

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR



Name of the Faculty : Inter-Disciplinary Studies

Syllabus : M.Ed. Part-I
(Education Evaluation,
Education Psychology)

With effect from : July-2023

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR
TWO YEAR REVISED STRUCTURE AND CURRICULUM
OF DEGREE OF MASTER OF EDUCATION
(M.Ed.) COURSE FROM JULY 2023**

O.Ed.:

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

R.Ed.:

- a) The Examination for the Degree of M.Ed. shall be by papers.
- b) A candidate desiring to appear for the M.Ed. Examination by papers must: After a College of any other Institution recognized for the purpose and shall keep four terms to the satisfaction of the Head of the college/department.

The General Objectives of M.Ed. Course are:

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

O.Ed.:

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

O. Ed.: STANDARD OF PASSING

- 1) To pass the M.Ed. examination, a candidate must obtain at least 50% marks in each theory paper (separate passing for internal and external assessment) and Enhancement of professional capacities, Dissertation and Viva-voce and 50% in the aggregate of all the theory paper, Dissertation and Viva-voce. Such a candidate shall be declared to have passed the examination in second class.
- 2) Those obtaining at least 55% marks (C+ Grade) in all Heads shall be declared to have passed the examination in Higher Second Class.
- 3) Those obtaining at least 60% marks (B Grade) in all Heads shall be placed in the First Class.
- 4) Those obtaining 70% and above marks (A Grade) in all Heads will be declared to have passed in First Class with Distinction.

5) M.Ed. Class/Grade will be declared on the aggregate performance in the Semester I, II, III & IV.

NOTE:

1. A candidate failing in any of the four semesters shall be required to appear for the examination in the next semester.
2. A candidate who has once passed in any of the theory Paper/Head of passing with 50% need not appear in forth at theory Paper/Head.
3. While admitted to second year, ATKT (Allowed to keep Term) can be granted to those students, who have failed in at the most three papers of semester I and or semester II.
4. It is desired that, student will complete all his/her internal assessment work/ EPC work/ ISB work within the academic year only. If a student fails to complete his/her internal assessment work/EPC work/ISB work he/she may have to get readmitted to the college/Department.

IMPROVEMENT OF CLASS / GRADE:

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

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

Curriculum Framework for the Degree of Master of Education (M.Ed.) from July 2023

- The regular fulltime course of Master of Education (M.Ed.) is of two years duration.
- The course has been framed so as to satisfy the essential compliances of NCTE as per Nov.-Dec.2014 Notification. It also has added features making the course relevant to global demands, and socio-cultural needs.
- The university has adopted Choice Based Credit System (CBCS) and grading system along with continuous and comprehensive valuation.
- The curriculum comprises five broader areas:
 - ❖ Perspectives in Education
 - ❖ Specialization Branches
 - ❖ Internship/Field Attachment
 - ❖ Research leading to Dissertation
 - ❖ Skill orientation course
- The course curriculum is of 2400 marks, 1920 periods of work (assuming period of 50 minute), and 96 credit points divided over four semesters. The semester-wise distribution of marks, credits, internal assessment marks and university assessment marks is briefed in the following table:

Table A

Sr. No.	Semester	Total Periods of Teaching, Learning & Fieldwork	Credits	Internal Assessment Marks	University Assessment Marks	Total Marks
1	Year I, Semester I	480	24	280	320	600
2	Year I, Semester II	480	24	230	370	600
3	Year II, Semester III	480	24	280	320	600
4	Year II, Semester IV	480	24	180	420	600
	Total	1920	96	970	1430	2400

The semester-wise detailed framework is as follows:

M.Ed. TWO YEAR SEMESTER COURSE STRUCTURE

Faculty : Education Programme Name : M.Ed. Pattern : Two Year Semester pattern
01 Credit = 25 Marks, For Theory **01 Credit = 15**
periods, For Practical 01 Credit = 30 periods
Total Credit: 96 Total Periods : 1920 Total Marks : 2400

FIRST YEAR SEMESTER I

Table B

Course	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Core Courses Semester I						
A-01	Psychology of Learning and Development	60	04	20	80	100
A-02	History and Political Economy of Education	60	04	20	80	100
A-03	Educational Studies	60	04	20	80	100
A-04	Introduction to Research Method	60	04	20	80	100
Enhancement of professional Capacities and Internal Semester Break (ISB)						
A-05	Development of Communication Skills	60	02	50	00	50
A-06	Expository Writing	60	02	50	00	50
A-07	Self-Development	60	02	50	00	50
A-08	Development of ICT skills (Education & Research Purpose)	60	02	50	00	50
Total of Semester I		480	24	280	320	600

M.Ed. TWO YEAR SEMESTER COURSE STRUCTURE

FIRST YEAR

SEMESTER II

Table C

Paper	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Core Courses Semester II						
B-01	Philosophy of Education	60	04	20	80	100
B-02	Sociology of Education	60	04	20	80	100
B-03	Curriculum Studies	60	04	20	80	100
B-04	Teacher Education-I	60	04	20	80	100
Enhancement of professional Capacities and Internal Semester Break (ISB)						
B-05	Dissertation : Preparation of Research proposal	30	01	25	00	25
	Dissertation : Presentation of Research proposal	30	01	25	00	25
B-06	Internship in a Teacher Education Institution (Two Week)	120	04	100	00	100
B-07	Viva-Voce	60	02	00	50	50
	Total of Semesters II	480	24	230	370	600

M.Ed. TWO YEAR SEMESTER COURSE STRUCTURE
SECOND YEAR
SEMESTER III

Table D

Paper	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Core Courses Semester III						
C -01	Advance Research Method	60	04	20	80	100
C -02	Teacher Education -II	60	04	20	80	100
Specialization Courses (Any One) (Each student will have to select one of specialization Course 100 x 02 = 200)						
C -03	Elementary Education i) Elementary School level status, issues and concerns	60	04	20	80	100
	ii) Elementary School level Curriculum, Pedagogy and Assessment	60	04	20	80	100
C -04	Secondary Education i) Secondary School level status, issues and concerns	60	04	20	80	100
	ii) Secondary School level Curriculum, Pedagogy and Assessment	60	04	20	80	100
Enhancement of professional Capacities and Internal Semester Break (ISB)						
C -05	Internship: Related to Specialization Courses (Two Week)	120	02	50	00	50
C -06	Dissertation: Development of Research Tools & Pilot study and review of Sampling	30	01	25	00	25
C -07	Academic Writing	30	01	25	00	25
C -08	Skill orientation Courses(Any One) (Each student will have to select one of skill orientation Course 1. Ethics and Behavior of Innovative Teacher 2. Entrepreneurship and Education 3. School Counseling and Treatment 4. Statistical Analysis in Social Sciences Research	60	04	100	00	100
	Total of Semester III	480	24	280	320	600

M.Ed. TWO YEAR SEMESTER COURSE STRUCTURE
SECOND YEAR
SEMESTER IV
Table E

Paper	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Core Courses Semester IV						
D-01	Psychological Foundation of Education	60	04	20	80	100
Specialization Courses (Each student will have to select one of specialization Course 100x03=300)						
D- 02	Educational Management and Planning I. Educational Planning II. Educational Management III. Issues in Planning, Management and Financing of Education	180	12	60	240	300
D- 03	Environmental Education I. Sustainable Development II. Disaster Management III. Pedagogy and Current Issues in Environment	180	12	60	240	300
D- 04	Inclusive Education I. Special Education and Pedagogy II. Inclusive Strategies and Education for children with Diverse Needs III. Issues of special needed Child	180	12	60	240	300
D- 05	Education and Peace I. Peace Education II. Value Education III. World Education	180	12	60	240	300
D- 06	Indian Constitution and Education I. Constitution and Education II. Human Right and Education II. Right to Education and Articles related to Education	180	12	60	240	300

D- 07	Guidance and Counseling I. Introduction to Guidance and Counseling II. School Guidance Programme III. Career Development and Guidance	180	12	60	240	300
Enhancement of professional Capacities and Internal Semester Break (ISB)						
D- 08	Dissertation: Collection and Analysis of Data	60	02	50	00	50
D- 09	Dissertation: Writing and submission of Dissertation	60	02	50	00	50
D- 10	Viva-Voce	120	04	00	100	100
	Total of Semesters IV	480	24	180	420	600
	Grand Total of semester I,II,III& IV	1920	96	970	1430	2400

- 80 Marks for University Assessment means Theory papers. (Core Courses)
- 20 Marks for Internal Assessment of core courses by Department /College Assessment in which 10 Marks are for Tutorial and 10 Marks are for sessional work mention in syllabus.

CREDITANDGRADINGSYSTEM

(I) Award of Grade:

- (a) A student he/she shall be assigned a grade based on his/her combined performance in all components of evaluation scheme of a course as per the structure. The grade indicates an assessment of the student's performance and shall be associated with equivalent number called a grade point.
- (b) The academic performance of a student shall be graded on a ten point scale. The letter grades, the guidelines for conversion of core courses marks to letter grades and their equivalent grade points shall be as shown in **Table-F**.
- (c) The letter grades, the guidelines for conversion of Internal Assessment marks of semester I, II and III to letter grades shall be as shown in **Table-G**.
- (d) The letter grades, the guidelines for conversion of Internal Assessment marks of semester IV marks to letter grades shall be as shown in **Table-H**.
- (e) The letter grades, the guidelines for conversion of Internal Assessment marks of all four semesters 'marks to letter grades shall be as shown in **Table-I**.

- (f) A student shall pass the course if he/she gets any grade in the range from "O"to—"C".
- (g) The student has to secure a minimum 4.0 Grade Points (Grade C) in each core course. A student who secures less than 4.0 points will be declared Failed in that head of passing.

- **Calculation of Performance Indices:**

Semester Grade Point Average (SGPA) represents the performance of a student in a semester for which it shall be computed while Cumulative Grade Point Average (CGPA) represents the performance of a student cumulated over all semesters up to and including the semester for which it is computed. Both performance indices shall be on a scale of 10.

- **Conversion of Core Courses marks in to Grades:
10-Point scale for course shaving passing criterion of 50%**

Table F

Sr. No.	Range of Marks	Grade	Grade Point
1	80-100	O : Outstanding/Excellent	10
2	75-79	A+ : Very Good	09
3	70-74	A : Good	08
4	65-69	B+ : Above Average	07
5	60-64	B : Average	06
6	55-59	C+ : Satisfactory	05
7	50-54	C : Pass	04
8	00-49	F : Fail	00

- **Conversion of Internal Assessment marks in to Grades: (EPC or ISB Courses for Semester I & III)**

Table-G

Sr. No.	Range of Marks	Grade
1	180-200	O
2	170-179	A+
3	160-169	A
4	150-159	B+
5	140-149	B
6	120-139	C+
7	100-129	C
8	00-99	F

F means fail in EPC or ISB Courses course

- **Conversion of Internal Assessment marks in to Grades : (EPC or ISB Courses for Semester II)**

Table-G

Sr. No.	Range of Marks	Grade
1	135-150	O
2	128-134	A+
3	120-127	A
4	113-119	B+
5	105-112	B
6	90-104	C+
7	75-89	C
8	00-74	F

F means fail in EPC or ISB Courses course

- **Conversion of Internal Assessment marks in to Grades:(EPC or ISB Courses for Semester IV)**

Table-H

Sr. No.	Range of Marks	Grade
1	90-100	O
2	85-89	A+
3	80-84	A
4	75-79	B+
5	70-74	B
6	60-69	C+
7	50-59	C
8	00-49	F

- **Conversion of Internal Assessment marks in to Grades:(EPC or ISB Courses for All Semester)**

Table-I

Sr. No.	Range of Marks	Grade
1	585-650	O
2	553-584	A+
3	520-552	A
4	488-519	B+
5	455-487	B
6	390-454	C+
7	325-389	C
8	00-324	F

- **Calculation of Grade Point Average (GPA):**
- **Semester Grade Point Average (SGPA):**
 - (a) The performance of a student in a semester shall be indicated by a number called SGPA.
 - (b) SGPA shall be the weighted average of the grade points obtained in all the core courses registered by the student during the semester.

1. Grade Point Average at the end of Semester (SGPA)

$$SGPA = \frac{(G1 \times C1) + (G2 \times C2) + \dots}{\sum C_i}$$

($\sum C_i$ means total number of credits offered by the student during a semester)

2. Cumulative Grade Point Average (CGPA):

- (a) An up-to-date assessment of the overall performance of a student for the core courses from the first semester onwards till complete on of the program shall be obtained by calculating a number called CGPA.
- (b) CGPA shall be the weighted average of the grade points obtained in all the courses registered by a student since the beginning of the first semester of the program.

$$CGPA = \frac{(G1 \times C1) + (G2 \times C2) + \dots}{\sum C_i}$$

- ($\sum C_i$ means total number of credits offered by the student for the B.Ed. Course)
- C_1 means credits allocated for paper I, C_2 means credits allocated for paper II.....
- G_1 means Grade Point scored in paper I, G_2 means Grade Point scored in paper II....
- **Conversion of average grade points into grades:**

The student's performance of course will be evaluated by assigning a letter grade on seven points scale as given below:

- **Letter Grade of the candidate based on CGPA in 10-Point:**

Table-J

SGPA/CGPA	Letter Grade
9.5-10	O
8.5-9.4	A+
7.5-8.4	A
6.5-7.4	B+
5.5-6.4	B
4.5-5.4	C+
4.0-4.5	C
00-3.9	F

M.Ed. First Year

Semester I

Course A-01: Psychology of Learning and Development

Credits:04

Internal:20

MaximumMarks:100

External:80

Objectives:

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

1. Understand the framework for how children learn critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning Visualize multiple dimensions and stages of learner's development and their implications on learning
2. understand the learner in terms of various characteristics learn the factors affecting learner's environment and assessment conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes
3. Conceptualize the needs of the learners and the process of learning as visualized in NCF, 2005 visualize the brief epistemological frame of major curricular areas.

Course Content

Unit I—Learning Framework For Children

- a) What should be taught and how the knowledge should be organized?
(Knowledge centeredness).
- b) Who learns and how? (Learner-centeredness).
- c) What kind of classroom, school and community environment enhances learning?
(Environment centeredness).
- d) What kind of evidence for learning, the teachers, parents and policy makers can use to decide whether effective learning is really occurring? (Assessment centeredness)

Unit II- Understanding the Learners and their Development

- a) Holistic approach in treatment of learner's development and learning.
- b) Problems of the adolescents and self-identity: educational up port required for adolescents development.
- c) Language, strategies supporting student's speaking, listening reading and writing development critical analysis of the views of Piaget, Vygotsky.
- d) Positive Psychology : concept, Educational Importance

Unit III- Understanding the Process of Learning

- a) Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, problem solving.
- b) Learning beyond cognition : learning approaches focusing on the whole person and the lifelong perspectives-personal and social learning moral and cultural development of learners, Activities for developing critical perspectives on socio-cultural realities

- c) Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner).
- d) Multiple ways of organizing learning in different subject areas-individualized, self-learning, group learning/ cooperative learning, learning through electronic media.

Unit IV- Learning Environment and Assessment

- a) The physical environment.
- b) The instructional time.
- c) Diversity in learning contexts– oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer
- d) Diversity in learning paths and learning styles.

Transaction Mode

Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, observation of learning situation in a schools and out of the schools, preparing reflective diaries, interpretation, analysis and reflection on observation in a group self-study in a library, interaction with classroom teacher, observation and then reflective discussion in a group; library study and project work, projects and assignments focusing on observation and inter action with children and adolescent, workshop, seminar, assignments and group discussion around issues and concepts studied in theory.

Sessional work: (Total 120 Marks)

- The student may write one tutorial question out of three prepared tutorial questions in examination situation. (10 Marks)
- The students may undertake **any Two** of the following activities and present the report (05 Marks Each)
 - Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
 - Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and present at ion of a paper in a seminar.
 - Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
 - Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
 - Analysis of a case of maladjusted adolescent learner.
 - Critical analysis of learning situation in schools and out of the schools/ preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.

Essential Readings

- Bruner, J.S.(1990) Acts of meaning. Cambridge, M.A.: Harvard University Press.
- Bruner, R.F.(1978).Psychology applied to teaching. Boston: Houghton Mifflin.
- Danda pani, S. (2001) Advanced educational psychology, (2nd edition), New Delhi, Anmol publications pvt Ltd. Gardner, H. (1983) frames of Mind: The theory of multiple intelligence.

New York : Basic Books.

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005) National curriculum framework, New Delhi.
- Piaget, J.(1999) Judgment and reasoning in the child. London: Rout ledge.
- Vygotsky.L.(1986)Thoughtandlanguage(A.Kazulin,Trans).Cambridge,M.A.:MITPress.

References

- Ambron, S. R (1981) Child development, Holt, Rinehart and Winston, New York.
- Anderson, J. R. (1983).The architecture of cognition.Cambridge, MA : Harvard University Press.
- Anderson, J. R. (1983). Rules of the mind. Hillsdale, N J : Erlbaum
- Barry and Johnson (1964)Classroom Group Behaviour, New York: Macmillan.
- Bower, G. H. and Hilgard, E. R. (1981) The orieso flearning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- Dececo, J. P.(1977).The Psychology of learning and instruction, Prentice Hall, Delhi.
- Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.
- Grammage, P. (1990) Teacher and pupil : some socio-psychological principles and applications (3rd Edition) Illino is : Scott. Pressman Little, Brown Higher Education.
- Guilford, J. P.(1967).Nature of Human Intelligence, New York : Mc Graw Hill.
- Newell,A.&Simon,H.A.(1972).Human problem solving. Engle wood Cliffs, NJ: Prentice Hall.
- Segal,J.W. Chipman,S.F., &Glaser, R. (1985). Thinking and learning skills: Relating Instruction to Basic Research.(Vol. I). Hills dale, NJ: Erlbaum.
- Synder, C. R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
- Lieber,C. M.(2002) Partners in learning: from conflict to collaboration. Cambridge, M.A, Educators for Social responsibility.
- Pintrich,P.R.;andSchunk,D.H.(1996).Motivation in education: theory, research and applications. Engle wood Cliffs, N.J. Merill.

M.Ed. First Year

Semester I

CourseA-02 : History and Political Economy of Education

Credits:04

MaximumMarks:100

Internal:20

External:80

Objectives:

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

1. Understand the history of Indian education.
2. Understand the problems of Indian education.
3. Understand the educations financing with different aspects.
4. Understand the education in 21st century with different aspects.

Course Content

Unit I- History of Indian Education

- a) Progress of Education in Ancient India- Vedic, Buddhist, Jain, Islamic period.
- b) Progress of Education in British period–Wood ‘sdispatch, Sergeant Commission.
- c) Progress of Education in post-independence period- Constitutional Provisions for Education, University Education Commission, Secondary Education Commission, National Policy of Education 1992,NCF2005.
- d) Planned efforts of India for Education Plans (five year plans, assessment & evaluation of development & progress of Education during five years plans)

Unit II– Problems of Education

- a) Educational Planning and Administration.
- b) Management issues related to School Education.
- c) Problems & issues of Educational Finance.
- d) Professional growth of Educational Personnel

Unit III– Educational Finance : Need, Significance & Principles.

- a) Educational financing in India– Historical Perspectives
- b) Sources of Finance and Educational Expenditure.
- c) Grant in aid and school budget.
- d) Centre– State Relationships in Finance of Education.

Unit IV– Educationin21st century

- a) Education–character is tics of Modernism & Post Modernism.
- b) Approaches to multicultural Education (culturally different, Human Relations, single Group study, multicultural Education, Social Reconstructionist)
- c) Relationship between Culture & Education.
- d) 21st century skills – List of 21st century skills – 1) Creativity & innovation, 2) critical thinking, problem solving & decision making. 3) Learning to learn, meta cognition ways of learning. 4) Communication. 5) Collaboration (teamwork) 6) Tools for working. 7) Information Literacy

& ICT Literacy. 8) Living in the world & citizenship – Local & Global. 9) Life & career. 10) Personal/ Social Responsibility.

Sessional work : (TotalMarks20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10Marks)

- Student may undertake **any Two** of the following activity. **(05 Marks Each)**
- 1) Reading the Report of any one of the pre-Independence period or post-independence period, education commission, so as to understand the history of Indian Education and presenting there port.
 - 2) Interviewing the Head Master/ Principal, so as to understand the problems of Education. (Organizational, finance, professional growth of education personnel.)
 - 3) Reading appropriate sources, so as to trace out the need, significance and principles of Educational Financing and presenting the report.
 - 4) Preparing a power point presentation based on 21st century skills in Education followed by group discussion and presenting the report.

References:

- Mukherjee, K. K.(2007) contemporary issues in Modern Indian Education. Authors Press.
- Mukherjee, S. N.(1966) History of Education in India. Authors press.
- Banks, J. (2004) Multicultural Education. Characteristics & Goals. San Fransisco, C. A. : Jossey Bass.
- Dr. A. S. Altekar. Education in Ancient India
- R. K. Mukherjee. Ancient Indian Education
- J. P. Naik & Narulla. A History of Education in India-
- Paul Manroe. A Text Book in History of Education
- NCERT–first year Book of Education1961,
- Ministry of Education –Education commissionReport1964-66.
- UNESCO-Economic & social aspects of Educational planning,1963.
- Naik J. P. Educational planninginindia–1965—Allied publishers.

M.Ed. First Year
Semester I
CourseA-03 : Educational Studies

Credits : 04

Maximum Marks : 100

Internal : 20

External : 80

Objectives:

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

1. Understand the nature of education as a discipline /an area of study.
2. Examine issues related to education a sinter disciplinary knowledge.
3. Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
4. Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Sociology, and Economics etc. in such a way that their link ages with methods, pedagogy and practices in the classroom could be established.
5. Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
6. Reflect on the multiple contexts in which the school and teacher education institutions are working.
7. Dimensions of school and teacher education.

Course Content

Unit I- The oretical Perspectives of Education as a Discipline

- a) Critical analysis of concepts, principles, schooling, curriculum, teaching-learning process etc. and their linkage to pedagogy and practices.
- b) School education: Contemporary challenges
- c) Procedure of linking : 1. School knowledge with community knowledge 2. The oretical knowledge and practical knowledge 3. Universal knowledge and contextual knowledge.
- d) Critical analysis of different thoughts and thoughts of great educators like Shri Aurobindo, with reference to curriculum, teaching-learning pedagogy, school/class-room environment, role of teachers, discipline etc.

Unit II-Education as Interdisciplinary Knowledge

- a) Interdisciplinary nature of education; relationships with disciplines such as philosophy, sociology, economics, etc.
- b) Contribution of science and technology to education and challenges ahead.
- c) Axiology in education: role of peace and other values, a esthetics in education.
- d) Issues related to planning, management and monitoring of school and teacher education

Unit III- Changing Socio-cultural Context of Education

- a) Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child.
- b) Process of socialization of the child, the role of school, parents, peer group and the community in socialization.

- c) Equality in educational opportunity.
- d) Social policy for Young children.

Unit IV- Support Systems of Education

- a) Principles and guidelines in organizing the support systems
- b) Teacher education-functional relation adequacy and contemporary issues as reflects in NCF(2005).
- c) Department of Ministry and other government agencies, Academic Institutes: Role, in involvements, issues related to control.
- d) Contribution of different stake holders in school education-role of media, NGOs, civil society groups, teacher organizations, family and local community.

Transaction Mode

- (1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school. Role of teachers in preparation of reflective diaries and discussions with the peers.
- (2) Seminar reading- 1. presentation by students on selected themes individually and collectively leading to discussion; on any topic in the teacher Education syllabus at any levels.
- (3) Library reading on selected theme followed by group discussion;
- (4) Study of documents related to Teacher education and references, interaction with field staff and reflective interaction with the peer group.
- (5) Report on the concept of Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

Sessional Work :(Total 20 Marks)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The student-teacher may undertake **any Two** of the following activities : **(05 Marks Each)**

- Readings of original texts of Sri Aurobindo/John Dewey/J.Krishnamurthy etc. and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
- Assignments based self-study on vision of school education in India/ process of socialization of the child/ young children and social policy / contribution of schools and education in social in equality.
- Assignments based self-study on socio-economically disadvantaged children in India.
- Visit to a rural/tribal innovative school, observation of activities interaction in a group and preparation of the report..

Essential Readings

- Bruner, J.S. (1996), *The Culture of Education*. Cambridge, M.A.: Harvard University Press.
- Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanague (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Dearden R.F. (1984). *Theory and practice in Education*. Routledge Kegan & Paul.
- Dewey, J. (1916/1977): *Democracy and Education : An introduction to the philosophy of education*. New York: Macmillan.
- Palmer, Joy A. (2001). *Fifty Modern thinkers on education : From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
- NCERT (2005). *National curriculum framework*, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education (revised)* New Delhi.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- Naik, J.P. (1975) *Equality, quality and quantity : The elusive triangle of Indian education*, Allied Publications, Bombay.
- Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
- Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.

References

- Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
- Baner, J.A. (1996), *Cultural diversity and education : Foundations curriculum and teaching* (4th ed.) Boston: Allyn and Bacon.
- Bruubacher, John S. ; (1969) *Modern Philosophies of education*, Tata Mc Graw-Hill, Publishing Company Pvt LTD, New Delhi.
- Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling : Making a Difference*, Allen and Unwin, Australia.
- Delors, Jacques, et al; (1996). *Learning : The Treasure with in report of the international commission on education for 21st century*, UNESCO.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York : Continuum.
- Freire, P. and Shor, I. (1987). *A Pedagogy of liberation*. London, Macmillan Education.
- *International Encyclopedia of Education*. (1994) 2nd edition. Vol.10. Pergamon Press.
- Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.
- Slattery, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education-Teaching Convictions in a postmodern world*. Allyn & Bacon.
- Wall, Edmund (2001). *Educational theory : philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, London.

M.Ed. First Year

Semester I

CourseA-04 : Introduction to Research Method

Credits : 04

Maximum Marks : 100

Internal : 20

External : 80

Objectives:

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

1. Describe the nature, purpose, scope, areas, and type so fresearch in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. Select and explain the method appropriate for are search study
4. Conduct a literature search and develop are search proposal
5. Explain a sampling design appropriate for a research study
6. Explain tool, design and procedure for collection of data
7. Explain the importance of documentation and dissemination of researches in education

Course Content

Unit I- Research in Education: Conceptual Issues

- a) Meaning and areas of educational research
- b) Types of educational research : Fundamental & applied research, and action research, and their characteristics
- c) Sources of knowledge generation : scientific methods, theory, nature and functions.
- d) Planning of research & preparation of research proposal : Identification of research problems use of internet, Research Journal, articles, various surveys of Educational Research, Components of research proposal

Unit II- Methods of Research-Quantitative

- a) Concept, Meaning & types of Quantitative Research
- b) Nature of experimental research,
- c) Types of variables : purpose and methods of control of variables, Internal and External Validity
- d) Pre & True experimental designs Quasi-experimental & factorial design: **Pre:** -one-shot case study, one-group pre-test post static group, comparison design **True:**-post-test only equivalent design, pre-test – post – test equivalent design, Solomon four group, Pre-test , post-test nonequivalent Time-series, Equivalent time series, Equivalent material pre- test , post -test, factorial design

Unit III-Methods of Research -Qualitative

- a) Qualitative research : meaning, characteristics
- b) Qualitative research approaches-phenomenology, ethno-grapy, case studies and grounded theory.
- c) Ethics of Qualitative research
- d) Difference between Quantitative and Qualitative research

Unit IV- Sampling, Tools and Techniques in Qualitative, Quantitative Research

- a) Concept of population, sample size.
- b) Random and Non-Random Sampling Techniques sampling techniques : simpler and om sampling, systematic sampling, stratified and om sampling, cluster sampling.
Non random sampling –convenience sampling, purposive sampling, quota sampling, snowball sampling, the or etical sampling, incidental sampling
- c) Standardization of Research tool Viz. Reliability and Validity
- d) Tools of Research: Questionnaire, Interview, Observation : types, characteristics and applicability.

Transaction Mode

Lecture-cum-Discussion; brainstorming, group discussion, presentations; Panel discussion; Seminar presentations.

Sessional Work (Total 20 Marks)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities: **(05 Marks Each)**

- Identify the steps of Preparation, tryout and finalization of a tool and submit are port.
- Identification of variables of any one research study and their classification in terms of functions and level of measurement. Prepare report.
- Preparation of a sampling design given the objective sand research questions/ hypotheses of any one research study. Submit the report.
- Use of computers in literature review/ review of a dissertation /Review of research report and prepare the presentation.

References

- Best J.W.(1999).Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D.(1983). Educational Research – An Introduction, New York: Longman, Inc.
- Christensen, L.(2007). Experimental Methodology. Boston : Allyn & Bacon.
- Clive Opie (2004). Doing Educational Research-A Guide for First time researchers. New Delhi : Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York : Holt Rinchart and Winston Inc.
- Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York : McGraw Hill.
- Flick, Uwe (1996) : An Introduction to Qualitative Research. London sage publication
- Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi : Vikas Publications.
- Keeves, John.P (ed) (1990) Educational Research Methodology and Measurement : An International Handbook. New York : Pergamo Press
- Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX : Harcourt Bmce Jovanovich.

- Kirkpatrick, D.L. (2005). *Evaluating training Programmes : The four Levels*. San Francisco : Berrett-Koehler.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties-A Guide for Practitioners*. Paul Chapman Publishing.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research-A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks : C.A : Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research : Concise paperback edition*: Thousand Oaks, CA: Sage.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Routledge.
- Shank, G.D. (2002). *Qualitative Research*. Columbus, Ohio : Merrill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi : Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi : Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks : C.A : Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research (4th edition)*. London : MacMillan.

M.Ed. First Year

Semester I

Enhancement of Professional Capacities and Internal semester Break

Course A-05 : Development of Communication Skills

Credits : 02

Maximum Marks : 50

Internal : 50

Objectives :

1. To develop the communication skills in students.

Procedure:

- Take Two day workshop on communication skill development.
- **In workshop :**
- To help students to understand the conceptual information about communication skills. (Concept, Types)
- Arrange activities for students to develop the communication skills.
- Motivate students to complete project on communication skills.
- Focus on the speaking communication skills. (English, Marathi and Hindi)
- Also focus on student teacher communication skill.
- **Power Point Presentation (PPT) is compulsory to present the information in workshop for Professors.**
- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of communication skills	10
02	Project work	10
03	Workshop Report Writing	10
04	Examination	20
TOTAL MARKS		50

M.Ed. First Year

Semester I

Enhancement of Professional Capacities and Internal semester Break

Course A-06 : Expository Writing

Credits : 02

Maximum Marks : 50

Internal : 50

Objectives:

- 1.To develop the Expository writing skill in students.

Procedure:

- Take Two day workshop on communication skill development.
 - **In workshop :**
 - To help students to understand the conceptual information about Expository writing skills. (Concept, Types with examples)
 - Arrange activities for students to develop the Expository writing skill.
 - Motivate students to complete project on Expository writing skill.
 - Focus on the Story writing/ Theme Writing/ Self experiences writing/ News writing/ Report writing based on visits/ Writing about Disasters etc.
 - **Power Point Presentation (PPT) is compulsory to present the information in workshop for Professors.**
-
- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of Expository writing	10
02	Project work	10
03	Workshop Report Writing	10
04	Examination	20
TOTAL MARKS		50

M.Ed. First Year

Semester I

Enhancement of Professional Capacities and Internal semester Break

Course A- 07 : Self Development

Credits : 02

Maximum Marks : 50

Internal : 50

Objectives:

1. To motivate students for Self-Development.

Procedure:

- Take Two day workshop on Self Development.
- **In workshop:**
- To help students to understand the conceptual information about Self Development.(Concept, Components, Types with examples)
- Arrange activities for Self-Development of students.
- Motivate students to complete a project on Self Development.
- Focus on the Inclusive Education, Life Skills, Interview preparation and Yoga skills etc.
- **Power Point Presentation (PPT) is compulsory to present the information in workshop for Professors.**

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of Expository writing	10
02	Project work	10
03	Workshop Report Writing	10
04	Examination	20
TOTAL MARKS		50

M.Ed. First Year

Semester I

Enhancement of Professional Capacities and Internal semester Break

CourseA-08 : Development of ICT Skills

Credits:02

Maximum Marks : 50

Internal : 50

Objectives:

1.To motivate students for Development of ICT skills.

Procedure:

- Take Two day workshop on Development of ICT skills.
 - **In workshop:**
 - To help students to understand the conceptual information about Development of ICT skills.(Concept, Components, Tools & Devices, E-learning, Social Media)
 - Arrange activities for students to develop the Development of ICT skills.
 - Motivate students to complete project on Development of ICT skills.
 - Focus on the use of Internet, Social media, Mobile Apps for education purpose.
 - Focus on the use of ICT for Education, Research and in daily life.
 - **Power Point Presentation (PPT) is compulsory to present the information in workshop for Professors.**
-
- The Evaluation Structure is as follows:

Sr.No.	Particular	Marks
01	Knowledge of Expository writing	10
02	Project work	10
03	Workshop Report Writing	10
04	Examination	20
TOTAL MARKS		50

M. Ed. First Year Semester II
CourseB-01: Philosophy of Education

Credits: 04 Maximum

Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the Concept & functions of Philosophy of education.
2. Analyze, interpret, and synthesize various concepts, properties & Philosophical assumptions about Educational Phenomena.
3. Understand & use Philosophical methods in studying educational data.
4. Understand the contribution of Eastern & Western Schools of Philosophy and educational thinkers for education.
5. Appraise critically contributions made to education by prominent educational thinkers – national & international.
6. Acquire the knowledge of human values, humanism & role of education.

Course Content Unit I –Philosophy of Education

- a) Philosophy & Educational Philosophy – Meaning, Need, Scope, Functions.
- b) Axiology and Education
- c) Metaphysics & Education
- d) Epistemology & Education

(With special reference to scope and its implementation in Education)

Unit II – Critical analysis of Eastern, Western Schools of philosophy & Modern concept of philosophy & their impact on Education

- a) Eastern Schools of Philosophy – Vedic, Buddhist, Jain & Islam.
- b) Western Schools of Philosophy – Re-constructivism, Existentialism, Essentialism & Perennialism.
- c) Modern Concept of Philosophy – Logical Analysis, Logical Empiricism & Positive Relativism.
- d) Impact of Liberalism & Humanism on School & Teacher Education.

Unit III – Critical analysis of Thoughts of Indian and Western Great Educators.

- a) Dr.B.R.Ambedkar
- b) Mahatma Phule
- c) Socrates
- d) Rousseau

(With reference to aims of education, curriculum, Teaching – Learning Pedagogy, School / class room environment, discipline & role of teachers.)

Unit IV – Human Values & Education

- a) Meaning, Concepts and importance of values
- b) Various types of values- social, moral, spiritual, aesthetic.
- c) Values mentioned in Indian constitution & their educational implications .
- d) The role of parents and Teachers in the inculcating values in students.

Sessional Work: (Total Marks 20)

The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake any Two of the following activities. (05 Marks Each) 1) Readings of original texts of Dr. B. R. Ambedkar) Mahatma Phule / Socrates / Rousseau etc.& presentation of various innovative concepts in the context of Teaching & Learning in schools followed by group discussions.

- 2) Study of the comparison between one western school & one Eastern school of Philosophy.
- 3) Reading of Indian constitution and presentation of different values enshrined in it followed by group discussion.
- 4) Making a power point presentation on different methods of acquiring knowledge and presentation / submission of its Report.

References

- Peters, R. S. (ed.), (1975). The philosophy of Education. Oxford University press, London.
- Brubacher, John. S. (1969). Modern Philosophies of Education, Tata McGraw Hill, Publishing Company Pvt Ltd, New Delhi.
- Wall, Edmund (2001). Educational Theory: Philosophical & Political Perspectives. Prometheus Books.
- Winch, C. (1996). Key Concepts in the Philosophy of Education. Routledge.
- Winch, C. (1986). Philosophy of Human learning. Routledge: London
- Chaube S P & Chaube Akhilesh (1981). Philosophical & Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- Curtis, S.J. (1968). An Introduction to Philosophy of Education. London: University Press
- Hoffking Harold. (1985). A History of Modern Philosophy. Drover Publications, Inc
- Kabir. Indian Philosophies of Education
- Agarwal , S. (2007). Philosophical Foundations of Education. Delhi : Authors Press
- Curren, R. (2003) A Companion to Philosophy of Education. Malden Press: Blackwell publishing.
- Dharam, M. L. (2005) Philosophy of Education. Delhi: Isha Books.
- Killpatrick, W. H. Source Book in the Philosophy of Education, New York: McMillan & Co.
- Mukherjee, K. K. (1972). Some Great Educators of The world. Calcutta . Das Gupta & Co. Pvt Ltd.
- Nagi, M. (2005) Modern Philosophies of Education. New Delhi: Anmol Publication Pvt Ltd.
- Kashyap Subhash. (1995)our constitution : An introduction to India's Constitutions• & Constitutional Law. New Delhi: NBT Publication.
- Basu, Durga Das. (1994). An Introduction to the Constitution of India. New Delhi. PHI
- Sharma, R.N., Indian Philosophy : Problems& Theories. New Delhi: Surjeet Publication.
- Ambedkar, B.R. (1953) Gautam Buddha & His Dhamma. New Delhi : Government Press

M. Ed. First Year
Semester II
CourseB-02: Sociology of Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

- 1) Understand the relationship between culture, society & education.
- 2) Know the issues of equality, excellent & inequalities in education.
- 3) Understand the concepts related to society & education, like Nationalism, Internationalism.
- 4) Understand the relation between education & social change & necessity of Peace Education.
- 5) Understand the different modern views in Education like continuous education, distance

Course Content

Unit I – Education and Society

- a) Meaning & nature of Educational Sociology.
- b) Education as a Social System.
- c) Social interactions and socialization.
- d) Role of Teacher in social change

Unit II – Indian Society and challenges for Education.

- a) Education for multicultural society.
- b) Issues of equality of educational opportunities and excellence in education,
- c) Equality versus Equity in education.
- c) Inequalities in Indian social system with special reference to social disadvantages: gender & habitations, need, measures to address them.
- d) Role of education to eliminate the inequalities in Indian social system with special reference to social disadvantages: gender habitations need

Unit III– Peace Education

- a) Concept and Philosophy of Peace Education and Approaches to Peace Education.
- b) Need & Components of Peace Education: Peace for self, others and environment and Characteristics of culture of peace.
- c) Types of peace Education: Internal peace education, Developmental peace Education, Human Rights Peace Education, Conflict Resolution, Imposed Versus consensual Peace)
- d) Education for Peace: Knowledge, Skills, Values & Attitudes.

Unit IV – Modern Views in Education

- a) Continuous Education- Need, Importance & Objectives.
- b) Education for Disadvantaged – Need & Objectives, Education for oppressed – views of Paulo Friere.
- c) Education for Liberalization, Privatization & Globalization. (LPG)
- d) Education for International Understanding.

Sessional work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.
(10 Marks)
- The Students may undertake any two of the following activities.
(05 Marks Each)
- Organization of program on any social issue by a group of 3 to 4 students and submission of its reports individually.

- Visit to Rural or Tribal school and observe the cultural activities and present its report.
- Case study of any two children from varied sections of society.
- Presenting a power point presentation on any of the above mentioned units followed by group discussion and presenting the report.

References

- Bhat, B. D. (1970). Theory & Principles of Education. New Delhi: DOABO House.
- Chaube S. P. and Chaube Akhilesh. (1981) Philosophical and Sociological Foundations of Education, Agra: Vinod Pustak Mandir.
- Gore, Desai & Chitnis. (1967) Papers in the Sociology of Education in India, New Delhi. NCERT.
- Masgrave, P. W. (1975) Sociology of Education. London: Methuen & co.
- Ogbourn, W.F. (1922) Social Change. New York: Viking press.
- Chalam, K.S. (1988) Education and weaker Section. New Delhi : Inter Indian Publications.
- Dewey, John (1957) Foundations of Educations, New York Macmillan.
- Dhiman, O.P. (1987) Foundations of Educations, New Delhi : Atma Rama & Sons.
- Gallnick D.M. & Chinn. P. C. (1994) Multicultural Education in Pluralistic Society, New York: Merill.
- Gore, M.S. (1967) Papers in the Sociology: Education in India, New Delhi: NCERT.
- Jayaram, N. (1990) Sociology of Education in India. Jaipur: Rawat Publication.
- पारसीस, ि.रा. ()दशक्षाची तात्त्वक व समाजशासकीय भदमका, पि : िति प्र काशि
- कडले, म. ला. (2000). शैक्षदिक तत्वज्ञाि व शैक्षदिक समाजशास्त्र पि. श्र िदविद्यया प्र काशि
- भुंडारी, प. व. (1968) शैक्षदिक समाजशास्त्र : सातारा: रादबल प्र काशि .
- मेंहिळे, य. श्र ि . () समाजशास्त्राची मूलतत्त्वे . पि: मेंहिळे प्र काशि .

**M. Ed. First Year
Semester II
CourseB-03: Curriculum Studies**

Credits: 04
Internal : 20

Maximum Marks : 100
External: 80

Objectives:

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

1. To understand the concept, component ,determinants and difference basis of curriculum
- 2.To Understand the approaches ,type, models, and theories of curriculum development
3. To enable to understand the issues, problems diversity in curriculum development.
4. To enable to understand the principles and criteria, various consideration for development learning experiences
5. Describe various guiding principles for selection and organization of learning experiences

Unit I- Meaning concept ,Components theories of curriculum

- a) Meaning, concept and determinants of curriculum;
- b) Philosophical and ideological basis of curriculum
- c) Theories and Components of curriculum
- d)Curriculum as a body of organized knowledge, inert and live curriculum.

Unit II- Approaches and types of Curriculum

- a) Approaches to curriculum: Subject centered, Core curriculum
Learner centered, Community centered.
- b) Humanistic Curriculum
- c) Social Re-constructivism
- d) Centralized vs. decentralized curriculum

Unit III- Models of Curriculum Development &Issues in Curriculum Development

- a) Different types models of Curriculum : Tylers-1949 model, Hilda Taba ,1962 model, Nicholls and Nicholls-1972 model, Willes and Bondi-1989 model,
- b) Need assessment model, Futuristic model
- c) Diversity among teachers in their competence.
- d) Issues in curriculum development

Unit IV- Selection and Organization of learning experiences

- a) Principles and criteria for developing learning experiences
- b) Points to be considered while selecting learning experiences
- c) Designing integrated and interdisciplinary learning experiences.
- d) Integration of learning experience

Transactional Mode

Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussions, demonstration methods; attempts needs to be made to provide hands on in developing and demonstrating the materials. Students' seminars on select themes especially the current issues in curriculum development could be originalised. Field visits to places of other curricular sites i.e. museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented

by pupil teachers. As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake any two of the following activities (05 Marks)

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

Essential Readings:

- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- NCTE (2009) *National Curriculum Framework for Teacher Education*.
- NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.
- NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.
- Wiles, J.W. & Joseph Bondi (2006): *Curriculum Development: A Guide to Practice*. Pearson Publication.

References:

- Aggarwal, J.C (1990). *Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): *Reflections on Curriculum*. NCERT.
- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- McKernan, James (2007): *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge. U.K.
- NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.
- Aggarwal, Deepak (2007): *Curriculum development: Concept, Methods and Techniques*. New Delhi. Book Enclave.
- Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000): *Cultures of Curriculum (studies in Curriculum Theory)*. New York. Teacher College Press.

- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc. Audio-Video CDs
- CIET (2006) The Process of Making National Curriculum Framework-2005:
- A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi.

M. Ed. First Year
Semester II
CourseB-04: Teacher Education – I

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

- 1) Understand the structure, curriculum & modes of pre-service Teacher Education..
- 2) Understand planning, organizing and evaluating a Pre-service & an in-service teacher Education.
- 3) Be acquainted with the content and organization of pre-service teacher education, curriculum, infrastructure & resources.
- 4) Examine the existing pre-service & in-service teacher education programs from the view point of policy & its relevance to the demands of present day school realities.
- 5) Involve in various activities & processes of TEI, in order to gain an insight into the multiple roles of a teacher educator & understand the organizational culture.
- 6) Develop competence in organization & evaluation of various components of a pre service & in service Teacher Education Programs.
- 7) Design in service teacher professional development program / activities on the needs of teachers.

Course Content

Unit I – Structure, Curriculum & Modes of Pre-service Teacher Education

- a) Teachers roles & functions.
- b) Pre-service Teacher Education – concept, objectives, nature & scope.
- c) The structure of teacher Education curriculum & its vision in curriculum documents of NCERT & NCTE.
- d) Components of Teacher Education – foundation courses, subject specialization & pedagogy, Special fields, school based practicum & internship – weight ages in course work & evaluation.

Unit II – Organization of different components of Teacher Education Curriculum

- a) The student teacher as an adult learner – characteristics. The concept of Andragogy & its Principles.
- b) Organization, & evaluation of different components of teacher education curriculum – existing practices.
- c) Transactional approaches for the foundation courses- Expository, Participatory, Collaborative, Peer Coaching & Inquiry, Scope & possibilities for organization & evaluation.
- d) Transactional approaches for the skill & competency development courses – need for awareness-modeling – analysis- practice- feedback cycle- scope and possibilities for organization and evaluation- practicum records & portfolio assessment.

Unit III – In-service Teacher Education in India – concept, structure

- a) Concept, need for continuing professional development of a teacher – areas of professional development.
- b) The structure for in-service teacher education - sub district, state, regional and national level agencies and institutions.
- c) Purpose of an in-service teacher education program- Orientation, Refresher, short term courses, Workshop, Seminar & Conference -Their meaning and objectives
- d) Purpose of Distance base teacher education program

Unit IV – Planning, organizing & Evaluating an in-service Teacher Education program.

- a) Planning an in-service Teacher Education program – preliminary considerations of purpose, duration, resource requirements & budget.
- b) Designing an in-service teacher education program – steps and guidelines- assessment of training needs, formulation of training curriculum, preparation of course material.
- c) Organizing in-service teacher education program- common problems faced by a teacher
- d) Qualities and characteristics of an effective in service teacher educator.

Sessional work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions. (10 Marks)
- The students may carry out any two of the following activity.(05 Marks Each)
- A “comparative study of state and national curricula” of pre service teacher education in terms of its components, weight ages, duration, organization, transaction and assessment documents analysis.
- Design, implementation and evaluation of a training input in any course of pre-service teacher-education- mentored practicum.
- Critical study of an in-service teacher education program in terms of their need and relevance, duration, planning organization & out comes – document analysis.
- Interview of practicing teachers to identify the nature of in-service teacher education received and felt needs.

References

- Anand, C. L. (1998). Aspects of Teacher Education. New Delhi: S. Chand & Company.
- Athraya Arun (2002). A Text Book of Teacher Education. New Delhi: Dominate Publishers & Distributors.40
- Buch, M. B. (1998-92). Fifth survey of Educational Research. New Delhi : Vol. II, IV, V, VI, NCERT.
- Dunkin Michael & Biddle, Bruce (1974) The study of Teaching. New York: Holt Rinehart – and Wiston Inc.
- Jangira, N. K. (1979) Teacher Training and Teacher Effectiveness. New Delhi : national Publishing House.
- Dunking Michael. The International Encyclopaedia of Teaching and Teacher Education. The University of Sydney, Austrailia.
- जोशी अशुत (2003) दवचार प्र दिया , िादशक : य.च.म.म.दवद्यापीठ .
- जोशी सो. त्र ये , कपोले अ. लो. (1995) दशक्षक प्र दशक्षि आव्होि , िळे

M. Ed. First Year

Semester II

Enhancement of Professional Capacities and Internal semester Break

CourseB-05: Dissertation: Preparation of Research Proposal

Credits: 01

Maximum Marks: 25

Internal: 25

Objective:

1. To motivate students for Preparation of Research Proposal.

Procedure:

- Take One day workshop on Preparation of Research Proposal.
 - The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Selection of Research title	05
02	Preparation work for writing research proposal	05
03	Actual Research Proposal writing	10
04	References and Bibliography	05
TOTAL MARKS		25

M. Ed. First Year

Semester II

Enhancement of Professional Capacities and Internal semester Break

CourseB-05: Dissertation: Presentation of Research Proposal

Credits: 01

Maximum Marks: 25

Internal: 25

Objective:

1. To motivate students for Presenting the Research Proposal.

Procedure:

- Take Two day Presentation sessions for presentation of Research Proposal.
 - The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Planning of Presentation	05
02	Use of ICT for Presentation	05
03	Content of Presentation	05
04	Confidence of Presentation	05
05	Total Impact of Presentation	05
TOTAL MARKS		25

M. Ed. First Year

Semester II

Enhancement of Professional Capacities and Internal semester Break

CourseB-06: Internship in Teacher Education Institution

Credits: 04

Maximum Marks: 100

Internal: 100

Duration: Two Week

- **Two Week Internship**

- **Participation in Practical Work and Workshops in TEI**

- **Observation of Lectures (Min. 10)**

- 05 Lectures of compulsory courses
- 05 Lectures of School subject courses

- **Observation of ET, IT, Psychology, Language, Science, Social Science Laboratory**

- **Presenting Lectures in TEI**

- 06 Lectures: 03 Compulsory courses, 03 School Subject courses

- **Selection of Research Topics**

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Observation of Lectures	30
02	Presentation of Lectures in TET	60
03	Observation of Laboratory	10
TOTAL MARKS		100

M. Ed. First Year

Semester II

Enhancement of Professional Capacities and Internal semester Break

CourseB-07: Viva Voce

Credits: 02

Maximum Marks: 50

Internal: 00

1. Research proposal work shall be evaluated by an external and one internal examiner which are followed by presentation of work and Viva-Voce.
2. The Viva-Voce shall be conducted by Solapur University, Solapur.
3. The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Self-Presentation	10
02	Basic Knowledge of research	10
03	Clarity of research proposal work	10
04	Answering capacity	10
05	Total Impact	10
TOTAL MARKS		100