaluation.
- c. Conducting the Programme evaluation.
- d. Evaluating the curriculum materials.
- e. Conducting the Curriculum material evaluation.
- f. Utilizing evaluation results for curriculum improvement.
- g. Pilot Project.
- h. Fundamental research.
- i. Action research.

**Practicum :- (Any One)**

1. Seminar on one of the topic assigned.
2. Critical analysis of the existing curriculum at various levels primary/ Secondary / Higher Secondary.
3. A report on the recent research on curriculum development
4. A Comparative study of two syllabi-state Government/ ICSE.

**Reference Books:**

1. Curriculum Organization and Design- Jack Walton, Great Briton
2. Curriculum and lifelong Education- Studies for UNESCO
3. School Curriculum- Mohammad Sharif Khan- ASHISH Publishing House, New Delhi.
4. The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.
5. Curriculum reform – B.D. Bhatt, Kanishka Publishers, New Delhi
6. Developing the Core Curriculum 3/4 Roland C. Faunce, Nelson L. Bossing,
7. Prentice Hall of India, New Delhi Evaluation and Research in Curriculum Construction- M. I. Khan I B. K. Nigam- Kanishka Publisher, New York Curriculum Development & Educational Technology Mamidj, S. Ravishankar- Sterling Publishers.
8. शैक्षणिक संशोधन : मुळे व उमाटे
9. शैक्षणिक संशोधनाची रूपरेखा : डॉ वि. रा. भिंताडे
10. शैक्षणिक व्यवस्थापन व प्रशासन : डॉ दुनाखे डॉ पारसनीस .

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**Specialization Course**  
**EDUSPEC-5: B) EDUCATIONAL MEASUREMENT AND EVALUATION**

**Credits – 5****Hours – 90****Theory Paper -3 Hrs****Internal- 20****External- 80****Total – 100****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 Measurement and Educational Evaluation**

10 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

**Unit –2: Taxonomies Of Educational Objectives**

10 Marks

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

**Unit-3: Characteristics of a Good Measuring Instrument**

10 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-4: Examination Reforms**

10 Marks

- a. Grading, Marking and Credit System.
- b. Semester System.
- c. Question Bank

- d. Continuous Internal Assessment.
- e. Moderation and revaluation.
- f. Online Examination.

**Unit-5: Tools of Measurement and Evaluation**

15 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-6: Educational Statistics and Interpretation of Test Scores**

25 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. 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.

**References:**

1. Blood, Don and Budd, William, (1972). Educational Measurement and Evaluation. New York: Harper and Row Publishers.
2. Chavan, C.P.S., (1993). Emerging Trends in Educational Evaluation. New Delhi: Common wealth Publishers.

3. Choppin, Bruce and PasHethwaite, T. (1981). Evaluation in Education an International Review Series. New Delhi : Pergamon Press.
4. Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics. Bombay: Sheth Publishers.
5. Ebel, Robert and Frisble, David (2003). Essentials of Educational Measurements. New Delhi : Prentice Hall of India.
6. Gramund, N.E., (1985). Measurement and Evaluation Teaching 5th Edition. New York: Machmillan Publishing Company.
7. Harper, Edwin and Harper, Erika (2003). Preparing Objective Examinations New York: Machmillan Publishing Company.
8. Harper, Edwin and Harper, Erika (2003). Preparing Objective Examinations: A Handbook for Teachers, Students, and Examiners, New Delhi: Prentice Hall of India.
9. Martuza, Victor (1977). Applying Norm - Referenced and criterion - Referenced Measurement in Education. Boston: Ptllyn and Bacon Tnc. Mehrens, William and Lehmann, Irvin (1972).
10. Measurement and Evaluation In Education and Psychology. New York: Holt, Rinehart.
11. कदम चा.प., चौधरी शैक्षणिक मूल्यमापन -, नुतन प्रकाशन पुणे.
12. उपासनी ना.के., कुलकर्णी के.व्ही.शैक्षणिक मूल्यमापनासाठी सूबोध संख्याशास्त्र :, विद्याप्रकाशन पुणे ३०.
13. उपासनी, जोशी, वझे मूल्यमापन तंत्र आणि मंत्र डा, नवा महाराष्ट्र पुणे ३०
14. मस्के टी.ए.,शैक्षणिक संख्याशास्त्र -प्रज्ञा प्रकाशन, संगमनेर.
15. शेटकर डॉ.गणेश, जोशी डॉ.शोभना, शैक्षणिक व मानसिक मापन ,(२००३), , मृण्मयी प्रकाशन, औरंगाबाद
16. शेटकर डॉ.गणेश, जोशी डॉ.शोभना, शैक्षणिक मूल्यमापन व कृतिसंशोधन,(२००७) -शेटकर डॉ.गणेश, जोशी डॉ.शोभना, मृण्मयी प्रकाशन, औरंगाबाद.



**Specialization Course**  
**EDUSPEC-5: C) GUIDANCE AND COUNSELLING**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**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**

10 Marks

- a. Concept, Meaning and Principles of Guidance.
- b. Need, Scope and Significance of Guidance.
- c. Bases of Guidance (Philosophical, Sociological, Psychological and Educational)
- d. Objectives and Benefits of Guidance.

**Unit-2: Types Of Guidance**

10 Marks

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

**Unit-3: Counselling**

10 Marks

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

**Unit-4: Tools and Techniques Used in Guidance and Counselling**

10 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-5: Guidance as A Profession**

10 Marks

- a. Guidance as a profession –concept and meaning.
- b. Importance of Guidance Profession.
- c. Personality characteristics of the Guide.
- d. Social characteristics of the Guide .
- e. Scope and ethics of Guidance Profession.

**Unit-6: Guidance Of Children With Special Needs**

10 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.

**Unit-7: Counselling As A Profession**

10 Marks

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

**Unit-8: Counseling Process And Group Counselling**

10 Marks

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

**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.

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**Specialization Course**  
**EDUSPEC-5: D) INCLUSIVE EDUCATION**

**Credits – 5****Hours – 90****Theory Paper – 3 Hrs****Internal – 20****External - 80****Total – 100****Objectives**

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

- 1) Understand the global and national commitments towards the education of Children with diverse needs.
- 2) Appreciate the need for promoting inclusive practice and the roles and Responsibilities of all concerned personnel.
- 3) Develop critical understanding of the recommendations of various commissions And committees towards teacher preparation for inclusive education,
- 4) Understand the nature of difficulties encountered by children and prepare Conducive teaching learning environment in inclusive schools,
- 5) 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****15 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**

20 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. Importance of early detection, Functional assessment for development of Compensatory skills.
- c. Role of teachers working in inclusive settings and resource teacher in developing And enriching academic skills for higher learning.
- d. 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.
- e. Role of technology for meeting diverse needs of learners
- f. Concept and importance of human and material resources.
- g. Types of services approaches, strategies, personnel involved and their specific Roles and responsibilities.
- h. 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.
- i. Managerial skills for mobilizing appropriate resources.
- j. Identifying the required resources for children with varied special needs

**Unit-4 Curriculum adaptations and evaluation for children with diverse needs**

10 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

**Unit-5: Teacher Preparation for Inclusive Education**

20 Marks

- a. Review existing educational programmes offered in secondary school (general, Special education).
- b. Skills and competencies of teachers and teacher educators for secondary Education in inclusive settings.

- c. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- d. Roles, responsibilities and professional ethics of an inclusive education teacher And teacher educators.
- e. Evaluation and follow up programmes for improvisation of teacher preparation Programmes in inclusive education programmes.
- f. Role of different national and international agencies {institutions, universities} in Promoting inclusive education.
- g. Planning and conducting research activities: Selecting appropriate areas of Research, types of research needed for enhancement of learning in children with Diverse needs, steps involved in planning and supervising research activities, Recent trends in research - national and international level with respect to children With diverse needs.
- h. Supportive Services for inclusion and research.

### 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.

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- 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
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- 8) Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi: 110002.*
- 9) Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually: Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
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Specialization Course

EDUSPEC-5: E) MANAGEMENT, PLANNING AND ECONOMICS OF EDUCATION

Credits-5

Hours-90

Theory Paper-3 Hrs

Internal- 20

External- 80

Total- 100

**Objectives: -**

To Enable The Students To:

1. Understand the concept and principles of Educational Management to Education.
2. Understand the concept and principles of educational administration to education.
3. Draw implications of management theories to education.
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 TQM.
7. Understand aspects related to performance appraisal to apply.

**Unit-1: Concept of Management of Education**

10 Marks

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

**Unit-2: Educational Administration**

10 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-3: Planning of Education**

10 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 resource development.

**Unit-4: Educational Supervision**

10 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-5: Economics of Education**

10 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.

**Unit-6: Financing of Education**

10 Marks

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

**Unit-7: Total Quality Management (Tqm)**

10 Marks

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

**Unit-8: Performance Appraisal**

10 Marks

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

**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 Vidyalaya / Ashrama Shala (Any Two) and writing of its report.
3. Visit to any one Local Government body-Municipal Corporation / Nagar parishad / Grampanchayat 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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- 2) Bhatt, B. D. & Sharma, S.D. (1992). Educational Administration: Hyderabad Kanishka Pub. House Book links Corporation, Naryanguda.
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- 31) शैक्षणिक व्यवस्थापन व प्रशासन - डॉ.अरविंद दुनाखे व डॉ.हेमलता पारसनीस, नुतन प्रकाशन पुणे.



Specialization Course  
**EDUSPEC-5: F) TEACHER EDUCATION**

**Credits - 5**  
**Hours - 90**  
**Theory Paper - 3 Hrs**

**Internal - 20**  
**External - 80**  
**Total - 100**

**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 Thought Process**

10 Marks

- a) Concept of Teaching & Learning.
- b) Relationship among Learning, Teaching & Teacher Education.
- c) 3 P's in Teaching - Perception, Planning & Performance.
- d) Principles of Planning, Guiding for Planning & Procedure of feed back.
- e) Teacher Thought Process & Decision Making.
- f) Large and small group Teaching methods, collaborative and cooperative teaching.

**Unit-3. 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-4. Field Based Experiences in Teacher Education.** 15 Marks

- a) Training and place 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-5. Teaching Profession & Professional Development of the Teacher.** 20 Marks

- a) Concept of Profession.
- b) Teaching as Profession.
- c) Teacher Professionalism - Role, Attitude, Values and Job Satisfaction.
- d) Changing Role of Teachers & Their Responsibilities.
- e) Professional Ethics for Teachers.
- f) Orientation & Refresher Courses.
- g) Teacher learning resources centre.
- h) Teacher appraisal and accountability.

**Unit-6. Issues and research in Teacher Education** 10 Marks

- a) Current issues in Teacher Education.
- b) Unsolved problems in Teacher Education.
- c) Trends in researches 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

**References:**

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- 21) म.रा.शै.सं.व प्र.परीषद.माध्यमिक शिक्षण मार्गदर्शक व्यापक कार्यक्रम
- 22) कक्कड डॉ.गुरुप्रसाद, गायकवाड डॉ.शशी, शिक्षण व अध्यापक शिक्षण विचारमंथन नूतन प्रकाशन पुणे
- 23) चिंचोलीकर डॉ.कृत्तिका,जाधव रवी,अध्यापक शिक्षण,नित्यनूतन प्रकाशन, पुणे.

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**Specialization Course**  
**EDUSPEC-5: G) VALUE EDUCATION AND HUMAN RIGHTS EDUCATION**

**Credits – 5**

**Hours – 90**

**Theory Paper – 3 Hrs**

**Internal – 20**

**External - 80**

**Total – 100**

**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 from 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.

**Course Contents:**

**Unit-1: The Socio-Moral And Cultural Context**

10 Marks

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

**Unit-2: Nature and Concept of Morality and Moral Education**

15 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-3: Moral Development Of The Child**

10 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.

**Unit-4: Moral Learning To Moral Education**

20 Marks

- a) 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.
- b) Moral Learning Inside the school: providing "form" and "Content to education".
- c) Moral Education and the curriculum: Can moral education be imparted taking it as a Subject of curriculum.



**Unit-5: Intervention Strategies for Moral Education and Assessment of Moral Maturity**

(25 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.

**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.

**REFERENCES:**

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

**Specialization Course**  
**EDUSPEC-5: H) YOGA EDUCATION**

**Credits – 5****Hours – 90****Theory Paper – 3 Hrs****Internal – 20****External - 80****Total – 100****Objectives:**

1. To enable them to comprehend the metaphysical concepts which support The Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkara etc.
2. To make them understand the meaning and relevance of yoga as a way to Spiritual ascent of man via physical and mental integration.
3. To make them understand different types of Yoga - The Ashtang yoga, the Jnana yoga, Bhakti yoga and other modern off-shoots.
4. To enable them understand the socio-psychological basis leading to a Dynamic transformation of personality
5. To make them understand the scientific basis and therapeutic values of Yoga.

**Unit-1: Metaphysical Basis of Yoga****20 Marks**

- a. Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
- b. Concept of Buddhism (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
- c. Further sub-divisions of Ahamkar - Mana (the mind), karmendris, jnanendris and Tanmatras (the Suksham Sharir)
- d. Nature of knowledge and knowledge getting process - the Pramanas.

**Unit-2: The Philosophy of Yoga and Its Relationship to Individual and Social Upliftment****(10 Marks)**

- a. The meaning and definitions of Yoga.
- b. Yoga as a way to healthy and integrated living.
- c. Yoga as a way to spiritual enlightenment – Atmanubhuti Pratykshanubhuti.

**Unit-3: Different Types of Yoga Systems and Characteristics of Yoga Practitioner (15 Marks)**

- a. Jnana yoga, Bhakti yoga and karma yoga of the Bhagavad-Gita
- b. Integral yoga of Aurobindo and modern off shoots of yoga.
- c. Characteristics of a practitioner of yoga.

**Unit-4: Ashtanga Yoga of Patanjali: The Instruments of Yoga (Sadhana Pad) -20 Marks**

- a. The Five yamas (observances).
- b. The Five niyamas (abstinences).
- c. Asans - The right postures.
- d. Pranayam - controlling the breath.
- e. Pratyahara - controlling the senses
- f. Dharana (concentration) and its methods.
- g. Dhyana (meditation) and its kinds.
- h. Samadhi - its various types.

**Unit-5: Scientific Basis Of Yoga - Yoga And Mental Health**

15 Marks

- a. Therapeutic values of yoga
- b. Different Asans and their effects to promote a sound physical and mental health
- c. Dhyana, and its therapeutic value.

**Practical - (Any one)**

1. Organize a programme / camp of Yoga students.
2. Organize a programmer/camp of meditation Art of Living for students.

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