

संत गाडगे बाबा अमरावती विद्यापीठ

SANT GADGE BABA AMRAVATI UNIVERSITY

शिक्षण विद्याशाखा

(Faculty of Education)

अभ्यासक्रिमका

शिक्षण पारंगत परीक्षा, २०११

PROSPECTUS

OF

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**SANT GADGE BABA AMRAVATI UNIVERSITY
SPECIAL NOTE FOR INFORMATION OF THE STUDENTS**

(1) Notwithstanding anything to the contrary, it is notified for general information and guidance of all concerned that a person, who has passed the qualifying examination and is eligible for admission only to the corresponding next higher examination as an ex-student or an external candidate, shall be examined in accordance with the syllabus of such next higher examination in force at the time of such examination in such subjects, papers or combination of papers in which students from University Departments or Colleges are to be examined by the University.

(2) Be it known to all the students desirous to take examinations for which this prospectus has been prescribed should, if found necessary for any other information regarding examinations etc. refer the University Ordinance Booklet the various conditions/provisions pertaining to examinations as prescribed in the following Ordinances-

Ordinance No.1	:	Enrolment of Students.
Ordinance No.2	:	Admission of Students.
Ordinance No. 4	:	National Cadet Corps.
Ordinance No. 6	:	Examination in General (relevant extracts)
Ordinance No. 18/2001	:	An Ordinance to provide grace marks for passing in a Head of passing and Improvement of Division (Higher Class) and getting Distinction in the subject and condonation of deficiency of marks in a subject in all the faculties prescribed by the Statute NO.18, Ordinance 2001.
Ordinance No.9	:	Conduct of Examinations (relevant extracts)
Ordinance No.10	:	Providing for Exemptions and Compartments.
Ordinance No.19	:	Admission of Candidates to Degrees.
Ordinance No.109	:	Recording of a change of name of a University Student in the records of the University.

Ordinance No.6 of 2008 : For improvement of Division/Grade.

Ordinance No.19/2001 : An Ordinance for Central Assessment Programme, Scheme of Evaluation and Moderation of answerbooks and preparation of results of the examinations, conducted by the University, Ordinance 2001.

**Registrar
Sant Gadge Baba Amravati University**

PATTERN OF QUESTION PAPER ON THE UNIT SYSTEM.

The Pattern of question paper as per unit system will be broadly based on the following pattern.

1. Syllabi has been divided into different numbers of units. There will be five questions with internal choice to be attempted by the pupil. The questions set shall cover all the units of each paper.
2. Two questions shall be of long answer type and three questions shall be of short answer type and shall have equal weightage.
3. For every long answer type or short answer type question there will be no alternative choice.
4. Division of marks between long answer and short answer type question will be in the ratio of 40 and 60.
5. Each short type question shall contain 3 to 6 short sub question with no internal choice.

SANT GADGE BABA AMRAVATI UNIVERSITY
FACULTY OF EDUCATION
ORDINANCE NO. 115
Examination Leading to the Degree of
शिक्षण पत्रांत (Master of Education)

1. There shall be one type of examination, leading to the Degree of शिक्षण पत्रांत (Master of Education)
2. An applicant for admission to the examination shall have :-
(a) been admitted to a graduate Degree of a Statutory University.
(b) been admitted to the B.Ed. Degree of the University or a Degree recognised as equivalent thereto.
3. (i) The candidate shall be permitted to write his papers and dissertation in English, Marathi or Hindi Medium.
(ii) The medium of instruction for the examination shall be Marathi, Hindi or English and the question papers shall be set in Marathi, Hindi or English, Translations of the papers shall be provided in the other two languages also other than in which the paper is set.
4. An applicant for admission to the examination shall have, since passing the B.Ed. Examination, prosecuted a regular course of study in a College for a period of not less than One academic year.
5. The examination shall consist of :-
Part-I - Five Papers, and
Part-II- A Dissertation
6. The Scheme of examination shall be as regulated by the Regulation.
7. A Candidate admitted to the शिक्षण पत्रांत (M.Ed.) Course shall, on or before the 31st August in the Academic year in which he is admitted to the course, submit an application to the Registrar, for consideration of the Committee constituted under the provisions of paragraph 8 below. The application shall state :-
(a) the subject of his dissertation; and
(b) the person under whose supervision he proposes to conduct his research for the dissertation.

8. The committee referred to in Paragraph 7 above shall consist of :-
(i) The Head of the Post-Graduate Department of Education, Sant Gadge Baba Amravati University.
(ii) Principals of all Colleges where शिक्षण पत्रांत (M.Ed.) courses are being conducted.
(iii) The Chairman, Board of Studies in Education.
(iv) Two members nominated by the Board of Studies in Education from amongst its own members provided that such persons are recognised Post-graduate Teachers.
(v) The Dean, Faculty of Education, Ex-Officio-Chairman.
9. For recommending approval to the subject of dissertation, the Committee shall meet in the first week of September of the calendar year to finalise and approve the topics of dissertation.
10. In giving approval to the subject of dissertation, the Faculty may prescribe such conditions as it may deem fit and the candidate shall comply with conditions.
11. The candidate shall conduct research in his subject of dissertation for one academic year and submit his dissertation to Registrar so as to reach him not later than 30th April.
12. The candidate shall be allowed to submit his dissertation upto 31st May.
13. The Theory Examination of शिक्षण पत्रांत (M.Ed.) shall be held on the date as decided by the Board of Examinations.
14. If the candidate finds that he cannot submit the dissertation by the due date, he shall apply for extension of time to the Dean of the Faculty.
15. The dissertation shall be submitted through the Supervisor of the candidate and the Principal together with three copies (Printed or Type written).
A candidate shall submit with his dissertation a Certificate from his supervisor to the effect:-
(i) that the candidate has satisfactorily conducted research for not less than one academic year.
(ii) that the dissertation is the result of the candidate's own work and is of a sufficiently high standard to warrant its presentation for examination.
(iii) that it is satisfactory in respect of literary presentation.
16. The candidate shall indicate the sources from which his information is taken, the extent to which he has availed of the work of others and

* As amended by the Ordinance No. 32 of 1979 (Executive Council dated 27/28-4-1979) Printed in 1983, 12 of 1992, 2 of 1994, 7 of 1998, 26 of 1998, 4 of 2000, 6 of 2000 and 21 of 2009.

- the portion in his dissertation which he claims to be original.
17. If the candidate succeeds in the examination in both the parts, he shall be entitled to the degree of शिक्षण पुरस्कार (M.Ed.) if he fails in any one of the two parts, he shall be admitted to the subsequent examination on payment of fresh fee in that part.
 18. The fee for the examination shall be Rupees Eighty Five for each part.
 19. The scope of the subjects shall be as indicated in the syllabi.
 20. Notwithstanding anything to the contrary in this Ordinance and in any other Ordinances in force from time to time, the following shall be the procedure for appointment of examiners for M.Ed. Part-II Dissertation :-
 - (a) Dissertation submitted by the candidates of M.Ed. examination shall be examined by a pair of External and Internal Examiners;
 - (b) The external and internal examiner shall examine maximum five dissertations.
 - (c) The dissertation will be sent to internal and external examiners for valuation.
 21. In order to pass the शिक्षण पुरस्कार (M.Ed.) Examination, an examinee shall pass in both parts separately.
 22. Provisions of Ordinance No.18 of 2001, relating to provide grace marks for passing in a Head of passing and Improvement of Division (Higher Class) and getting Distinction in the subject and condonation of deficiency of marks in a subject in all the faculties prescribed by the Statute No. 18 and of Ordinance No.10 relating to Exemptions and Compartments shall apply to the examinations under this Ordinance.
 23. Successful examinees obtaining 60% or more of the maximum marks shall be placed in the first Division, and all other successful examinees in the Second Division.
 24. The Division at the M.Ed. Examination shall be awarded from total marks obtained by the candidate in Part-I and Part-II examination taken together.
 25. As soon as possible after the examination, but within 45 days from the last date of examination, the Board of Examinations shall publish a list of successful examinees arranged in two divisions. The names of successful examinees shall be arranged in order of merit as provided in the Examinations in General Ordinance No.6.
 26. Notwithstanding anything to the contrary in this Ordinance, no person shall be admitted to an examination under this Ordinance, if

- he has already passed that examination or an equivalent examination of any other Statutory University.
27. Successful examinees shall, on payment of the prescribed fees, receive a Degree in the prescribed form, signed by the Vice-Chancellor.
 28. (i) Subject to his compliance with the provisions of this Ordinance and of other Ordinances in force from time to time, a teacher candidate from old Groups A and B. M.Ed. courses shall be allowed to offer any additional subject for the M.Ed. Examination similarly; a teacher candidate from Group B (Old Course) shall be allowed to offer dissertation as an additional subject.
 - (ii) The fees for the examination of 'Additional subject' or Dissertation shall be 60/- rupees only :-
 - (iii) On his passing the examination in an Additional subject or Dissertation as prescribed, a Certificate of having passed the M.Ed. Examination in an Additional Subject or Dissertation shall be granted to him.
 29. The candidate must attend a minimum of 75% of the lectures of each paper to make himself eligible to appear at the examination, Provided that the principal of the college may recommend a condonation of the short attendance up to the extent by 10% in genuine cases.
- SUMMER VACATION COURSE**
30. There will be a summer vacation course of (शिक्षण पुरस्कार) (M.Ed.) in a college or Post-Graduate Department of Education as may be permitted by the University.
 31. A candidate shall be required to prosecute a regular course of study for three vacations.
 32. The duration of this course shall be sixteen weeks extending over two academic sessions. Six weeks each in two summer vacation and two weeks each in two winter vacation. The course will commence with summer vacation and end with second winter vacation of the succeeding year.
 33. The candidate will appear in Part-I and Part-II summer examination after completing the second winter term.
 34. Except for above conditions, all provisions of regular शिक्षण पुरस्कार (M.Ed.) shall apply to a candidate.

*** Regulation No. 1 of 2006**

Examinations leading to the Degree of शिक्षण पारंगत (Master of Education) Regulation, 2006.

Whereas it is expedient to make a Regulation in respect of Examinations leading to the Degree of शिक्षण पारंगत (Master of Education) Regulation 2006 for the purposes hereinafter, appearing the Management Council is hereby pleased to make the following Regulation.

1. This Regulation may be called Examinations leading to the Degree of शिक्षण पारंगत (Master of Education) Regulation 2006.
2. This Regulation shall come into force from the date of its approval by the Management Council.
3. The Scheme of Examinations leading to the Degree of शिक्षण पारंगत (Master of Education) shall be as provided under Appendix-A appended with this Regulation.

The Scheme of Examination for the Degree of Master of Education (M.Ed.)

The purpose of the M.Ed. programme is to prepare learners for higher level functions in education including teacher education who have a broad understanding of all the contemporary concerns of education like

Curriculum
Educational Planning and Management
Research in Education
Evaluation
Guidance and Counselling
Education Technology.

The purpose is to develop an educational leader with vision.

The M.Ed. programme will consist of three parts a, b & c details of each part are given below:

COURSES OF STUDY:

Papers	No.	Marks
Foundation Papers		
Paper I : Philosophical and Social Foundations of Education.		
Paper II : Psychological Foundations of Education.	3	3 x 100 = 300
Paper III : Methodology of Educational Research.		
Optional Papers		
Paper IV & V (Specialization)	2	2 x 100 = 200
b. 1. Seminar - 5 : 2. Assignments - 5 :		25 25
c. Dissertation		150
Total :-		700

Duration : One Year.

Minimum Passing Marks for each paper/subject of M.Ed.

Examination leading to the Degree of Master of Education Part-I (Theory)

A)

Subject or Papers	Theory	Internal	Max. Marks	Theory	Min. Marks	Min. Pass Marks
Three Compulsory Papers						
1. Philosophical and Social Foundations of Education.	75	25	100	30	30	50
2. Psychological Foundations of Education.	75	25	100	30	30	50
3. Methodology of Educational Research.	75	25	100	30	30	50
<i>Any two optional papers from Area of Specialisation.</i>						
4. Optional Paper One	75	25	100	30	30	50
5. Optional Paper two	75	25	100	30	30	50
Aggregate Marks	375	125	500	150		
Minimum aggregate Pass Marks						250

B)

Subject or Papers	Max. marks	Sessional
Three Compulsory Papers		
1. Philosophical and Social Foundations of Education.	05	05
2. Psychological Foundations of Education.	05	05
3. Methodology of Educational Research.	05	05
<i>Any two optional papers from Area of Specialisation.</i>		
4. Optional Paper One	05	05
5. Optional Paper two	05	05
Aggregate Marks	25	25

Distribution of marks for Assignment / Seminars.

1. Seminar – 5 :
- Presentation 3 Marks
 - Use of Audio Visual Aids 2 Marks

Total Marks 5 Marks

2. Assignment – 5

- i) Use of Reference 2 Marks
 ii) to the point presentation 2 Marks
 iii) up to date information 1 Mark

Total Marks 5 Marks

C) Part-II (Dissertation)

Dissertation with Viva Voce.	Aggregate Marks	Minimum Pass Marks
	150	75

Special Papers :

Detailed in-depth study of an area of specialization comprising two theory papers including a well-articulated component of practical work or fieldwork should be preferred to specialization in two areas as is the current practice. Specialization should include study of the Indian context and the Indian experience. Specialization paper may be chosen out of the following:

- A. Guidance and Counselling
- B. Distance Education
- C. Value Education and Human Rights
- D. Comparative Education
- E. Teacher Education
- F. Special Education
- G. Educational Technology
- H. Educational Measurement and Evaluation
- I. Management, Planning and Financing of Education
- J. Environmental Education

Thrust Areas :

There are many emerging thrust areas which are to be included suitably in one/two areas of specialization. These are listed below:

1. Information and Communication Technology in Education
2. Environmental Education
3. Women Education including women studies
4. Gender Sensitization
5. Human Rights and Responsibilities
6. Privatization, liberalization, globalization and Education.

SYLLABUS
prescribed for
The Examination for the Degree of Master of Education
(MEd)

PAPER I : PHILOSOPHICAL AND SOCIAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES:-

The Philosophical component of this (foundation) core paper for a post-graduate course in education (Professional) aims at developing the following competencies amongst the scholars.

1. Understanding the nature and functions of philosophy of education.
2. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
3. Understanding and use of philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers - Indian and Western.
5. To enable the student to understand concept and process of social organization, social stratification and institution.
6. To enable the student to understand relationship, between culture, society and education.
7. To enable the student to know issues of equality, excellence and inequalities in education.

COURSE CONTENTS:

SECTION-I

UNIT-I:

Philosophy & Education

a) Philosophy of education.

i) Functions of Philosophy : Speculative Normative and Analytical.

ii) Philosophy of Education as directive doctrine and liberal discipline.

iii) As an activity to determine aims, curriculum, text book, methods, curricular activities and evaluation.

b) Epistemology and Education : Knowledge, methods of acquiring valid knowledge with specific reference to analytic Philosophy, Dialectical approach, Scientific Inquiry, Nyaya, Yoga

UNIT-II:

Impact of Eastern and Western Schools of Philosophy on Education.

a) Eastern School of Philosophy :

- i) Vedanta (Advaita and Veshista-Vaita only)
 - ii) Sankhya
- b) Western School of Philosophy :

i) Pragmatism

ii) Existentialism

iii) Logical Positivism

Implications of these Schools with special reference to Basic Tenets, Aims and ideals curriculum, methodology, teacher pupils relationship, freedom, discipline

UNIT-III:

Axiology and Education : Critical appreciation of the contribution made by –

a) Hinduism (Bhagavad-Gita)

b) Buddhism,

c) Jainism.

d) Islam

In terms of value formulation

UNIT-IV:

Educational Thoughts: Contribution to educational thought and practice made by great thinkers' (master minds) and their critical appreciation with specific reference to their views on

a) Philosophy of life

Contribution to education thinker - Plato, Dewey, Gandhi, Tagore, Sri-Aurobindo, Vivekanand.

PRACTICUM:

Annotated Bibliography covering 15-20 works.

Attempt paper presentation on a given topic.

SECTION – II

COURSE CONTENTS:

UNIT-I : Sociology and Education

i) Educational sociology : Meaning and nature.

ii) Interrelationship between Education and Sociology.

Culture : Meaning and Nature, role of education in cultural context education and cultural change.

UNIT -II : Education and Society –

i) Education as a social system.

ii) Social Organization and Social groups : Concept, nature and its characteristics.

iii) Education as a socialization process : Concept, agencies of socialization.

iv) Social Progress and Social Change : Concept, process and pattern of social progress and social changed.

Social stratification : Concept and its factors (Political, Economical & Cultural)

UNIT -III : Indian Society and Challenges for Education.

- i) Issued of Equality of Educational opportunities and excellence in education.
- ii) Equality Vs. Equity in education.
Inequalities in Indian Social System with special reference to social disadvantages, gender and habitations, needs measures to address them.

UNIT -IV : Concept Related to Society and Education.

- i) Education for Nationalism, International understanding and peace.
 - ii) Educational for protection of environment and sustainable development.
 - iii) Education for liberalization, privatization and globalization.
 - iv) Knowledge society.
- Economic of education : Concept, meaning, nature and scope.

Books recommended as reference books :-

- 1] Sharma Sitaram - Education in India, Anmol Publication - New Delhi (1992).
- 2] Mukharji S.N. - History of Education in India. Published by Shri. J.L. Shah, for Acharya Book Depot, Baroda, Forth Edition, (1961).
- 3] Natrajan K. - Indiana Sociol reformer lady.
- 4] Safaya R.N. - Great Indian Educations, Published by the associated publishers, Ambala Kacha Bazar, Post Box. No. 56 - (1993).
- 5] Dr. Altekar - Education in Ancient India.
- 6] Rusik - Philosophical Based of Education.
- 7] Daway - Democracy and Education.
- 8] Kabir - Indian philosophics of Education.
- 9] V.S.Mathur - A Sociological approach to Indian Education.
- 10] Brubeecher - Modern philosophics on Education.
- 11] Bhattia - Theory and principles of Education.
- 92) सोनी रामगोपाल - उद्योग-मुख्य समाजमें शिक्षा के नये आगम - एच.पी.भार्गव बुक हाउस, आगरा- संस्करण (१९९८).
- 93) पाठक पी.डी. - भारतीय शिक्षा और उसकी समस्यायें - विनोद पुस्तक मंदिर.
- 98) अहेर हिरा - उद्योग-मुख्य भारतीय समाजातील शिक्षण व शिक्षक - श्रीपाद मुंजे, विद्या प्रकाशन, रुईकर मार्ग- नागपूर-२ (१९९५).

- 94) चौबे शरदु प्रसाद , चौबे अखिलेश - भारतीय शिक्षा उसकी समस्यायें - प्रकृती और नवविचार- ईगल बुक्स इंटरनेशनल, पो.बॉक्स नं. ६४, बी.सी. बाजार, मेरठ केन्द्र, (१९९५).

- 9६) माळी- मा.गो. - शिक्षणाचे तत्त्वज्ञान, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर - (१९८१).

PAPER II : PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES :

1. To enable the student to understand concepts and principles of Educational Psychology as an applied science.
2. To enable the learner to understand implications of psychological theories for education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits.

COURSE CONTENTS :

UNIT -I : Education and Psychology :

- a) Educational Psychology : Concept, concerns and scope of educational psychology.
- b) Concept of Mind, Chitta and soul with reference to Indian psychology and Education.

Contribution of psychology to education

UNIT -II : Schools of Psychology and their contributions to the field of education :

- a) Association,
- b) Purposivism
- c) Behaviorism
- d) Structuralism
- e) Psychological School
- f) Humanistic

UNIT -III : Human Development :

- a) Concept, principles and sequential stages of development
- b) Factors influencing development and their relative role
- c) General characteristics and problems of each stage of development.
- d) Theories of Piaget and Bruner on development - major concepts and stages and implications for education.

Indian theory of Psychological Development.

UNIT -IV : Psychology of Learning :

- a) Learning : Concept, Kinds, levels of learning.
- b) Different theories of learning :
 - i) Gagne's conditions of learning.

- ii) Information processing model of learning-
- iii) Bandura's Social Learning theory.
- iv) Mastery learning (Bloom)

Education Implication of the view points of learning.

UNIT -V : Individual Difference

- a) Concept of intra and inter individual differences,
- b) Intelligence : Concept, nature, classification of intelligence.
- c) Theories of intelligence:
 - i) Spearman
 - ii) Thomson
 - iii) Thurston
 - iv) Guilford – SI Model
- d) Measurement of Intelligence :-
 - i) Verbal
 - ii) Non- Verbal
 - iii) Performance
- e) Creativity:- Concept, nature, process, Identification fostering and guiding creative children.
- f) Emotional intelligence: Concept and Characteristics
- g) Social intelligence: Concept and Characteristics
- h) Interest, Attitude, Aptitude and values.

UNIT -VI : Personality :

- a) Concept, development, structure and dynamics of personality.
- b) Theories of Personality –
 - i) Type theories – Jung's classification
 - ii) Trait theory - Allport,
 - iii) Psycho analytical theory - Freud;
 - iv) Behaviouristic Theory :- Miller, Dollard
 - v) Humanistic Theory - Roger
- c) Indian Contribution with reference to personality:
 - i) Vedic
 - ii) Buddhist
 - iii) Rabindernath Tagore,
 - iv) Mahatma Gandhi,
 - v) J.Krishnamurti
 - vi) SriAurobindo.

- d) Assessment of Personality technique :

- i) Personality inventories – Rating Scale.
- ii) Projective Technique : Rorschach's, TAT

UNIT -VII : Adjustment and Mental Health

- a) Concept, mechanism of adjustment - defense; escape, withdrawal, compensatory.
- b) Introduction to common forms of neuroses, psychosis and somatic disorders.

- c) Principles of mental hygiene - preventive, constructive, curative measures,
- d) Implications for education.

UNIT -VIII : Social Psychology

- a) Concept of social psychology; inter personal relations, intergroup relations.
- b) Group dynamics- Group process.
- c) Social emotional climate of the classroom and influence or teacher characteristics.
- d) Contribution of Social psychology to education.

Books recommended as reference books :-

- 1] Advanced Educational Psychology , S.K.Mangal. Prentice - Hall of India Pvt. Ltd, New Delhi - 1999.
- 2] Advanced Educational Psychology, S.Dandapani. Anmol Publication Pvt. Ltd., New Delhi, (2000).
- 3] Mathur Dr.S.S - Educational Psychology- Vinod Pustak Mandir, Agra - (1986-87).
- 4] Hurlock E.B - Personality development.
- 5] Jayswal S.R. - "Foundation of Educational Psychology" - Prakashan Kendra - Lucknow.
- 6] Seifert Kelvin L. - " Educational Psychology " - Houghton Mifflin Company Boston . Alto Rinceton, New Jersey.
- 7] Guilford J.P, "General Psychology" - Mifflin Company Boston, Alto, Rinceton, New Jersey. (1956).
- 8] Sharma Ramnath, Sharma R. K. - "Educational Psychology ' - Atlantic Publisher and distributor, New Delhi - (1996).
- 9] Kundu C.L. - Tutor D.N. - Educational Psychology -Sterling publishers pvt.ltd., New Delhi - (1988).
- 10] Skinner Charles E. - Educational Psychology - (1997).
- 11] Akhilanand - Hindu Psychology.
- 12] Bigge - Learning theories.
- 13] Bigge and Hunt - Psychological Foundation of Education.
- 14] Calvin S. Hall and Gardner Lindzey - Theories of personality.
- 94] जिपाटी शालीग्राम - 'शिक्षा मनोविज्ञान ' (१९९३).
- 9६] माथुर एस.एस. - शिक्षा मनोविज्ञान - विनोद पुस्तक मंदिर, आगरा-२.
- 9७] शर्मा रामना, चंद्रा सोना एम. - 'शिक्षा मनोविज्ञान ' - लक्ष्मी नारायण अग्रवाल अस्पताल रोड, आगरा-३.
- 9८] स्टिकस जे.एम. (अनुवाद: जै.जलोटा शामस्वरुप) - शैक्षणिक विकासका अग्रगण- हरियाणा साहित्य अकादमी, चंदिगड (१९८२).

PAPER III : METHODOLOGY OF EDUCATIONAL RESEARCH**COURSE OBJECTIVES :**

- To enable the students to understand :
1. The meaning of scientific method, scientific inquiry, Paradigm, theory and this implications for educational research.
 2. The characteristics of philosophical, psychological and sociological researches in education.
 3. The different strategies of educational research.
 4. The techniques of developing a research proposal.
 5. The meaning and techniques of sampling.
 6. The various types of tools of data collection.

COURSE CONTENTS :**PART-A****UNIT -I : Educational Research**

- i) Nature of knowledge, inquiry, its sources.
- ii) Scientific thinking (Inductive reasoning – Bacon, deductive reasoning- Aristotle, Inductive and Deductive- Darwin).
- iii) Research, Educational Research : Meaning, definition, need, characteristics, scope and areas of research in education.

UNIT -II :

- a) Philosophical, psychological and sociological orientation in educational research.
- b) Interdisciplinary in educational research and its implications.

UNIT -III : Types and Methods of Research

- i) Types of Research :
 - a) Fundamental Research.
 - b) Applied Research
 - c) Action Research
- ii) Methods of Educational Research
 - a) Historical
 - b) Normative Survey
 - c) Experimental
 - d) Case study.
 - e) Development
 - f) Ethnography
 - g) Documentary analysis
 - h) Evaluative Research

UNIT -IV : Research Problem and Research Proposal.

- a) Sources, selection and characteristics of research problem.
- b) Statement of research problem.
- c) Review of related literature and its importance.
- d) Developing Research Proposal.
- e) Experimental Design- Functional & Factorial

UNIT-V : Objective, Variables and Hypotheses

- i) Objectives : Primary , secondary and concomitant.
- ii) Variables : Meaning and its types.
- iii) Hypothesis : Nature, definition, sources, characteristics of good hypothesis.
- iv) Types of Hypothesis : Research hypothesis, Directional and non directional hypothesis, Null hypothesis.

UNIT -VI : Sampling, Population and Techniques

- i) Concept of Universe, population and sample.
- ii) Meaning and purpose of sampling.
- iii) Techniques of sampling.
 - a) Probability Sampling
 - b) Non- probability sampling

- iv) Determining the size of the samples and errors.
- v) Tables of Random numbers: Types and its uses

UNIT -VII : Tools and Technique

- i) Techniques : Interview, observation, Sociometric.
- ii) Attitude scales, Rating Scale, Interview schedule, questionnaire.
- iii) Reliability and validity of various tools and techniques

UNIT -VIII : Evaluation of Research

- i) Validity and Limitations of findings.
- ii) Factors influencing validity of research.
- iii) Internal vs. external validity.
- iv) How to increase validity of research findings.
- v) Evaluation of Research

PART -B:- METHODS OF DATA ANALYSIS :**UNIT -I : Nature of Educational Data : Quantitative and Qualitative.**

- a) Quantitative data : Scale of measurement- nominal, ordinal, internal & ratio.
- b) Qualitative data : Its analysis with emphasis on content analysis, analysis of interview- based data and observation based data.

UNIT -II : Organization and Representation

- i) Frequency distribution
- ii) Frequency polygon
- iii) Histogram,
- iv) Ogive,
- v) Smoothed frequency curve

UNIT -III : Properties and uses of normal distribution : Concept of NPC, Skewness, Kurtosis, Standard score.**UNIT -IV : Descriptive Statistical Method**

- i) Descriptive Statistical Method
 - a) Measures of central tendencies

- 2) Measures of variability.
- 3) Percentiles and Percentile Ranks.
- 4) Correlations : Rank difference method, product moment method.
- 5) Regression equation

UNIT - V : Inferential statistical method.

- a) Standard errors, confidence limits, levels of significance.
- b) Hypothesis testing: Using
 - i) Critical Ratio (CR)
 - ii) t- test
 - iii) Chi-square Test

PRACTICUM:

Review of two published research papers; one quantitative and the other qualitative.
 Review of an M.Ed. or an M.Phil. dissertation.
 Development of a research proposal for M.Ed. Dissertation and its seminar - presentation.
 Construction of one tool of data collection.

Books recommended as reference books :-

- 1] Research in Education, Seventh Edition, John W.Best, James V. Kahn, Prentice-Hall of India, New Delhi- (June 2000).
- 2] Singh A.K. Tests, measurement and Research in Behavioural Sciences. Bharati Bhawan Publishers and Distributors. Thakurbhari Road, Kadamkuan, Patna, 80003- (1997, IInd Edition).
- 3] Fundamental Statistics in Psychology and Education. McGraw Hill Book Company, New Delhi.
- 4] Guilburt J.P. Benjamin Frucher. Moully G.J. - "The Science of Educational Research " - Eurasia Publishing House, Pvt.Ltd., (1964).
- 5] Kerlinger, Fred N. - Foundation of Behavioural Research "Holt, Rinehart and Winstone INC, New York (Second Edition-1973).
- 6] Blommers P, Lindquist E.F. - "Elementary Statistical methods" - Oxford Book Co., Calcutta - (1960).
- 7] Khan Mohd. Sharif - "Educational Research " - Ashish publishing House, New Delhi - (1990).
- 8] Sharma S.R. - "Methods of Educational Research" - Anmol publications Pvt.Ltd., New Delhi - (1994).
- 9] Sharma S.R. - "Statistical Methods in Educational Research" - Anmol publications Pvt.Ltd., New Delhi - (1994).
- 10] Garrett H.E., Woodworth R.S. - "Statistics in Psychology and Education" - Vakils, Fetter and Simons Ltd., Bombay - (1981).

- 11] Sharma R.N. and Sharma R.K. - Research methods social sciences media promoters and Pvt.Ltd., Bombay - (1962).
- 12] Bruce N. Tuckman - "Conducting Educational Research " - Second Edition, New York.
- 13] CASE (Baroda) - Survey of Research in Education.
- 14] Haganman - Research in Education.
- 15] Lewis - Experimental designs in Education.
- 16] Davis J.Fox - Research methods in Education.
- 17] Travers - Introduction to Educational Research.
- 18] Good and Scates - Methods of Research .
- 19] Good, Barran and Scates- Methodology of Educational Research.
- 20] Whitney - Elements of Educational Research.
- 21] Best - Research in Education.
- 22] पंजीत प्रा. बस्ती विहारी - शिक्षणतील संशोधन - (संकल्पनात्मक परिचय) - नूतन प्रकाशन, पुणे - (१९९७).
- 23] भिलाडे वि.रा. - शैक्षणिक 'संशोधन पद्धती' , नूतन प्रकाशन, पुणे (१९८९).
- 24] कपिल एच.के. - 'अनुसंधान विधियाँ' , हरिप्रसाद भार्गव पुस्तक प्रकाशन, ४/२३०, कचहरीघाट, आगरा.
- 25] पारसनाथ रॉय एचम भटनगर - 'अनुसंधान परिचय' - विनोद पुस्तक मंदिर, आगरा-२, (१९७७).
- 26] शैक्षणिक संशोधन - भा. गो. बापट.

AREA OF SPECIALISATION

A. GUIDANCE AND COUNSELLING:

PART - I: GUIDANCE

COURSE OBJECTIVES:

1. To help student to understand concept need and view point of guidance.
2. To help student understand principles, and problems of different types of guidance.
3. To help student to understand concept and needs and guidance for the children with special needs.
4. To help student to understand the concept and process of counseling.
5. To acquaint the student with the aim and principles of guidance programme.
6. To develop in student and understand various procedures of organizing various guidance services.

COURSE CONTENTS :**UNIT I:-**

Concept, assumptions, issues and problems of guidance.
Needs, scope and significance of guidance.

UNIT II:-

Types of guidance - Educational, vocational and personal, Group guidance,
Role of the teacher in guidance.

Agencies of guidance - National, State Level.

UNIT III:-

Educational Guidance.

Principles of all guidance.

Guidance and curriculum, guidance and classroom learning.

UNIT IV:-

Vocational Guidance.

Nature of work.

Various motives associated with work.

Career development - Super's Theory about guidance.

Approaches to career guidance, Vocationalisation of secondary education and career development.

UNIT V:-

Guidance of Children with special needs.

- a) Problems and needs.
- b) Guidance of the gifted and creative students.
- c) Guidance of under - achiever and first generation learners.
- d) Role of the teacher in helping children with special needs.

PART II : COUNSELLING**UNIT VI:-**

Counselling Process.

Concept, nature, principles of counselling.

Counselling approaches -directive, non-directive.

Group counselling vs. individual counselling, Counselling for adjustment.

Characteristics of good counselling.

UNIT VII:-

Group guidance.

Concept, concern and principles.

Procedure and techniques of group guidance.

UNIT VIII:-

Organization of a Guidance Programme.

- a) Principles of organisation.
- b) Various types of services - Counselling.
- c) Group guidance, individual inventory service and information orientation service, placement service and follow up service.
- d) Evaluation of guidance programme.

UNIT IX:-

Testing in Guidance Service.

- a) Use of tests in guidance and counselling.
- b) Tests of intelligence, aptitude, creativity, interest and personality.
- c) Administering, scoring and interpretation of test scores.
- d) Communication of test results as relevant in the context of guidance programme.

UNIT X:-

Human Adjustment and Mental Health.

- a) Psychological foundation of adjustment.
- b) Role of motivation and perception in adjustment.
- c) Principles of mental hygiene and their implication of effective adjustment .
- d) Mental health and development of integrated personality.

Books recommended as reference books :-

- 1] Traxler - Techniques of Guidance.
- 2] NCERT - Handbook of Counsellors.
- 3] Warters - Techniques of counselling.
- 4] Crow and Crow - An Introduction to Guidance.
- 5] Ruth Strange - Counseling techniques in colleges and secondary schools.
- 6] Jones - Principles of Guidance.
- 7] Williamsons E.G. - Counselling Adolescents.
- 8] Megers E.G., Principles and techniques of vocational guidance.

- 9] Bingham - Aptitudes and aptitudes testing.
10] Adams - Counselling and Guidance.

B. DISTANCE EDUCATION :

COURSE OBJECTIVES :

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

COURSE CONTENTS :

UNIT I :-

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

UNIT II :-

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

UNIT III :-

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

UNIT IV :-

- a) Quality Enhancement and Programme Evaluation.
- Quality assurance of Distance Education.

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

Books recommended as reference books :-

- 1] Berrett T and Smith R. - Teaching reading, Mass Addison- Wesley publishing company - (1974).
- 2] Anand Satyapat - University without walls - Vikas Publishing House Delhi Pvt.Ltd. - (1979).
- 3] Dutt, Ruddar - Problems of Distance Education in Developing Countries.
- 4] Parmaji, S, G.Ram Reddy - Distance Education, New Delhi, Sterling publishers. - (1984).
- 5] Open Universities - The Ivory towards thrown open sterling Publishers Pvt.Ltd., New Delhi.
- 6] Reddy, G.Ram - Open education systems in India, It Blace and Botanical Andhra Pradesh Open University, Hyderabad- (1984).
- 7] Keegan, D.J. (1986) - The Foundations of Distance education, U.S. A. CroomHelm.
- 8] Holmberg B. - Status and Trends of Distance Education: Kogan page - (1981).
- 9] Watson K. - Education in the third world, U.S.A. (Croom Helm.)
- 10] Kaye A. Rumble G - Distance Teaching for Higher and adult Education, U.S.A. CroomHelm. - (1981).
- 11] Holmberg B. - Recent Research into Distance Education: Ferm University Higen, West Germany.
- 12] Indira Gandhi National Open University Act & Status (1985).
- 13] Ministry of Education, Govt. of India, Report of the working group of open University, (1974).
- 14] Association of Indian Universities (AIU) Universities Handbook 1989, New Delhi.

C) VALUE EDUCATION AND HUMAN RIGHTS

COURSE OBJECTIVES :

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.
2. To enable them to understand the nature of values, moral values, religious, moral and Human Values and training them Human Value to indoctrination.
3. To orient the students with the basis of Humanity with place of reason and emotions in Human Values development in the child.
4. To enable them to understand the process of value development

- with reference to cognitive, conative Psychomotor.
5. To orient the students with various intervention strategies for value education and conversion of value learning into value education.

COURSE CONTENTS :-

UNIT -I:

The Social-moral and cultural context:

- a) Value: Concept, nature and sources
- b) Need and Importance of Value Education
- c) Human Rights: **Concept**, need and importance of Human rights education in the existing social scenario.
- d) Valuation of culture : Indian Culture and Human Values.

UNIT -II:

Nature and Concept of Morality and Humanity with reference to moral and

Human values:

- a) Religious Education, Moral Education. Value Education and Human Rights their instruction, training and indoctrination.
- b) Contribution of Value education and Human Rights in personality development.
- c) Human Rights and their contribution in national building

UNIT -III:

Human Right Education:

- a) Human Right Education through curriculum
- b) Human Right Education for Child, Women and Others backward classes
- c) Role of United Nations Organization (UNO); National Human Rights Commission and Non-Governmental Organization in development of Human Right Education

UNIT -IV:

Moral Development of the child.

- a) Concept of Development and concept of moral development.
- b) Psycho-analytic approach.
- c) Learning theory approach, especially social learning theory approach.
- d) Cognitive development approach-piaget and Kohlberg, stages of moral development and their characteristic features.

UNIT -V:

Value learning to Value Education.

- a) Value learning outside the school-child rearing practices and Value learning. Value learning via imitation. Nature of society and Value learning media and value learning.
- b) Value learning inside the school; providing “form” and “Content to education”.
- c) Value Education and curriculum ; can value education be imparted

through subject curriculum.

UNIT -VI:

Intervention strategies for value education and Assessment of Value maturity.

- a) Model of Value education- i) Value Judgment: Scientific inquiry model; ii) Value analysis model; iii) Social-Simulation model and iv) Role playing model
- b) Value judgment and Value Action.
- c) Assessment of Value maturity via moral dilemma resolution.
- d) Examples of some select value dilemmas.

Books recommended as reference books :-

- 1] Value Education - B.K.Passi, P.Singh.
National Psychological Corporation, 4/230, Kacheri Ghat, Agra, 282004, India.
- 2] Value education- A Philosophical Study.
N.N. Kar: A Associated publishers,
2963/2, Kacha Bazar, Post Box. No. 56, Ambala, Cantt,
133001. India.
- 3] Value Education- Changing perspectives, Mohit Chakraborty,
Anishka Publishers, Distributors, New Delhi.
- 4] Value Oriented Education- Vision for better learning.
E.N.Gawande, Sarup and Sons, New Delhi - (2002).
- 5] Human Values and Education, Sterling publishers Pvt.Ltd.
L-16, Green Part Extension, New Delhi, Edition 1986.
- 6] Shrivastava R.P. - Value education through content areas.
Jamia Millia Islamic Vidyay Bhavan and Hotel,
Lerneridan, New Delhi - (1997).
- 7] Gandhi K.L. - Value education, A study of public opinion,
Published by Gyan publishing Houses; Ansari Road,
New Delhi- (1993).
- 8] Ruheela S.P.- Human Values and Education-
Sterling publishers Pvt.Ltd, L-10, Green Park Extension,
New Delhi.
- 9] Sarangi Radhashyam - Moral Education in School buses and
implications published by Deep and Deep Publications, F.159, Rajouri
Garden, New Delhi. (1994).
- 10] Sharma Gokulesh -(Forwarded by Justice Bhagwati P.N.) - “Human
Rights and social justice”- Deep and Deep Publishers, F.159,
Rajouri Garden, New Delhi. (1997).
- 11] Govt. of India - Central advisory board of Education, Report of the
religious Education, 1946, New Delhi. Manager of publication. (1947).
- 12] Govt. of India - Ministry of Education, Report of the committee on
Religious and moral Instruction (1959), New Delhi - (1964).
- 13] Govt. of India - Report of the committee on Emotional Integration,

- New Delhi - (1962).
- 14] Govt. of India - Ministry of Education, Report of the committee of the members of parliament on National Policy on Education. (1967).
- 15] Goyal B.R.- Documents on social, moral spiritual values in Education, New Delhi - NCERT (1979).
- 16] Rokeach Milton - The Nature of Human Values, New York- N.Y. Free Press (1973).
- 17] Swadesh Mohan - Value Oriented Education, National Psychological corporation, Agra.
- 18] G.N.Kaul - "Values and Education in Independent India" - The Associated publishers.
- 19] "Right of the child" - World Declaration And Plan of Action From the world summit for children, published India, for development of women and children, Govt. of India. (1991).
- 20] Baiwa J.S. - Human Rights in India. Emplimentation and Raolation, Delhi - (1995).
- 21] Mathur K.M. - Crime Human Right and Naturally Security. Dnyan publishing house, New Delhi.
- 22] B.P.Singh Sehgal, R.C.Hingorani - Human Rights in India.
- 23] V.R.Krishna Iyer - Human Rights.
- 24] Human Rights in Interantional Law - A.B.Kalalath, Deep and Deep Publication, New Delhi.
- 25] Nagendra Singh S. "Human Right and Internation Co-operation "- Chand Publication, New Delhi.
- 26] Dr. H. O.Agrawal - Human Right and Law Central Law publication, Alahabad.
- 27] Parekh P.H. - Human Rights yearbook, 1993 - International Institution of Human Right Society, New Delhi.
- 28] Basu D.B. - Constitutional law of India - Eastern Law Publications, Lucknow.
- 29] Pilai Arunkumar - National Human Rights Commission of India, New Delhi.
- 30] Bhyrappa S.L. - Values in modern Indian Educational thoughts - New Delhi - NCERT (1968).
- 31] मूल्यशिक्षित शिक्षण प्रक्रीया व उपचार - प्राचार्य, एकनाथ गावडे, सौ.वर्षा श्रोबाडे, निर्मल प्रकाशन, भुमिपुत्र कॉलनी, अमरावती (२००१)
- 32] युवा नथ्युलाल - मूल्यशिक्षा - जयकृष्ण अग्रवाल, कृष्णा ब्रदर्स, महात्मा गांधी मार्ग, अजमेर (प्रथम संस्करण - १९८७)
- 33] शर्मा डॉ.राजेंद्र - "नैतिक मूल्यशिक्षण" - पुस्तक संसार, जयपुर - प्रथम आवृत्ती - १९९९
- 38] मोहोड, प्रा.भारकर, बोके, सौ.संध्या - मूल्यशिक्षण - वार्षिक नियोजन (वर्ग ५ ते

१०), बोके प्रकाशन, १९९७.

- 34] एन.सी.इ.आर.टी. - "नैतिक शिक्षण प्रकल्प" - मूल्यमापन अहवाल - महाराष्ट्र राज्य शैक्षणिक संशोधन प्रकाशन परिषद, पुणे.
- 3६] जोशी अरविंद सदाशिव - भारतीय नैतिक व आध्यात्मिक शिक्षण आवश्यकता आणि दिशा-वैतन्य प्रकाशन, मेहकर (१९७३)
- 3७] पाटील लीला - मूल्यशिक्षण विशेषांक - कोल्हापूर (१९८४)
- 3८] मानवी हक्क संरक्षण - अनुवाद श्री सवनीस
- 3९] भारतीय राज्यघटना - बोकेन पिपल - अनुवादक - वामन निंबाळकर
- ४०] सामाजिक समस्या - प्रा.रा.जा.तोहे - (१९८९)
- ४१] डॉ.कृष्णमोहन माथूर - स्वातंत्र्योत्तर भारतमें मानवाधिकार
- ४२] अक्षेंद्रनाथ सारस्वत - सामाजिक न्याय, मानवाधिकार और पुलिस
- ४३] श्री रजनीश भगवान - मूलभूत मानवीय अधिकार
- ४४] श्री ध.सोहनी, प्र.ग.कॉलेज, नाशिक - मानवी हक्क (१९६८)
- ४५] अॅड.हर्षवर्धन निमखेडकर - मानव अधिकार आणि त्यांचे उद्देश
- D. COMPARATIVE EDUCATION**
- COURSE OBJECTIVES:**
- To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
 - To acquaint the students with educational systems in terms of factors and approaches of comparative education.
 - To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
 - To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
 - To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

UNIT I:-

- Comparative Education - Meaning in terms of looking at it as a new discipline.
- Scope and major concepts of comparative education.
- Methods.
- Democracy and Nationalism.
- Justaposition.
- Area Study.
- Intra and Inter educational analysis.

Democracy and Nationalism.

UNIT II:-

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

UNIT III:-

Modern trends in world education - national and global.

Role of U.N.O. in improving educational opportunities among the member countries, various organs of the U.N.O. and their educational activities.

UNIT IV:-

A comparative study of the education systems of countries with special reference to :

Primary Education - USA, UK, Russia, Japan, India.

Secondary Education - USA, UK, Russia, Japan, Germany, India.

Higher Education - USA, Russia, UK, Germany, India.

Teacher Education - USA, Russia, UK, Germany, India.

Adult Education - Australia, Cuba, Brazil, India.

UNIT V:-

Problems prevailing in developing countries with special reference to India, their causes and solution through education.

Poverty.

Unemployment.

Population explosion.

Hunger

Terrorism

Casteism and communalism.

Illiteracy

Beggary

Political instability

Economics under-development.

Books recommended as reference books :-

- 1] Judd & Rusell - Americal Education.
- 2] Beatric King - Russia Goes to school.
- 3] Alexander - History of English Education.
- 4] Hochman - Comparative Education Systems.
- 5] King - Communist Education.

6] Rugg - Foundations of American Education.

7] Dent - Education in Britian.

8] Malisone - An introduction to the study of Comparative Education.

9] Mudaliar - Commission Report 1953.

10] Kothari - Commission Report 1966.

11] Dr.C.D.Indapurkar - अमेरिकेतील शिक्षणपद्धती

12] Bereday.G.Z.F. - Comparative method in Education.

13] Liowides G.A.N. - The English Educational System.

14] Evans K. - Development & Structure of English Educational System.

15] Nigal Grant - Education in U.S.S.R.

16] Ashraf J. - Soviet Education Theory & Practical.

17] Bereday, Brickman - The Changing Societ School.

Reed & Schoesinges.

१८) श्री द.त.गोखले - अमेरिकेतील माध्यमिक शाळा.

१९) श्री.चंद्रकांत जगणे - तुलनात्मक शिक्षण पद्धती.

E. TEACHER EDUCATION.

COURSE OBJECTIVES :

To enable the students to understand about the

1. Concept, aims and scope of teacher education in India with its historical perspectives.

2. Development of teacher education curriculum in India.

3. Different competencies essential for a teacher for effective transaction.

4. Teaching models - concept & process.

5. Teaching skills.

6. Various aspects of supervision and feedback.

COURSE CONTENTS :

UNIT -I:

Concept of teacher education

a) Teacher education: Concept, nature, need, significance and scope-pre-service, in service

b) Distinction between teacher training and teacher education.

c) Aims and objectives of teacher education at elementary and secondary level.

UNIT -II:

Historical development of teacher education in India:

a) Teacher education: A brief historical perspective of the development of teacher education- Ancient, Medieval and British period.

b) A study of the various recommendations of commissions in the post

independence era with reference to teacher education

1. Radha Krishnan Commission
2. Mudliar Commission
3. Kothari Commission
4. National Policy of Education-1986.

UNIT-III:

Curriculum of Teacher Education :

- a) Curriculum: Concept, Principles and Types
- b) Development of D.Ed. and B.Ed. curriculum

UNIT-IV:

Agencies of In service training programme:

- a) National Council of Educational Research and Training.
- b) University Grants Commission
- c) National Council of Teacher Education
- d) State Council of Educational Research and Training
- e) District Institute of Education Training

UNIT -V:

Becoming a Teacher

- a) Qualities of a good teacher - cognitive, affective and psychomotor skills.
- b) Competency-based teacher educations: Quality assurance in teacher education.
- c) Concept of profession and developing professionalism in teachers.
- d) Professional ethics and code of conduct for teachers

UNIT -VI:

Methods of teaching

- a) Principles of teaching
- b) Methods of instruction in teacher education- Seminar, Workshop, Symposium, Team teaching, Dialogue techniques

UNIT -VII:

Models of Teaching

Teaching Models:

- a) Concept Attainment Model
- b) Inductive Thinking Model
- c) Inquiry Training Model
- d) Memory Model-their concept, structure and educational application to school subjects

UNIT -VIII:

Management of Teacher Education Programme:

- a) Planning and organization of teacher education at institutional level-
- j) Microteaching
- ii) Simulation lesson
- iii) Practice teaching

- iv) Internship
- v) Computer training
- b) Teacher Practice Supervision: Role of heads, supervisors, student-teachers and co-operating schools.

ASSIGNMENT:

Student will be required to submit a term paper on any one of the following:

1. Preparation of Resource material on any teaching unit of Teacher Education paper.
2. A critical study of any one aspect of Teacher Education.
3. Study of teaching methods used at any stage of schooling.
4. A survey of research on any aspect of teacher education - attitude and job satisfaction of school teachers.
5. Work study project related to teacher education.

Books recommended as reference books :-

- 1] Journal of Teacher Education- N.E.A. 1201, Sixteenth Street, Washington D.C. - 20036.
- 2] Mukharji S.N. - Education of teachers in India part I.
- 3] Mukharji S.N. - Education of teachers in India part I.
- 4] Pires - Better teacher education, Delhi University, Atmaram (1959).
- 5] Committee on plan projects report on teacher training, Delhi planning commission, (1964).
- 6] Chourasia - New Era in teacher education, Delhi Stealing publication, (1967).
- 7] All India Teacher Educators Association "Conference Report "- Delhi Model Town.
- 8] All India Symposium on Teacher Education in India - Indian publication, Ambala Town -(1964).
- 9] Allen E.A. - Professional Training of teachers - A review of Research, Educational Research.
- 10] Core S.M. and Shukla J.K. - Practical class room research, by teachers, Delhi manager of publication, Civil Lines, (1962).
- 11] Goge N.L. - Handbooks of Research in Teaching.

F. SPECIAL EDUCATION:

COURSE OBJECTIVES:

To make the students :

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commissions of education of children with special needs for realising the concept of "Universalisation of education".
3. Grasp about the meaning specific characteristics and modalities of identification of various types of (students who are different then

- majority (or are) exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS :

Meaning and scope of special Education. A brief history of Special Education. Scope of special education in India. Government policies and legislations. Administration of special education. Characteristics, education and placement of the following types of special children:

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

Exceptional learners - learners who are mentally handicapped, visually impaired, hearing impaired, locomotor impaired, suffering with learning difficulties, and gifted - the meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.

Meaning of an educational intervention - nature and objectives of special schools; concept of main streaming; integrated schools and support services provided within them viz. Resources room, resource teacher, counselor etc.; concept of remedial school (children as well as teachers); family of the “concerned child” and the community in educating the child who is an exceptional one.

Characteristics, prevention, educational programs and placement of the following types of special children.

- Mentally Retarded (MR),
- With Learning Disabilities,
- Emotionally disturbed.
- With Speech and Language Disorders.
- Visually impaired.
- With Hearing Impairment.

Creative:
Gifted.

(Definition, types, causes, psychological and behavioural characteristics and education)

Books recommended as reference books :-

- 1] Anisco M (1990) - Special Need in ordinary school, Children with learning difficulties - Casell Education, London.
- 2] French J.L. (1964) - Educating the Gifted - A Book of Readings- New York.

- 3] Gearheart Bill, R.De.Ruiter, J.A., Sileo Thomas, W. (1988), Teaching Midly & Moderateln handicapped students, New Delhi, Prentice Hall of India Pvt. ltd.
- 4] Hallahan D.P. & kanfman J.M. (1990), Exceptional Children: Information to special Education, Eagle Wood Cliffs Introduction to special Education, Eagle Wood Cliffs M.J.: Printice Hall.
- 5] Haring N.G. (1986)- Exceptional Children & Youth, Ohio; Columbus, Charle, E.Merril Publishing Co. A Bell and Honeel Co.
- 6] Mukhopadhyay S., Jangira N.K., Man M.N.G. & Ray, Choudhary M. (1987): Source Book for Training Teachers of Visually impaired, NCERT, New Delhi.
- 7] Montgomery D., (1990) - special needs in ordinary schools, carsel education ltd., London.
- 8] Panda, K.C. (1997), Education of Exceptional children, New Delhi; Vikas Publishing House Pvt. Ltd.
- 9] Sharma P.L., Jangira N.K. (1988), Source Book for training Teachers ofHearing Impaired, NCERT, New Delhi.

G EDUCATIONAL TECHNOLOGY :

COURSE OBJECTIVES:

1. To enable the students teacher to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
5. To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.

UNIT I :-

Communication and Instruction.

Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.

Designing Instructional System.

Formulation of instructional objectives.
task analysis.

designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT III :-

Teaching levels, Strategies & Models :

Memory, Understanding and Reflective levels of teaching.

Teaching strategies: Meaning, Nature, Functions and Types.

Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).

Modification of teaching behaviour:

Micro teaching, Flander's Interaction Analysis, Simulation.

UNIT IV :-

Programmed instruction (linear/branching model) - Origin and types - linear and branching.

Development of the programmed instruction material.

teaching machines.

Computer Assisted Instruction.

Researches in Educational Technology.

Future priorities in Educational Technology.

UNIT V :-

Educational technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.

Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT - Problems of New Technologies.

Evaluation and Educational Technology.

Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cell, AVRC, EMRC, NIST etc. - their activity for the improvement of teaching - learning.

Books recommended as reference books :-

- 1] Educational Technology - S.P.Ruhela.
- 2] Allport F.H. - Theories of perception and the concept of structure, New York, John Wiley and Sons, (1955).
- 3] Banghart - Educational systems analysis, London, Macmillon Co. (1969).
- 4] Buch, Pillo - Measurement of Innovations in Education, Ahmedabad Sahitya Mudranalaya, (1976).
- 5] Khalsa D.N. - Innovated practices in Teacher Education at Secondary level.

- 6] Singh T. - Diffusion of Innovations Training Colleges of India, Varanasi Bhatr Bhartiya Prakashan, (1978).
- 7] Coombs P.H. - The world educational crisis, Allahabad, A.H. Wheeler and Co-pts 15 elgin, (1968).
- 8] Bushell D.H. & Ratpapot D. - Planned change in Education, New York, Harcourt Bace.

9] Shivshankar - Educational Technology, New Delhi.

10] Fry E.H. - Teaching Machines and programme Instructions.

11] Wendell I, Smith & William Moore - Programmed learning (affiliated East Wet press, New Delhi).

12] Roger Hunt and John Shelley - Computers and common sense, (Third Edition), New Delhi - 110001.

13] Alan Daniels & Don Yeats - Basic system Analysis, New Delhi, Galgotia Publications Pvt. Ltd., 5, Ansari Road, Darya Ganj.

H EDUCATIONAL MEASUREMENT & EVALUATION :-

COURSE OBJECTIVES:

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

UNIT I :

The Measurement and evaluation process :

Concept, scope and need, Taxonomies of educational objectives, Norm-reference and criterion-referenced measurement.

Evaluation : Functions of evaluation, and the basic principles of evaluation.

UNIT II :-

Models in Educational Evaluation:

3D Model, Total Tellection Model & Individual Judgment Model. Evaluation and Curriculum.

Interrelationship between measurement and evaluation in education.

UNIT III :-

Tools of Measurement and Evaluation.

UNIT III :-

Management of Financing:
 Nature and scope of Educational finance.
 Sources, Procurement, Budgeting and Allocation of Funds,
 Maintenance of Accounts.
 Sharing and distribution of financial responsibility.
 Mobilization of local resources.
 Private and self financing of educational institutions.

UNIT IV :-

Supervision and Inspection in Education : Need for supervision ;
 Meaning, Nature, Scope, limitations of present supervisory
 procedures Evaluation of supervisory effectiveness.
 Inspection Vs. Supervision.
 Academic Supervision Vs. Administrative Supervision.
 Resources budgeting and auditing in education:
 Resources : Meaning types mobilization, allocation and creation.
 Budgeting : Processes, formulation, types, drawbacks.
 Evaluation for performance and accountability.

UNIT V :-

Controlling & leadership styles in educational management:
 Centralization Vs. Decentralization, PERT, PPBS, Control and
 methods of controlling, control-diameter, unity of command.
 Leadership: Meaning and nature, Theories of leadership, leaderships
 styles.
 System Evaluation, Programme Evaluation and Evaluation of
 functionaries.

Books recommended as reference books :-

- 1] Mukerji S.N - Administration of Education planning and Finance, Baroda, Acharya Book Depot (1979).
- 2] Mukerji S.N. - Administration of Education in India Baroda, Acharya Book Depot (1962).
- 3] Lulla B.P. and Murty S.K. - Chandigrah 160017, Mahindra Capita Publishers (1976).
- 4] Lulla B.P. - Study of Educational Administration in the United States and India, Baroda Acharya Book Depot.
- 5] Agrawal J.C. - Educational Administration, Inspection planning and Financing in India, New Delhi, Agra Book Depot, (1972).
- 6] Naik J.P. - Educational Planning in India Bombay, Allied publishers (1956).
- 7] Shah A.B. - UNESCO Educational planning in India, Bombay, P.C.Manakatal and Sons Pvt.Ltd, 1966.
- 8] Administration of Education in Maharashtra (NCERT).

- 9] Mukerjee L. - Problems of Administration of Education in India, Allahabad, Kitab Mahal.
- 90] एस्.डी. ताम्हणेकर - शैक्षणिक प्रशासन व नियोजन , पुणे नूतन प्रकाशन, सदाशिव पेट.
- 99] पवार ना.ग. - भारतीय शिक्षणातील आधुनिक विचार प्रवाह, पुणे नूतन प्रकाशन, सदाशिव पेट (१९९१).

J. ENVIRONMENTAL EDUCATION.**COURSE OBJECTIVES :**

1. To make student teachers understand about the concept, importance scope and aims of environmental education.
2. To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient student teachers with various components of environment for preparing a curriculum for environmental education.
4. To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

UNIT I :-

Introduction:
 Concept, Importance and Scope.
 Aims and Objectives.
 Guiding Principles and foundations.
 Relationship between man and Environment.
 Ecological and Psychological Perspective.

UNIT II:-

Environmental Hazards :
 Environmental pollution ; physical, air, water, noise, chemical.
 Extinction of flora and fauna, deforestation, soil erosion.
 Need for conservation, preservation and protection of rich environmental heritage.
 Programme of environmental education for primary, secondary and higher education institutions.

UNIT III :-

Features of curriculum for environmental education:
 Special nature of curriculum on environmental education.
 Concept of environment and ecosystem.
 Natural system earth and biosphere, abiotic and biotic components.
 Natural resources, abiotic resources.

Human systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
 Technological system - industrial growth, scientific and technological inventions and their impact on the environmental system.

UNIT IV :-

Methods and approaches of environmental education:

Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.

Methods - Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.

Role of Media, Print, films, and T.V.

UNIT V :-

Comparative Study of Environmental Projects from various Countries.

Books recommended as reference Books :-

- 1] Yeole, Cina (1998), Environmental Education, Dept. of Education, Shivaji Uni., Kolhapur.
- 2] Sharma R.C., Environmental Education, Metropolitan Book Company Pvt.Ltd., New Delhi, (1986).
- 3] Saxena A.B., Environmental Education, National Psychological Corporation, Agra.
- 4] Saxena M.M., Environmental Analysis, Water, Soil and air, Agro Botical Publishers, Bikaner.
- 5] N.C.E.R.T. Environmental Education and N.C.E.R.T., NCERT, New Delhi (1981).
- 6] Hodges, Laurent, Environmental Pollution, Halt Rinchart and Winston IMC, New York (1973).
- 7] Kohli V.K., Kohli Vikas, Environmental pollution and management, Vikas Publishers, Ambala City, 1995.
- 8] Divan, Parasec editor, environmental protection, Problems- policy, administration and law. - Deep and Deep publications, New Delhi. (1987).
- 9] Doraiswami S. , Environmental Education in curricula of Indian

- 10] Schools, School science, Vol. 8 No. 3.
 Sharma Gautam, Environmental man and Nature, Reliance publishing house, New Delhi (1989).

99) पर्यावरण शिक्षण - डॉ.के.एम.भांडारकर, नूतन प्रकाशन, पुणे

92) पर्यावरण शास्त्र परिचय - डॉ.जयकुमार मगर - विद्या प्रकाशन, नागपूर

93) पर्यावरण भूगोल - डॉ.सुभाषचंद्र सारंग - विद्या प्रकाशन, नागपूर.

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