

**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



CURRICULUM FRAMEWORK

FOR

Master of Education (M. Ed.)

From 2024

(CBCS Pattern)

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

**TWO YEAR REVISED STRUCTURE AND CURRICULUM OF
DEGREE OF MASTER OF EDUCATION
(M. Ed.) COURSE FROM 2024**

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 maybe 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 again for that 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 these rules shall be governed by the rules and regulations relating to courses and syllabi which may be prescribed by the University authorities in the case of the regular students of the M.Ed. class of this University from time to time. It shall be entirely the responsibility of the candidate 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/s or for securing 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 be entitled 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 2024

- The regular full-time 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 evaluation.
- 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 & Field work	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

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 100x 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	60	04	100	00	100
	1. Ethics and Behaviour of Innovative Teacher 2. Entrepreneurship and Education 3. School Counseling and Treatment 4. Statistical Analysis in Social Sciences Research					
	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 100x 03= 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.

CREDIT AND GRADING SYSTEM

(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 into Grades:**

10- Point scale for courses having 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 into 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 into 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 into 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 into 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):

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

($\sum Ci$ 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 completion 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.

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

($\sum C_i$ means total number of credits offered by the student for the B.Ed. Course)

- C1 means credits allocated for paper I, C2 means credits allocated for paper II
- G1 means Grade Point scored in paper I, G2 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. Second Year
Semester III
CourseC-01: Advance Research Method

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
2. examine relationship between and among different types of variables of a research study
3. explain or predict values of a dependent variable based on the values of one or more independent variables
4. estimate the characteristics of populations based on their sample data test specific hypotheses about populations based on their sample data
5. use appropriate procedures to analyse qualitative data demonstrate competence in the use of statistical packages for analysis of data

Course Content

Unit I- Descriptive Analysis of Quantitative Data

- a) Data types: Nominal, Ordinal, Interval and Ratio scale.
- b) Measures of central tendencies and dispersion.
- c) Relative positions: percentile rank, z-scores, T score.
- d) Examining relationships: correlation and co-relation co-efficient, Pearson and Spearman's Correlation and Concept of regression, regression equation and their uses.

Unit II- Inferential Analysis of Quantitative Data

- a) Concept of parameter, sampling error, standard error of mean
- b) Testing of hypotheses-null and alternative hypotheses, directional alternative hypotheses, testing of null hypotheses, levels of significance.
- c) Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses
- d) Non-parametric Tests: Assumptions and uses of Chi-square test, rank test and median test

Unit III- Data Analysis in Qualitative and Mixed Research

- a) Analysis of visual data, enumeration, identifying relationship
- b) Context analysis, corroborating, establishing credibility.
- c) Triangulation
- d) Trend Analysis

Unit IV-Computer for Data Analysis and Preparation of Research Report

- a) Use of Computer for data analysis- Use of different types of software for statistical analysis SPSS, EXCEL

- b) Preparation of Research Report: Sections: Preliminary Main body, Reference
- c) Preparation of Research Abstracts and Research Synopsis
- d) Evaluation of Research Report

Transaction Mode

Presentation, demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

Sessional Work (Total 30 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)**

- Analysis of data using Statistical Packages
- Evaluate the any one research dissertation
- Preparation of Research article on own research
- Present action research synopsis in seminar

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M. Ed. Second Year
Semester III
CourseC-02: Teacher Education - II

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the perspectives & policy on Teacher Education.
2. Understand the structure & management of Teacher Education.
3. Understand the Research in Teacher Education.
4. Understand the problems & issues in Teacher Education.
5. Understand & appreciate the research perspectives on various practices in teacher education.
6. Be acquainted with the issues and problems related to Teacher Education.
7. Critically examine the role & contribution of various agencies “& regulating bodies in enhancing the quality of teacher education.
8. Develop professional attitudes, values & interests needed to function as a teacher educator.

Course Content

Unit I – Perspectives and Policy on Teacher Education

- a) Teacher Development – Concept, factors influencing teacher development- personal, contextual and Teacher Expertise- Berliner’s Stages of development of a teacher.
- b) Approaches to teacher development – self-directed development, co-operative or collegial development, change oriented staff development.
- c) National & State Policies on teacher education – a review and Different organizations & agencies involved in teacher education – it’s roles, functions & networking.
- d) In service teacher education under DPEP, SSA & RMSA and Preparation of teacher for art, craft, music, physical education, and special education- need, existing programs & practices.

Unit II – Structure & Management of Teacher Education

- a) Structure of teacher Education system in India – its merits and demerits.
- b) Universalization of secondary Education & its implications for teacher education at secondary level.
- c) Professional development of teachers and educators- present practices and avenues.
- d) Factors influencing the quality of pre and in service education of secondary school teachers

Unit III – Research in Teacher Education

- a) Paradigms for research on teaching – Gage, Doyle & Shulman.
- b) Research on effectiveness of Teacher Effectiveness Programs- characteristics of an effective Teacher Education Program.
- c) Methodological issues of research in Teacher Education – direct versus indirect inference, generalizability of findings, and laboratory versus field research, scope and limitations of classroom observations.
- d) Trends of research in Teacher Education- Review of a few recent research studies in Teacher Education with reference to design. Findings and policy implications.

Unit IV – Problems & Issues in Teacher Education

- a) Challenges in professional development of Teachers- relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education program.
- b) Sufficiency of subject matter knowledge for teaching at the Senior Secondary Level.
- c) Single subject versus multiple subject Teachers – implications for subject combinations in initial teacher preparation.
- d) Partnership in secondary Teacher Education – TEI with school and community, Government agencies with university, with NGO's, between teacher education institutions preparing teachers for different Levels of school educations.

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)**
- Study of the Annual Reports of SCERT / NCERT/ NUEPA/QCI to identify the various programs for professional development of teacher educators.
- Select any one current practice in teacher education & trace out the background of its formulation as a policy.
- A review of researches in any one area of research in teacher education & write the policy implications.
- A review of a research article in teacher education and write implications for PR actioners.

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M. Ed. Second Year
Semester III (Specialization Course)
Specialization Area: Elementary Education
CourseC-03

I: Elementary School level Status, Issues and Concerns

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

Course Content

UNIT-I: Perspectives and Context of Elementary Education

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

UNIT-II: Development of Elementary Education

- a) Nature and focus of Elementary Education after independence.
- b) Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education.

- c) Constitutional provision for education and Directive Principles related to elementary education and their implications.
- d) Right to Education as fundamental right ; provision in RTE Act and related issues and Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

UNIT-III: UEE, Objectives and Challenges

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

UNIT IV-Strategies and Programmes in Elementary Education

- a) Panchayatraj and community involvement in educational planning and management related issues and Participation of NGOs in achieving goals of UEE
- b) ECCE programme, women empowerment as support services and Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- c) District primary education programme-goals and strategies and Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and irrespective states to improve access, enrolment, retention/participation and achievement.
- d) Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels

Transaction mode

Lecture-cum-discussion; discussion and reflection in groups; assignments based on library and internet followed by presentations in seminars; field visits followed by submission of report.

Transactional Mode

Group discussion, Lecture-cum –discussion, panel discussion, symposium, reports, research Journals, school visits and sharing of experiences

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 one** of the following activities **(05 Marks)**
- Each student is required to prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Sessional Work:

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

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programmes as existing in any school

Sessional Works:

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

- Critical study of existing teacher education curriculum of a state
- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

Essential Readings

- MHRD (2001): Convention on the Right o the child. New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
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- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

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- Government of India (1987) Programme of Action, New Delhi: MHRD.
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- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.

- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
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- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
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- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practitce. Rand Menally & Co., Chicago.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N.York. The Study of Primary Education – A Source Book, Volume I & II, 1984
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.
- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
- Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
- Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- .NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

M. Ed. Second Year
Semester III (Specialization Course)
Specialization Area: Elementary Education
CourseC-03

II: Elementary School level Curriculum, Pedagogy and Assessment

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. To understand the Characteristics and general principles to curricular approach of Elementary Education.
2. To understand the programmes in Elementary Education.
3. To understand the Training programmes and researches in Elementary Education.
4. To understand the evaluation process of Elementary Education.

Unit I– Strategies/ Approaches and Resources for Elementary Education

- a) Characteristics of programmes for different settings – Elementary grade children – needed emphasis and rationale
- b) General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in Elementary
- c) Early primary stages – meaning, rationale, method of transaction in specific contexts and Local specific community resources – human and material & their integration to curricular activities;
- d) preparation & use of learning and play materials – principles and characteristics; and Community involvement in effective implementation of Elementary Education programmes

Unit II– Programmes in Elementary Education &Principles of Elementary School Curriculum

- a) District primary education programme-goals and strategies and Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and irrespective states to improve access, enrolment, retention/participation and achievement.
- b) Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels and Concept, components and determinants of curriculum;
- c) principles of curriculum construction, criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist;
- d) evaluation of curriculum – formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities and The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit III – Training, Research in Elementary Education

- a) Need and significance of personnel involved in Elementary Education programme.
- b) Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems.
- c) Areas of research studies in Elementary Education.
- d) Role of MSCERT in Elementary Education

Unit IV-Curriculum and Evaluation in Elementary Education

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

Transaction Mode

- Group Discussion : reviews and analysis of book/reports/documents;
- Observation of activities of the children followed by case studies
- Film shows followed by discussion
- Seminar presentations followed by discussion and Research review and criticism
- Projects and assignments focusing on observation and interaction with children on specific theme.

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**)

- Case study of any one Elementary School
- Study of present status of Elementary Education in a State//District
- Writing of journal articles on different issues on Elementary Education
- Survey of play materials and comparing with the socio-cultural set-up
- Survey of child rearing practices in different cultures

Essential Readings

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
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- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
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- NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
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- World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.

M. Ed. Second Year
Semester III (Specialization Course)
Specialization Area: Secondary Education
CourseC-04

I: Secondary School level Status, Issues and Concerns

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

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

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

Course Content

Unit -I - Nature, Scope, function and systems of Secondary Education

- a) Status of Secondary Education and process of teaching-learning of adolescent
- b) exposure to integrated and subject specific streams guidelines and counseling strategies to meet changing physiological and sociological requirements.
- c) Education for Multiple Intelligence

d) Educational Projection

Unit -II Problems and Challenges of Secondary Education

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

Unit -III Teacher Education in Indian at Secondary Level

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

Unit -IV: Secondary Education Management Information System (SEMIS) and Assessment and Evaluation

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

Transactional Mode

- Group discussion, lecture-cum-discussion, panel discussion, symposium, reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.
- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers

- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions
- Preparation of a plan for INSET of the teachers of school.
- Construction of Tools for identification of Training needs in different subject areas.
- Identification of Training needs of a group of teachers of a school.
- Preparation of self-learning material/e-content for primary or secondary school teachers.
- Appraisal of a training programme organised by DIET/IASE/CTE.

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)**
- preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement
- preparing a report on the existing status of the teachers, method of recruitment of salary structure
- conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest improvement there of
- visits of different types of secondary schools and preparation of school profiles
- conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- preparation of status report of performance of teachers in contextual curriculum transaction
- observation of in-service teacher education programme at secondary level and preparation of a report
- identification of committed teachers and preparation of their profiles
- visit to alternative education centers at secondary level and preparation of a report
- survey of educational needs of disadvantages/disabled

Essential Readings

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

- The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi

References

- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
- Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- Linda Darling, Hammond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brink's Open University Press.
- Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
- Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
- Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
- Sudesh Mudhopadhyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi

- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
- Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi

M. Ed. Second Year
Semester III (Specialization Course)
Specialization Area: Secondary Education
CourseC-04

II: Secondary School level Curriculum, Pedagogy and Assessment

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives

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

1. develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
2. reflect on the need and importance of work experience, art education, health physical education and working with the community.
3. understand the importance of teaching of language science and mathematics at secondary level
4. develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
5. develop research insight for curriculum development in elementary education.
6. understand the nature and uses of different types of tools and techniques of evaluation in education
7. acquire the skill to construct the achievement and diagnostic tests
8. administer the tests and interpret the best scores and its implication to students and parents
9. undertake action research and interpret the results

Course Content

Unit I– Principles of School Curriculum Development at Secondary Level

- a) Concept, components and determinants of curriculum; and principles of curriculum construction,
- b) criteria for selection and organization of content and learning activities; and designing integrated and interdisciplinary learning experiences different perspectives to curriculum transaction and their synthesis
- c) behaviorist, cognitive and constructivist;
- d) Evaluation of curriculum – formative and summative; the relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit II –Secondary School level Curriculum

- a) Language Curriculum: Objectives and their Implementation Process
- b) Science Curriculum: Objectives and their Implementation Process
- c) Social Science Curriculum: Objectives and their Implementation Process
- d) Mathematics Curriculum: Objectives and their Implementation Process

Unit -III: Support system, Curriculum and Evaluation of Secondary education

- a) Support system – Interactive Technologies, Teleconferencing, e-learning, designing of e-content and AI in Education.
- b) Challenges and limitations of interactive technologies for INSET.
- c) EDUSAT for Teacher professional development programme (CPD)
- d) Curriculum of teacher education programme at secondary and higher secondary level and Evaluation of Teacher Education Programme

Unit IV – Training, Research in Secondary Education

- a) Need and significance of personnel involved in Secondary Education programme.
- b) Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems.
- c) Areas of research studies in Secondary Education and Secondary education and NEP 2020.
- d) Role of State Board in Secondary Education

Transaction mode

Panel discussion, interviews (with experts in curriculum studies) on identified themes, self-study and presentation of paper in internal seminars; self-reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations. Hands- on-experiences at work situation and observation of training sessions and presentation etc.

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**)

- 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 senior secondary level.
- Critical analysis of a curriculum conducting continuous evaluation in scholastic and non-scholastic areas preparation, administration and interpretation of a diagnostic test
- preparation of SES scale for 30 students of a class, collection, classification, tabulation and graphical representation of data as well as interpretation of data analysis of curricular materials with reference to development of values analysis of curricular materials with reference to gender sensitivity a study of curriculum load and home work practices,
- conducting an action research and reporting the results critical study of a text-book/work book conducting a case study study of the evaluation practices in selected schools
- critical analysis of examination papers construction and tryout of classroom tests

Essential Reading

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

References

- 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. TeacherCollege Press.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi
- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practce. Rand Menally & Co., Chicago.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- 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.

M. Ed. Second Year

Semester III

Enhancement of Professional Capacities and Internal semester Break

CourseC-05: Internship related to specialization courses

Credits: 02

Maximum Marks: 50

Internal: 50

Duration: Two Week

Two Week Internship

- Participation in Practical Work in School
 - Lesson Guidance (Min. 05 Lessons)
 - 06 Lessons of School subject
 - Lesson Observation of B.Ed. Pupils (Min. 10 Lessons)
 - Lesson Observation of School Teachers (Min. 02 Lessons)
 - Observation of School Administration and Management
 - Study of School Curriculum
 - Observe and Study the Slow and Advance Learner (Any One)
 - Work as a Teacher Educator in School
- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Lesson Guidance	15
02	Observation of School Administration and Management	05
03	Observe and Study the Slow and Advance Learner	10
04	Study of School Curriculum	10
05	Lesson Observation of B.Ed. Pupils & School Teachers	10
TOTAL MARKS		50

M. Ed. First Year

Semester III

Enhancement of Professional Capacities and Internal semester Break

CourseC-06: Dissertation: Development of Research Tools & Dissertation: Pilot study and review of sampling

Credit: 01

Maximum Marks: 25

Internal: 25

Objectives:

1. To motivate students for Development of Research Tools.
2. To motivate students for Pilot study and review of sampling.

Procedure:

- Take One day Orientation sessions for Development of Research Tools and review of sampling.

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Planning for Development of Research Tools	05
02	Use of ICT for Development of Research Tools	05
03	Content and selection of Research Tools	05
04	Pilot study or Standardization of Research Tools	05
05	Selection of sampling methods & Procedure of sampling	05
TOTAL MARKS		25

M. Ed. Second Year
Semester III
Enhancement of Professional Capacities and Internal semester Break
CourseC-07: Academic Writing

Credits: 01

Maximum Marks: 25

Internal: 25

Objective:

1. To motivate students for Academic Writing.

Procedure:

- Take Two day workshop on Academic Writing.
- **In workshop:**
- To help students for understand the conceptual information about Academic Writing. (Concept, Components, Different type of writing, writing styles etc.)
- Arranged activities for students to develop the Academic Writing.
- Motivate students to complete project on Academic Writing.
- Focus on the:
 2. Story Writing
 3. Script writing
 4. Various letter writing
 5. Essay writing
 6. Research paper writing
 7. Critical analysis of book writing
 8. Use of library for different academic writing
- **PowerPoint 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 Academic Writing	05
02	Project work	05
03	Workshop Report Writing	05
04	Examination	10
TOTAL MARKS		25



**PUNYASHLOKAHILLYADEVIHOLKAR
SOLAPURUNIVERSITY,
SOLAPUR**

**C - 08
SKILL ORIENTED COURSE FOR
M.Ed. PROGRAMME
(SEMESTER - III)**

**INTRODUCED FROM
THE ACADEMIC YEAR**

2021-22

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

SKILL ORIENTED COURSE FOR M.Ed. W.E.F. 2021-22

O. Ed.:

- The regular fulltime Skill Oriented Course is of twelve week duration.
- The Skill Oriented course has been framed so as to satisfy the essential compliances of **National Education Policy (NEP): 2020 and University Grants Commission (UGC) 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.
- The Skill Oriented course curriculum is of 100 marks, 60 periods of work (assuming period of 60 minute), and 04 credit points.

The General Objectives of Skill Oriented Course are:

1. To increase the life coping skills and employment worthiness of the student teachers.
2. Increasing the competitiveness of future teacher Educators.
3. Closing the gap between skill required by the Higher Education Institutions and skills people possess for employment generation.
4. To prepare Skillful teacher Educators, administrators and supervisors for staffing of the Higher Education Institution.
5. To prepare professional personnel required for staffing of the Higher Education Institution.

O. Ed.: STANDARD OF PASSING

- 1) To pass the Skill Oriented course examination, a candidate must obtain at least 50% marks in MCQ theory paper.
- 2) A candidate must obtain at least 50% marks in Activities or practicals.
- 3) A candidate must obtain at least 50% marks in Viva-voce. And 50% in the aggregate of all the MCQ theory paper, Activities or practicals and Viva-voce. Such a candidate shall be declared to have passed the examination.

- 20 Marks for Internal Assessment means MCQ Theory paper. (Skill Oriented Course)
- 80 Marks for Internal Assessment of Skill Oriented course by College Assessment in which 70 Marks are for Activities or practicals and 10 Marks are for Viva-voce mention in the syllabus.

CREDIT AND GRADING SYSTEM

Award of Grade:

- (a) A student shall pass the course if he/she gets any grade in the range from "O" to "C".
- (b) The student has to secure a minimum 4.0 Grade Points (Grade C) in Skill Oriented course. A student who secures less than 4.0 points will be declared Failed in Skill Oriented course.

- **Conversion of Skill Oriented Course marks into Grades:**

10-Pointscaleforcourseshavingpassingcriterion of 50%

Table A

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

Note: The Student shall appear any one course of the following four skill oriented courses.

1. **Ethics and Behaviour of Innovative Teacher**
2. **Entrepreneurship and Education**
3. **School Counseling and Treatment**
4. **Statistical Analysis in Social Sciences Research**

**PUNYASHLOKAHILYADEVVIHOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

Skill Oriented Course w. e. f. 2021 - 22

Title of the Course: Ethics and Behaviour of Innovative Teacher

- Eligibility of the course : **M.Ed. – Semester- III**
- Total credit of the course : **04 Credit**
- Total marks of the course : **100 Marks**
- Weightage to practical work (marks) : **80 Marks**
- Weightage to Theory work (marks) : **20 Marks**
- Duration of the course : **12 Weeks (60 Hours)**

Aim of the course: To develop and improve ethics and behavioural techniques and skills commitment towards teacher profession.

Learning Outcomes: After successful completion of this course, the students will be able to:

- 1) Understand the concept of ethics, ethical teacher and innovative teacher.
- 2) Understand the code of ethics for teacher and with the related other factors.
- 3) Study of life skills and values for improvement in teacher behaviour.
- 4) Acquire the techniques for Ethical commitment towards teacher profession.
- 5) Prepare and activity done from given techniques for ethical commitment towards teacher profession.
- 6) Understand the concept and use of virtual classroom.
- 7) Actively participation in role playing, self presentation activities.
- 8) Study the learning Strategies for innovation in education.
- 9) Understand the use of multimedia learning process and other activity for innovation.
- 10) Study activities for ethics and behaviour of innovative teacher.

Course Content:

Module 01: Concept of Ethical Teacher and Innovative Teacher

- Concept of ethics
- Concept of ethical teacher and innovative teacher
- Code of ethics for teacher- code for teacher, teacher and student, teacher and colleagues, teacher and authorities, teacher and non teaching staff, teacher and Guardians, teacher and Society.
- Study of life skills and values.

Module 02: Ethical Learning Environment in the Classroom

1] Techniques for Ethical commitment towards teacher profession-

- Highlighting to self
- case study of a student
- reaction activity

- discussion on real life experience
- problem solving discussion and action
- story telling

Module 03: Role of Innovative Teacher

- 1] Use of virtual classroom
- 2] Learning strategies for innovation-
 - Crossover learning
 - Analysis of student emotions
 - Incidental learning
- 3] Role playing activity
- 4] Self presentation for leadership development

Module 04: Activities for Ethics and Behaviour of Innovative Teacher

- Importance of self introduction activity
- Daily School paripath
- Anchoring of the programme
- Textbook analysis for to find out values, ethics, events and life skills.
- Freedom to student for activity

Course Lay out

Week	Content	Place	Hours
Week 01	1] Concept of ethics 2] Concept of ethical teacher and innovative teacher	Classroom	05
Week 02	3] Code of ethics for teacher- code for teacher, teacher and student, teacher and colleagues, teacher and authorities, teacher and non teaching staff, teacher & Guardians, teacher and Society 4] Study of life skills and values.	Classroom	05
Week 03	1] Techniques for Ethical commitment towards teacher profession 1] Highlighting to self 2] Case study of a student	-Classroom - In School	05
Week 04	3] Reaction activity 4] Discussion on real life experience	classroom	05
Week 05	5] Problem solving discussion and action 6] Story telling	Classroom & school	05
Week 06	ROLE OF INNOVATIVE TEACHER 1] Use of virtual classroom	-school -society	05
Week 07	2] learning Strategies for innovation- a] crossover learning b] analysis of student emotions c] incidental learning	Classroom/ visit	05
Week 08	3] role playing activity	-school /	05

	4] self presentation for leadership development	classroom	
Week 09	:ACTIVITIES FOR ETHICS AND BEHAVIOUR OF INNOVATIVE TEACHER 1] Importance of self introduction activity 2] Daily School paripath	-classroom - School	05
Week 10	3] anchoring of the programme 4] textbook analysis for to find out values, Ethics, events and life skills	- classroom/ school	05
Week 11	5] freedom to student for activity	classroom/ school	05
Week 12	<ul style="list-style-type: none"> • Evaluation Process includes: 1. Practical Activity 2. Viva Voce 	classroom	05
	<ul style="list-style-type: none"> • Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Any two 1] highlighting to self 2] case study of a student 3] reaction activity	20
03	Practical Activity evaluation	Any Two 4] discussion on real life experience 5] problem solving discussion and action 6] story telling	20
04	Practical Activity evaluation	Any One a] crossover learning b] analysis of student emotions c] incidental learning	10
05	Practical Activity evaluation	Any Two 1] self introduction activity 2] anchoring of the programme-demo 3] presentation of textbook analysis for to find out values, ethics, events and life skills 4] freedom base student activity	20
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

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- Bruno Ćurko, Franz Feiner,& other (2015), Ethics and Value Education Manual for Teachers and Educators
- Keith Sawyer & Tony Wagner, (2020), The Creative Classroom ,Teachers' College Press <https://www.amazon.in/Creative>
- Kenneth A. Strike (2014) The Ethics of School Administration, 3rd Edition Teachers College Press, Amazon Asia-Pacific Holdings Private Limited
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- <https://www.capsim.com/blog/5-methods-to-bring-ethics-into-the-classroom/>
- <https://www.apa.org/ed/precollege/ptn/2013/05/ethical-behavior>

Skill Oriented Course Developed by:

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**PUNYASHLOKAHILYADEVVIHOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

Skill Oriented Course w.e.f. 2021 - 22

Title of the Course: Entrepreneurship and Education

- | | |
|---------------------------------------|------------------------|
| • Eligibility of the course | : M.Ed. Semester - III |
| • Total credit of the course | : 04 Credits |
| • Total marks of the course | : 100 Marks |
| • Weightage to practical work (marks) | : 80 Marks |
| • Weightage to Theory work (marks) | : 20 Marks |
| • Duration of the course | : 12 weeks (60 Hours) |
-

Aim of the course: To develop the entrepreneurship skills and be a successful entrepreneur in the field of education.

Learning Outcomes: After successful completion of this course, the students will be able to:

1. Clarify the concept, objectives and types of entrepreneurship.
 2. Understand the process of entrepreneurship development.
 3. Study the characteristics and functions of entrepreneur.
 4. Know how to prepare portfolio and the process of SWOT analysis.
 5. Develop Entrepreneurship Skills.
 6. Acquaint the essentials of business enterprise, planning, production and marketing.
 7. Analyze the concept, skills and areas of entrepreneurship in education.
 8. Plan and execute hands-on experience in coaching class, training institute, academy, vocational courses etc.
 9. Elaborate different policies or schemes of state and Central Government for Entrepreneurship in Education.
 10. Prepare and submit a proposal for the grant or seed money for the entrepreneurship in education.
-

Course Content:

Module 1- Entrepreneurship and Entrepreneur

- Concept and Objectives of entrepreneurship
- Types of entrepreneurship
- Process of entrepreneurship development
- Characteristics and functions of entrepreneur

Module 2- Entrepreneurship Skills and Business Planning

- Entrepreneurship Skills
- Portfolio, SWOT Analysis

- Essentials of business enterprise
- Business Planning - Marketing, Financial, Organization

Module 3 - Entrepreneurship in Education

- Concept of entrepreneurship in education
- Entrepreneurship Skills in education
- Different areas of entrepreneurship in education
- Coaching class, Training Institute, Academy, Vocational courses

Module 4 - Policies and Funds for Entrepreneurship in Education

- Different policies and schemes of state and Central Government for Entrepreneurship in Education
- Recent Trends in Entrepreneurship development – Start up India, Stand up India
- Role of Non-government Organizations for Entrepreneurship in Education
- Funds and Seed money for Entrepreneurship in Education

List of Activities: Following activities should be conducted by teacher educator for implementation of the skill oriented course.

Sr. No.	Activities
01	Conduct an Interview of a successful entrepreneur in educational field.
02	Survey of educational entrepreneurs in your area.
03	Visit to any one industry of educational materials or objects in your area.
04	Organization of an internship programme for two weeks in Coaching class or Training Institute or Academy or Vocational courses centers.
05	Organize any one online or offline short term programme of one week on skill-based topic for B.Ed. student-teachers.
06	Prepare and submit a proposal for funds or seed money for Entrepreneurship in Education
07	Organize a job or employment fair in educational field through government or non-government agencies.
08	Organize World Youth Skills day at college level.
09	Organize any one competitive examination for B.Ed. student-teachers in all colleges of education affiliated to PAHSU, Solapur.
10	Visit to District Skill Development, Employment Guidance, Centre.
11	Production and marketing of different types of teaching aids or useful objects in the field of education.
12	Organization of an exhibition and sale of useful materials or objects in educational field produced by student-teacher.

*** Teacher educator also may conduct different activities as per availability. This list is just for reference.**

Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> ● Concept of entrepreneurship ● Objectives of entrepreneurship 	Classroom	05
Week 02	<ul style="list-style-type: none"> ● Types of entrepreneurship ● Process of entrepreneurship development 	Classroom	05
Week 03	<ul style="list-style-type: none"> ● Characteristics and functions of entrepreneur ● Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 04	<ul style="list-style-type: none"> ● Entrepreneurship Skills ● Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 05	<ul style="list-style-type: none"> ● Portfolio, SWOT Analysis ● Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 06	<ul style="list-style-type: none"> ● Essentials of business enterprise ● Business Planning - Marketing, Financial, Organization ● Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 07	<ul style="list-style-type: none"> ● Concept of entrepreneurship in education ● Entrepreneurial opportunities in education ● Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 08	<ul style="list-style-type: none"> ● Different areas of entrepreneurship in education ● Coaching class, Training Institute, Academy, Vocational courses ● Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 09	<ul style="list-style-type: none"> ● Different policies and schemes of state and Central Government for Entrepreneurship in Education ● Recent Trends in Entrepreneurship development – Start up India, Stand up India ● Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05

Week 10	<ul style="list-style-type: none"> • Role of Non-government Organizations for Entrepreneurship in Education • Funds and Seed money for Entrepreneurship in Education • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 11	<ul style="list-style-type: none"> • Practice and revision under the supervision of teacher educator. • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 12	<ul style="list-style-type: none"> • Evaluation Process includes: 3. Submission of reports of concerned activities 4. Viva Voce 	College	05
	<ul style="list-style-type: none"> • Theory Test or exam 	College	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Any seven activities	70
03	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

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- Malin Brannback & Alan Carsrud,(2015),Fundamentals for Becoming a Successful Entrepreneur, Pearson Education, New Jersey
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Skill Oriented Course Developed by:

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**PUNYASHLOKAHILYADEVVIHOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

Skill Oriented Course w.e.f. 2021 - 22

Title of the Course: School counseling and Treatment

- | | |
|---------------------------------------|------------------------|
| • Eligibility of the course | : M.Ed. Sem - III |
| • Total credit of the course | : 04 Credit |
| • Total marks of the course | : 100 Marks |
| • Weightage to practical work (marks) | : 80 Marks |
| • Weightage to Theory work (marks) | : 20 Marks |
| • Duration of the course | : 12 weeks(60 Hours) |
-

Aim of the course: To develop the skillful and Enrich School Counseling

Learning Outcomes: After successful completion of this course, the students will be able to:

- 1) Explain the concept of School Counseling.
 - 2) Justify the Difference between Educational and Vocational Counseling.
 - 3) Clarify the Characteristics of a Good Counselor.
 - 4) Elaborate Types or classification of Psychological Tests for School Counseling.
 - 5) Justify Validation and reliability of counseling tests.
 - 6) Elaborate Role of Teacher in Counseling.
 - 7) Administrated non-verbal and performance psychological tests for School Counseling
 - 8) Prepare the psychological test report in Counseling.
 - 9) Justify about proper Treatment for Depression, Anxiety and phobia of student.
 - 10) Develop the skills essential for School Counseling.
-

Course Content:

Module 01: Introduction of School Counseling

- Meaning .Need and scope of School Counseling
- Role of Teacher, Parents and friends in students Life.
- Principles of School Counseling, steps of Counseling Characteristics Counselor.
- Role of Counselor in preventing illness and promoting positive health.

Module 02: Understanding the counseling process

- Counseling for career planning and decision making
- Individual and group techniques in Counseling
- Interview: Pre Counseling and Counseling
- Educational and vocational counseling

Module 03: Tests and Experiment for School Counseling

- Importance and Nature of Tests in school counseling
- Different Tests in Counseling: Creativity, intelligence and Aptitude
- Significance Nature and Objectives of Experiments in Counseling
- Appropriate Experiment in counseling: Psychotherapy and Fatigue, Attention

Module 04: Treatment for Counseling

- Educational Counseling for school students and parents
- Counseling for stress management and exam preparation of students
- Proper treatment for Depression, Anxiety and Phobia of students
- Child protection and child Rights Counseling
- Feedback after School Counseling and Treatment.

List of Activities: Following activities are used by teacher educator for implementation of the skill oriented course.

Sr. No.	Activities / Particular
01	Conduct an Interview of a successful counselor in educational field
02	Conduct the group discussion session for learning disabled student counseling plan
03	Visit to any one local Counseling centre
04	The case study of any one special need children/student
05	Creating a cumulative record of a student for counseling
06	Sharing of self experiences related to educational Anxiety of the students and prepared and present the power point presentation in the group.
07	Collect information about school counseling activities for students in classroom and write report.
08	A Critical study of any one school counseling centre and make a report.
09	Prepare a list of skills essential for a good school counselor and write a report in detail
10	Administrate the Alexander Pass along Test: Intelligence and write the report.
11	Administrate the Whipple's Cards: Imagination test and write the report.
12	Conduct the psychological Experiment of fatigue and write the details report of experiment
13	Conduct the psychological Experiment of Attention and write the details report of experiment
14	Conduct the test of Adjustment and write the details report of experiment
15	Conduct the test of Aptitude and write the details report of experiment
16	Prepare a list of Individual and group counseling activities and write a report in detail
17	Collect information about Counseling abused children - Victims of physical, verbal and sexual abuse and write the report
18	Prepare the report of Counseling children with health maladjustment - common health complaints, psycho somatic etc.

*** Teacher educator also may be uses different activities. This list is just for reference.**

Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> • Meaning Need and scope of School Counseling • Role of Teacher, Parents and friends in students life • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom	05
Week 02	<ul style="list-style-type: none"> • Principles of school Counseling, Steps of Counseling; Characteristics of Counselor • Role of Counselor in preventing illness • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom	05
Week 03	<ul style="list-style-type: none"> • Counseling for career planning and decision making • individual and group techniques in Counseling • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom	05
Week 04	<ul style="list-style-type: none"> • Interview Pre-Counseling and Counseling • Educational and Vocational Counseling • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom Educational Psychology Laboratory	05
Week 05	<ul style="list-style-type: none"> • Importance and Nature of Tests in school Counseling • Different Tests in Counseling: Creativity, Intelligence and Aptitude Test • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom Laboratory	05
Week 06	<ul style="list-style-type: none"> • Significance Nature and Objective of Experiments in Counseling • Appropriate Experiment in Counseling: Learned Helplessness, Magical Number Seven • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom Laboratory	05
Week 07	<ul style="list-style-type: none"> • Educational Counseling for School Students and Parents Counseling for stress Management and Exam Preparation of students 	Classroom	05
Week 08	<ul style="list-style-type: none"> • Proper treatment for Depression, Anxiety and Phobia of students • Child Protection and child Rights Counseling • Feedback after School Counseling & Treatment • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom Professional Counseling Center	05

Week 09	<ul style="list-style-type: none"> • Demonstration by Teacher Educator • Actual Administration of Test • Assessment of Test • Preparation of report Test • Feedback Demonstration of Test 	Educational Psychology Laboratory	05
Week 10	<ul style="list-style-type: none"> • Demonstration by Teacher Educator • Actual Administration Experiments • Assessment of Experiments • Preparation of report Experiments • Feedback Demonstration of Experiments 	Educational Psychology Laboratory	05
Week 11	<ul style="list-style-type: none"> • To conduct the Interview schedule of School students about their problems under the supervision of teacher educator • Presentation of activities about School Counseling from students • Any relevant Activity (Planning, Execution, Feedback, Report) 	Educational Psychology Laboratory	05
Week 12	<ul style="list-style-type: none"> • Evaluation Process includes: <ol style="list-style-type: none"> 1. Practical Activity 2. Viva Voce 	Laboratory Classroom	05
	<ul style="list-style-type: none"> • Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Test & Experiment Administration and report writing (One test & One Experiment)	20
03	Practical Activity evaluation	Any five Activities	50
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

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- <https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf>

Skill Oriented Course Developed by:

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**PUNYASHLOKAHILYADEVIVHOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

Skill Oriented Course w. e. f. 2021 - 22

Title of the Course: Statistical Analysis in Social Sciences Research

- Eligibility of the course : **M. Ed -Semester III**
- Total credit of the course : **04 Credit**
- Total marks of the course : **100 Marks**
- Weight-age to Practical work (Marks) : **80 Marks**
- Weight-age to Theory work (Marks) : **20 Marks**
- Duration of the course : **12 Weeks (60 Hours)**

Aim of the course: To develop the necessary Skills required for selection and implementation of Statistical tools and techniques for the data analysis in Research.

Learning Outcomes: On successful completion of the course, the Students will be able to:

1. Explain the Concept & Meaning of Statistics, Types of Statistics, and Types of Data
2. Explain the Use of different statistical measures such as measures of Central Tendency – Mean, Median, Mode, the Percentile and Percentile Rank, Measures of Dispersion - S.D., Q.D, Co-rrrelation and Co-rrreation Co-efficient- Spearman’s, Pearson’s, Average Co-relation – Fisher’s Z in research data analysis in different situations.
3. Explain the advanced Statistical concepts required prior to Data Analysis such as Degree of Freedom, Level of Significance, Hypothesis – Null, Directional, and Types of Variables.
4. Illustrate the types of Tests and their uses in statistical analysis. Parametric, Non Parametric, Hypothesis testing using t-test, Z-test [Critical Ratio], Chi-Square test, ANOVA [F-test]
5. Explain the concept of Validity and Reliability of Research Tools and Standardization Procedures [Co-relation, Cronbach’s alpha, Spearman-Brown Corrections, Kappa Values etc.] And Methods of determining Reliability viz. Test-Re-test, Split Halves, Internal Consistency and inter rater and also methods of determining Validity viz. Construct, Content, Criterion

Course Content:

Module01: Basic Foundation of Statistical Analysis

- Concept & Meaning of Statistics
- Types of Statistics
- Types of Data
- Measures of Central Tendency – Mean, Median, Mode
- Percentile and Percentile Rank
- Measures of Dispersion - S.D.,Q.D
- Co-rrrelation and Co-rrreation Co-efficient

- Spearman, Pearson's, Average Co-relation – Fisher's Z

Module 02: Basics of Statistical Analysis

- Advanced Statistical concepts required for Data Analysis
- Degree of Freedom
- Level of Significance
- Hypothesis : Null ,Directional
- Types of Variables

Module 03: Types of Statistical Tests and their Implications

- Types of Tests:
 - Parametric
 - Non Parametric
- Hypothesis testing:
 - t-test
 - Z-test [Critical Ratio]
 - Chi-Square test
 - ANOVA [F-test]

Module 04: Standardization of Research Tools

- Validity and Reliability of Research Tools
 - [Co-relation, Cronbach's alpha, Spearman-Brown Corrections, Kappa Values etc.]
- **Reliability**
 - Test-Re-test
 - Split Halves
 - Internal Consistency
- **Validity**
 - Construct
 - Content
 - Criterion

List of Activities: Following activities should be conducted by teacher educator for implementation of the skill oriented course.

Sr. No.	Activities / Particular
01	Measures of Central Tendency- Mean, Median, Mode.
02	Measures of Percentile and Percentile Rank
03	Measures of Dispersion - S.D.,Q.D
04	Measures of correlation and correlation Coefficient
05	Use of Parametric Tests
06	Use of Non-Parametric Tests
07	Hypothesis testing using t-test, Z-test, Chi-square test and F- test

08	Measures of Reliability of Research Tools
09	Measures of Validity of Research Tools
10	Application of different statistical Tools

* Teacher educator also may conduct different activities as per availability. This list is just for reference.

COURSE PLAN

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> • Concept & Meaning of Statistics • Types of Statistics • Types of Data • Measures of Central Tendency – Mean, Median, Mode 	Classroom	05
Week 02	<ul style="list-style-type: none"> • Percentile and Percentile Rank • Measures of Dispersion - S.D.,Q.D. • Co-rrrelation and Co-rrreation Co-efficient • Spearman’s, Pearson’s , Average Co-relation – Fisher’s Z 	Classroom	05
Week 03	<ul style="list-style-type: none"> • Advanced Statistical concepts required for Data Analysis • Degree of Freedom • Level of Significance • Hypothesis : Null ,Directional • Types of Variables 	Classroom	05
Week 04	<ul style="list-style-type: none"> • Types of Tests ➤ Parametric ➤ Non Parametric 	Classroom	05
Week 05	<ul style="list-style-type: none"> • Hypothesis testing : ➤ t-test ➤ Z-test [Critical Ratio] • Chi-Square test ,ANOVA [F-test] 		05
Week 06	<ul style="list-style-type: none"> • Validity and Reliability of Research Tools ➤ [Co-relation, Cronbach’s alpha, Spearman-Brown Corrections, Kappa Values etc.] 	Classroom	05
Week 07	<ul style="list-style-type: none"> • Reliability ➤ Test-Re-test ➤ Split Halves ➤ Internal Consistency 	Classroom	05
Week 08	<ul style="list-style-type: none"> • Validity ➤ Construct ➤ Content 	Classroom	05

	➤ Criterion		
Week 09-11	<ul style="list-style-type: none"> • Selection, application and use of different Statistical tools and techniques for carrying out Statistical analysis in different research scenarios and quest for research findings. 	Hands on Activities Work-Book	10
Week 12	Evaluation: <ul style="list-style-type: none"> • Practical Activity • Viva Voce • Theory Examination [MCQ } 	Classroom	10

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course [5 questions on each unit]	20
02	Practical Activity evaluation	Analysis and Interpretation of data using different statistical tests in different research scenarios.	50
03	Practical Activity evaluation	Student will be given a research problem and one of the objectives with the desired input data. The student has to select & use proper Statistical tool for analysis of data so as to conclude with the interpretation of the results and the findings.	20
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

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6. Sturges, H. A. (1926). The choice of a class interval. Journal of the American Statistical Association, 21, 65 – 66.
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M. Ed. Second Year

Semester IV

CourseD-01: Psychological Foundation of Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Orient the students with theoretical contributions of psychology in relation to Motivation, Group Dynamics.
2. Enable the students to understand the conceptual background of Schools of Psychology.
3. Help the students to develop insights into educational implications of these concepts and principles.

Course Content

Unit I Schools of Psychology

- A historical view of different schools of psychology with specific reference to changing role of teacher and students:
 - a. Behaviorist school
 - b. Gestalt theories
 - c. Cognitive theories
 - d. Humanistic school

Unit II Motivation

- a) Motivation: Its meaning and importance.
- b) Implications of theories of motivation in the context of learning and instruction.
- c) Factors related to motivation such as: a. Information b. Social Factors c. Emotional Factors
- d) Family Influence. Classroom Ethos

Unit III Individual Differences

- a) Concept of Individual differences and Role of Heredity and Environment in individual differences
- b) Extent of individual differences and its measurement
- c) Importance considering individual differences and Implication of individual differences for organizing educational programmes.
- d) Classroom instruction and Exceptional children : Gifted, Slow learner, disabled

Unit IV Group Dynamics in Instructional Setting

- a) Group: Its definition; types of groups with illustration
- b) Meaning of Group Dynamics, Group Properties and Group Characteristics and Group Processes: Interaction, structure, cohesiveness, common motives and goals, standardization of behavior or norms.
- c) Class room as a group and Different Techniques to study groups Observation
- d) Sociometric Techniques, Questionnaires, Cumulative Records, Group conflicts and problem solving.

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)

- Case study of any one Exceptional Children

- Study of group dynamics of any group by using any technique
- Writing of article on different issues of students motivation
- Survey of Individual differences of students and write a report on it

References

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M. Ed. Second Year
Semester IV (Specialization Course) Specialization
Area: Educational Management and Planning
CourseD-02

I: Educational Planning

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives

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

1. Identify the need, scope and purpose of educational planning in terms of national and community needs,
2. Develop the skills in planning and using a variety of administrative strategies,
3. Explain the role and contribution of different agencies/ contribution in educational planning,
4. To help them determine and implement objectives of planning on the basis of individual needs of the students.

Course Content

Unit I- Concept, Need and Process of Educational Planning

- a) Concept and nature of Educational Planning.
- b) Need and importance of Educational Planning.
- c) Types of Educational Planning; Process of District level planning including Micro level planning exercise;
- d) Institutional planning.

Unit II- Principles and Techniques of Educational Planning

- a) Guiding principles of educational planning
- b) Methods and techniques of planning.
- c) Approaches to Educational Planning: Social demand approach, Man-power approach, Return of Investment approach

Unit III- Planning Mechanisms

- a) Perspective planning at central, state and local levels: concepts of macro and micro planning.
- b) Priorities to be given at central and state levels.
- c) District level planning: recent initiatives in planning at district level.
- d) Institutional structures and functions: NUEPA, SIEMATs, SCERTs and DIETs.

Unit IV- Five-year Plan in education & Planning Machineries

- a) Beginning of Five-year plans-its historical background.
- b) Main features of five-year plans with special reference to education.
- c) Impact of five-year plans on education.
- d) Five-year plans-merits and demerits and Central, State, District, Institutional Planning

Transactional Mode

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

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)**
- A study of the functioning contribution of a VEC/SMC/PTA.
- Study of conflict resolution studies adopted by Heads in two schools.
- Panel discussion on corporate punishment in schools.
- Prepare a plan for the mobilization of different types of resources form the community.
- Case studies of School Education Act of state high results at the secondary levels.

Essential Readings

- Bell & Bell (2006): *Education, Policy and Social Class*. Routledge.
- Bottery Mike (ed.) (1992): *Education, Policy & Ethics*. Continuum, London.
- Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Educational Management and Planning
CourseD-02

II: Educational Management

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. To develop an insight into the perspectives of Management theories and Practices in Education,
2. To study Educational Management system and functions in India with specific reference to National, State, District and Village level administration of education,
3. To recognize the importance of Educational Resources and their effective management for quality education,
4. To understand the issues and challenges in Planning and Administration of Education in India,
5. To identify the trends and needed areas for research in Educational Management.

Course Content

Unit I-Organizational Structure

- a) Basic Concepts and Types of Organizational Structure.
- b) Leadership and its importance for organizational development
- c) School as a Social Organization and School effectiveness and Total Quality Management
- d) Learning Organizations and School improvement and Reforms

Unit II-Performance Management System in School

- a) Components of Performance Management in Schools.
- b) Monitoring School Performance.
- c) Performance Appraisal of Teachers.
- d) Scientific Principles of management-PERT, CPM, PPBS system approach; legal, financial and administrative management of educational institutions.

Unit III- Resource Management

- a) Nature and characteristics of Resource in Education and Need for Resource Management in Education.
- b) Material Resources, Human Resource, Financial Resource, Identification Resources, Procurement of Resources
- c) Utilization and Maintenance of Resources and Evaluation.
- d) Role of State, Central and Local Governments in Resource
- e) Quality Assurance in Material and human Resources and Financial Planning and control in schools.

Unit IV: Management Skills

- a) **Meeting skills:** Why of meetings, Delegating responsibility, Prepare for and organize meetings, Chairing and minuting, Following-up, interaction

- b) **Time Management:** Planning, Dealing with stress, Systems for time Management.
- c) **Presentation Skills:** Planning Delivery use of media, External representation of organization
- d) **Team Building:** Working under pressure, Working with people, Negotiating, Team processes (storm, norm, etc.), Taking responsibility, Handling conflict

Transactional Mode

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

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)**
- Critical Analysis of school education Act of a State.
- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.
- Formulation of a school mapping exercise for location of schools in an identified area.
- Preparation of plan for instructional management in a secondary school.
- Preparation of an institutional plan.
- Critical of an educational project.
- Evaluation of management of DPEP activities in a district.

Essential Readings

- Bhagia, N.M. (1990): *Educational Administration in India and other developing countries*. Commonwealth Publishers, New Delhi
- Luthens, Fred. (1981), *Organizational Behavior*, Mcgraw Hill, Tokyo.
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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Educational Management and Planning
CourseD-02

III: Issues in Planning, Management and Financing of Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand issues related to planning and management of education,
2. Identify the issues related to education as an investment in human capital,
3. Undertake cost-benefit analysis of education and estimation of interval efficiency of education,
4. Reflect on the role of principal and its relationship with the organizational culture of school,
5. Reflect on the conflict and stresses in school organization and techniques of managing these,
6. Critically analyse the policies of educational finance and its implications of efficiency of the system,
7. Discuss the linkages of various state, district and local level functionaries.

Course Content:

Unit I- Problems of educational planning

- a) Education in equity in India and Calculating cost of education.
- b) Comprehensive approach vs. selective approach and Public sector vs. private sector.
- c) Educational Planning and exceptional children, gifted, backward and handicapped.
- d) Analysis of educational expenditure for planning.

Unit II-Management Issues related to School Education

- a) Educational Management Information System (EMIS), concept, functions, status and issues.
- b) Role of school Boards, CAGE, State Boards and Role of Head, VEC, Self help groups, MTAs, PTAA and panel of experts resource persons.
- c) Total quality Management (TQM) at school level and Education in public and private schools: regulation and control of private schools
- d) Role of educational legislation in the Educational Management: central legislation related to school education and child welfare, State Education Acts and Monitoring and supervision: its importance in the implementation of scheme/programmes.

Unit III- Organizational Behavior in Education

- a) Organizational Behavior and Organizational effectiveness and Factors influencing Organizational Culture in schools
- b) Role of school Principal in creating school culture, leadership, decision making, human relations and communication and Conflict and stress-conflict management, motivation and morale.
- c) Critical review of educational planning in India.
- d) Intra and Inter Personal Communication and group Dynamics.

Unit IV- Problems and Issues of Educational Finance

- a) Tuition fees: merits and demerits of uniform tuition fees and Additional resources for education.
- b) Grant-in-aid policy of the state government with special reference to secondary education.
- c) The factors affecting increasing the financial burden on local governments.
- d) Ways and means of controlling funds.

Transactional Mode

Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

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)**
- Cost benefits analysis of education at primary level.
- Assignments on partnership of VEC, self-help groups, MTA, PTAs etc in universalization of elementary education.
- Project report on issues of educational finance based on data collected from educational administrations.
- Preparation of a plan of action for development of low cost equipments and apparatus in a primary school.
- Evaluation of management of SSA activities in a district.
- Assignment on any of the themes discussed in the paper.
- Study of Conflict Resolution technique adopted by Heads of two schools.
- Critical review of present.

Essential Readings:

- Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi, the European Commission.
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- School Organization and Management by Janardhan Prasad.
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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Environmental Education
CourseD-03

I: Sustainable Development

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the concept and Dimensions of Sustainable Development.
2. Identify the role of Environmental education for Sustainable Development.
3. Understand National and International initiatives towards Sustainable Development.
4. Understand concept and ways of Conservation of Natural Resources.
5. To know about Environmental movements.
6. Identify Role of Education in Conservation of Natural Resources

Course Content

UNIT- I ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

- a) Sustainable Development : Meaning & dimensions (natural, social & economic) -
- b) Strategies for Sustainable Development: suggested in Agenda
- c) Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development
- d) Role of Environmental Education in Sustainable Development-Need of an Inter- disciplinary Approach

UNIT- II ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

- a) International commitments to Sustainable development: International conferences, Treaties and programmes across the Globe
- b) National initiatives: Governmental policies towards sustainable development
- c) Innovations for sustainable development
- d) Brundtland commission on sustainable development

UNIT- III ENVIRONMENTAL EDUCATION

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

UNIT- IV EDUCATION FOR CONSERVATION OF NATURAL RESOURCES

- a) Conservation of Natural Resources : Concept , need and Importance, Ways of Conservation of Natural Resources : Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape
- b) Environmental Movements:- i) Chipko, Apiko, Silent Valley, Narmada Bachao and Western Ghat Bachao ii) Role of Environmental Movements in Environmental Conservation

- c) Environmental Acts :- Water Act (1974), Air Act (1981), Environmental Protection Act (1986), Code of Practice regarding Noise Pollution as given by Central Pollution Control board
- d) Role of Education in Conservation of Natural Resources

Transactional Mode

Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

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)**
- Survey of water pollution at local level and submit the report.
- Study about any one Environmental act for conservation of Environment and submit the report.
- Visit to an organization related to environment and presentencing the report.
- Collecting information about environmental education for sustainable development and prepare report.
- Conducting an interview of a renown environmental activist on sustainable development and submit the report.
- Preparing the Multimedia presentation of Sustainable development and present in classroom.

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- Iyer, Gopal (1996). Sustainable Development Ecological & Socio-cultural Dimension. New Delhi : Vikas Publishing House Ltd.
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- Srivastva, P.R., & Shukla S. K., (1997). Global Environmental Series (Vol. 1 to 5). New Delhi(India) : Commonwealth Publishers.
- Trivedi, P.R. & Raj Gurdeep, (1997). Management of Environmental Education & Research. New Delhi : Akashdeep Publishing House.
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- NCTE, (2005). Environmental Education Curriculum Frame working for Teachers &Teacher Education. New Delhi : NCERT Press

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Environmental Education
CourseD-03

II: Disaster Management

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the concept of Disaster and Disaster Management.
2. Understand the training process of Disaster Management.
3. Identify the role of national and International agencies in Disaster Management.
4. Understand the role of Education in Disaster Management.

Course Content

Unit I: Disaster Management

- a) Disaster: Concept & Types
- b) Disaster Cycle
- c) Disaster Management
- d) Role of National & International Agencies in Disaster Management

UNIT- II Environmental Disasters and Disaster Management

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

UNIT- III Education for Environmental Management

- a) Environmental Management: Meaning, need and importance, Systems Approach to Environmental Management
- b) Land Management and Water Management and Waste management
- c) Management of Biotic Resources and Energy Resources
- d) Role of Education in Environmental Management

UNIT- IV Training for Disaster Management

- a) Government Institution of Disaster Management
- b) Training at various levels of Education: Primary, Secondary and Higher Secondary
- c) Awareness development for Disaster Management
- d) E-Content Development for Disaster Management

Transactional Mode

Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

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)**
- Prepare the Multimedia presentation on Environmental Disaster Management.
- Study about any one natural disaster and write project of it.
- Identify and visit to the local agency of Environmental Management & prepare report.
- Prepare the Awareness development programme for Disaster Management and submit it.

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- Singh, Uttamkumar & Nayak A.K., (1997). Health Education . New Delhi -11 0002 :Commonwealth Publisher, 4378/4B, Ansari Road, Darya Ganj.
- Srivastva, P.R., & Shukla S. K., (1997). Global Environmental Series (Vol. 1 to 5). New Delhi(India) : Commonwealth Publishers.
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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Environmental Education
CourseD-03

III: Pedagogy and Current Issues in Environment

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the concept & types of environment.
2. Understand the concept & importance of Environmental Health.
3. Understand teaching strategies for Environmental Education.
4. Identify and understand the role of various agencies in Environmental Education.
5. Understand the issues of Environment and their solutions.

Course Content

Unit I: Environment

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

Unit- III Teaching – Learning and Evaluation in Environmental Education

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

Unit- IV Role of various agencies in Environmental Education

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

Unit- IV Environmental Issues

- a) Concept of Environmental Issues, Environmental Issues: Population, Climate Change, Global Warming, Deforestation, Overpopulation, Industrial and Household Waste, Acid Rain, Ozone Layer Depletion, Genetic Engineering, Urban Sprawl.
- b) Solutions of Current Environmental Issues.

- c) Role of Teachers about Environmental Issues.
- d) Role of Educational Institutions about Environmental Issues.

Transactional Mode

Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

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)**
- Preparation and Use of a strategy for teaching Environmental Education at school level / college level.
- Planning & Conducting an Environmental Awareness Programme for a class (5th to 10th std.) in any one school.
- Identify local Issues of Environment and prepare report.
- Collect the information about local Environment agencies work and prepare the report.
- Analysis of any one text book from std. 5th to 10th with respect to environment.

References:

- Ashthana Vandanna, (1992). The Politics of Environment. New Delhi : Ashish Publishing, Houses, Punjabi Bagh.
- Datta Amol K., (2000). Introduction to Environmental Science & Engineering. New Delhi- 110 001 : Raju Primlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath.
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- James, George (1999). Ethical Perspectives on Environmental Issues in India. New Delhi- 100 002 : APH Publishing, Corporation, 5 Ansari Road, Darya Gunj,
- Karpagam, M. (1999). Environmental Economics. Sterling Publisher Pvt. Ltd.
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- Trivedy, R.K. (1996) . Handbook of Environmental Laws, Acts, Rules Guidances, compliance & Standards (Vol. 1 & 2). Karad : Enviro Media, 2nd Floor, Rohan Heights P.B. No. 90, - 415 110 (India).
- NCERT, (2000). National Curriculum Framework 2000. New Delhi : NCERT Press.
- NCTE, (2005). Environmental Education Curriculum Frame working for Teachers & Teacher Education. New Delhi : NCERT Press

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Inclusive Education
CourseD-04

I: Special Education and Pedagogy

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the concept and nature of Special Education.
2. Understand the modes and approaches of Special Education and approaches of Identification for Special children.
3. Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

Course Content

UNIT- I CONCEPT AND NATURE OF SPECIAL EDUCATION

- a) Meaning & Scope of Special Education and Needs & objectives of Special Education
- b) Identification and Early Intervention Programmes for Special Education.
- c) Modes of Special Education and Classification of exceptional children, relevance of special education.
- d) Legal aspect of Special Education: Constitutional provisions and act, facilities for special education

UNIT- II EDUCATION FOR MENTALLY RETARDED

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

UNIT- III EDUCATION FOR VISUALLY IMPAIRED

- a) Meaning & Characteristics of Visually Impaired
- b) Types and Causes of Visually Impaired
- c) Educational Programmes for Visually Impaired
- d) Prevention and Rehabilitation for Visually Impaired and Teaching strategies for Visually Impaired

UNIT- IV EDUCATION FOR HEARING IMPAIRED

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

Transactional Mode

Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

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)**
- Visit to the special Education school and write a report
- Study of mentally retired student
- Write your own views on Teaching strategies for Hearing Impaired
- Project work on special education

References

- Hallahan, D.P. & Kauffman, J.M. (1991) : Exceptional Children—Introduction to Special Education, Allyn & Bacon, Massachusetts.
- Frank, M.H. & Steven, R.F. (1984) : Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts.
- Kirk, S.A. & Gallagher, J.J. (1989) : Education of Exceptional Children, Houghton Mifflin Co., Boston.
- Berdine, W.H., Blackhurst, A.E. (eds.) (1980) : An Introduction to Special Education, Little, Brown and Company, Boston.
- Ysseldyke, J.E. and Algozzine, B. (1998) : Special Education, New Delhi, Kanishka Publishers, Distributor.
- Hans, I.J. (2000) : Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.).
- Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and Distributors
- Encyclopaedia of Special Education (1987) : Vol.1,2,3 ed's Cecil R. Reynolds and Lester Mann, New York : John Wiley and Sons.
- Panda, K.C. (1997) : Education of Ex

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Inclusive Education
CourseD-04

II: Inclusive Strategies and Education for children with diverse needs

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives

On completion of this course the students will be able to

1. Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
2. Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
3. Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
4. Preparing a conducive teaching learning environment in varied school settings,
5. Develop the ability to conduct and supervise action research activities,
6. Identifying and utilizing existing support services for promoting inclusive practice,
7. Seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content

Unit I- Meeting the needs of diverse learners

- a) Social and academic inclusion of learners with diverse needs in mainstream classrooms.
- b) Facts and myths and of inclusive education with reference to Indian context.
- c) Inclusive educational strategies and their implications for universalization of elementary and secondary education.
- d) Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Unit II-Curriculum adaptations and evaluation for children with diverse needs

- a) Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- b) Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
- c) Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- d) Techniques and methods used for adaptation of content, laboratory skills and play material

Unit III-Teacher preparation for Inclusive Education

- a) Review existing educational programmes offered in secondary school (general, special education).

- b) Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- c) N.C.F 2005 and curriculum for teacher preparation and transaction modes and Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- d) Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes and Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Unit IV- Supportive Services for inclusion and research

- a) Concept, importance and types of supportive services (medical rehabilitative and educational).
- b) Early identification and available referral services for support.
- c) Myths and facts of supportive services for inclusive learning.
- d) Role of teacher and teacher educators in utilizing support services for inclusion.

Transactional Mode

Discussion and group work, presentation by students, use of internet, and field visit to get first hand exercises.

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)**

- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi-level teaching in the DMS (two classes).
- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
- Identify suitable research areas in inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

References

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Inclusive Education
CourseD-04

III: Issues of Special needed Child

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and inclusive education practices, .

Course Content

Unit I- Introduction to Inclusive Education

- a) Definition, concept and importance of inclusive education.
- b) Historical perspectives on education of children with diverse needs.
- c) Difference between special education, integrated education and inclusive education.
- d) Advantages of inclusive education for education for all children.

Unit II-Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity

a) International Initiatives

- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- The World Declaration on Education for all and its Framework for Action to meet Basic - Learning needs, 1990(Article 3 Clause 5).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- The Asian and Pacific decade of Disabled Persons, 1993-2002.
- The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002).
- The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.
- International Year of the disabled persons (IYDP, 1981)

b) National Initiatives

- The Indian Education Commission (1964-66).
- Integrated Education for Disabled Children (IEDC, 1974).
- National Policy on Education (NPE, 1986-92).
- Establishment of National Institutes and their Regional Centers.
- Project Integrated Education for disabled children (PIED, 1987).
- District Primary Education Programme (DPEP).
- The Persons with Disabilities Act (PWD Act, 1995).

- Sarva Shiksha Abhiyan.
 - Initiatives for the gifted and talented children.
 - National Curriculum Framework, 2005 NCERT
- c) Current Laws and Policy Perspectives supporting IE for children with diverse needs**
- The Mental Health Act 1987.
 - Rehabilitation Council of India Act, 1992
 - The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
 - The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Unit III-Preparation for Inclusive Education

- a) Concept and meaning of diverse needs.
- b) Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- c) Brief account of existing special, integrated and inclusive education services in India and Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- d) Creating and sustaining inclusive practices and Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit IV- Children with Diverse Needs

- a) Importance of early detection, Functional assessment for development of compensatory skills.
- b) Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- c) Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
- d) Role of technology for meeting diverse needs of learners

Transactional Mode

Discussion, group work, power-point presentation, use of internet, and field visit to get first hand exercise on inclusive practices.

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)**

- Preparation of status report on school education of children with diverse needs.
- Evaluation of text books from the perspective of differently abled children.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.
- Planning and conducting multi-level teaching in the local school.
- Critical review of policy and practice and panel discussion by a group of students.
- Visit to special, integrated and inclusive classrooms .Reflective journal writing.
- Review of literature related to education of children with diverse needs presentation of reports in a seminar.

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

References

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Education and Peace
CourseD-05
I: Peace Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

- Analyze the concept of Peace education
- Critically examine the importance of Peace education
- Make conceptual analysis of Peace education concepts
- Appreciates the contribution of Indian philosophy of education
- Examine the relationship between Peace and education
- Examine the social processes and the significance of Peace education

Course Content

Unit-I Nature and Concept of Peace and Education

- a) Concept of Peace-Political, Social, Spiritual dimensions, Need in the Present global and
- b) National Contexts- Indian and Western views on Peace
- c) Initiations related to Peace education National and International level
- d) Prevention of violence and conflict and Role of Education- in Peace Education

Unit-II Aims and Objectives of Peace Education

- a) Great Educationist's view on Peace and Education: M.K. Gandhi, Rabindranata Tagore, Vivekananda Martin Luther King- Buddha and Mahaveera
- b) Awareness of need of the Society and the individual
- c) Conflict management- Cultural awareness- Role of the society; Gandhi an War of Conflict resolution

Unit-III Approaches and Strategies of Peace Education

- a) Elements of Effective Peace Education
- b) Human Right Education-Value Education-Gender Sensitivity and practices
- c) Role of Life Skills Education- Mental health in peace education and Environment Education for peace
- d) Art, Cultural and Performance arts, Role play in Peace Education and Strategies in Peace Education, Preparation of teachers for Peace education

Unit-IV Research and Evaluation in Peace Education

- a) Programmes of Peace Education Initiative at various levels of Education- Formal informal-
- b) School Education, Higher Education
- c) Role of National and International Institutions, Need for Research in peace Education
- d) Formative and Summative evaluation in Peace Education

Transaction Mode

Theory Classes: Teaching by the respective trade in the class, Seminars: Presentation of papers prepared by students, Practical's: conducting of experiments in Psychology of education & the analysis & interpretation of the data by the 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. To study the different concepts like social cognition, intrapersonal behavior using socio metric techniques
2. To study the findings research articles on the concepts of the syllabus & relating it to the present Indian class room situations
3. Relating the concepts / theories discussed in the syllabus to real life /day to day life situation for a better society.

References:

- Monisha Bajaj, "*Encyclopedia of Peace Education*" Information Age publishing Inc., Yugoslavia 2008.
- Ian M. Harris, Mary Lee Morrison, "*Peace education*" Mc Farland and Company Inc Publishers, 2003.
- Jing Lin, Edward J. Brantmeier, Christa Bruhn, "*Transforming education for peace*" Information Age publishing Inc., U.S.2008.
- Rachel MacNair, "*The psychology of peace: an introduction*" Praeger Publishers 2003.
- Emmanuel Babu Joseph Kallarackal, "*Peace education in northeast India*" Fordham University publishers Inc., 2007.
- Anima Bose, Zlmarian Jeanne Walker, Fredsberedskap, "*Peace education: Perspectives from Brazil and India*" Malmö School of Education Publishers inc., 1990.
- L. Mishra, "*Peace Education: Framework For Teachers*" 2009.
- Balvinder Kaur, "*Peace Education : New Trends And Innovations*" 2006.
- Singh, "*Peace & Human Rights Education*" 2008.
- Johnson David W. Jr., Roger T. Johnson, "*Peace Education: A Special Issue of Theory Into Practice*" 2005.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Education and Peace
CourseD-05

II: Value Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

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

Course content

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

UNIT -III: 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 -IV: 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) Roleplaying model
- b) Value judgment and Value Action.
- c) Assessment of Value maturity via moral dilemma resolution.
- d) Examples of some select value dilemmas.

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)**
- Write a report on implementation of Human Rights in a school of your choice – related to students, teachers and principal.
- Conduct a programme on awareness of social values in your community.
- Conduct a programme on awareness of Human Rights amongst secondary school teachers.
- Conducts a survey on issues related to violation of social values and write a report on the same.

References:

- Allport, G.W., Vernon, P.E., and Lindzey, G. (1970) *study of values*, Buston: Houghton Mifflin.
- Central Board of Secondary Education (1997), *Value Education: A Handbook for Teachers*, Delhi: Central Board of Secondary Education.
- Charles, E.A. (2000) (ed), *Value Education: A Manual for Teachers*, Mumbai: St. Xavier's Institute of Education Society.
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- Kollberg, L. (1964), *Development of moral character and ideology*, in M.K. Hoffman and L.W. Hoffman (eds) *Review of Child Development Research*, Vol.1, New York: Russell Sage.
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- Konopka, G. (1973), *Formation of Values in the Developing person*, *American journal of Orthopsychiatry*,43(1), 86-96
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- Piaget, J. (1960). *The Moral Judgment of the Child*. New York: Free Press
- Shukla, R.P.(2005). *Value Education and Human Rights*. Sarup & Sons, New Delhi
- *Value Education*. Manish Prakashan , Plat No. 26, Rohit Nagar Colony, Baranasi Hindu University , Varanasi.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Education and Peace
CourseD-05
III: World 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 and role of Lifelong Education.
2. To know about the process and aspects of Open and distance learning.
3. Understand the concept of Experienced based Education and Quality based Education
4. Understand the relation between Education and International understanding

Course Content:

Unit –I Lifelong Learning

- a) Meaning, Nature & Scope of Lifelong Learning
- b) Types of Learning – Informal, Non-formal & Formal
- c) Integrated Approaches in Lifelong Learning and Lifelong Learning in Asia and Europe
- d) Role of Mass Media in Furthering Lifelong Learning

Unit –II Open and Distance Learning (ODL)

- a) Meaning, Nature & Scope of Open & Distance Learning
- b) Development of Open & Distance Education & its Present Status in India and Characteristics of Learners; Study Skills & Self – Learning
- c) Student Support Services: Design & Preparation of Self-Instructional Material, (Print, Audio and Video) Contact Programmes, Evaluation.
- d) Information Communication Technology (ICT) in Open & Distance Learning – E-learning – Virtual Classroom – EDUSAT

Unit III: Experienced and Quality based Education

- a) Concept, Need, Components of Experienced based Education
- b) Edgar dale’s cone of Experience, Kolb's Experiential Learning Theory,
- c) Meaning, need of Quality based Education
- d) Indicators of quality in school and higher education and Meaning, Features and Principles of Total Quality Management (TQM) and Role of Teacher in Experienced and Quality based Education

Unit IV Education to foster International Understanding

- a) Study of the Report of the International Commission on Education for the Twenty-first Century (known as the Dellors Report) with respect to the following dimensions:
- b) Awareness of human rights combined with a sense of social responsibilities; Value of social equity and democratic participation;
- c) Understanding and tolerance of cultural differences and pluralism; and A caring, co-operative and enterprising spirit;
- d) Creativity; Sensitivity to gender equality; Open-mindedness to change; and Obligation to

environment protection and sustainable development.

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)**
- Discover the new trends in Education and prepare report of any one new trend.
- Study the Experience based education system in schools and prepared report.
- Study the Quality based Education system in Schools and Prepare Report.
- Visit to the Open education study Centre and prepare report.

Reference:

- Kamat,A.R.(1982) Education &Modernization in India Bombay: Somaiiya Publication.
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- Madhukar, Indira (2003) Impact of Globalization on Education Learning to Live Together. Delhi: auther press.
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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Indian Constitution and Education
CourseD-06

I: Constitution and Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand about Indian Constitution.
2. Understand the process of Education.
3. Understand the necessity of Indian Constitution in Nations life.
4. To understand the correlation of Indian Constitution and Education.

Course Content

Unit – I Introduction to Indian Constitution

- a) Meaning of Constitution, Kinds/types of Constitution
- b) Preamble of Indian Constitution, Philosophy of Preamble
- c) Outstanding features of Indian Constitution
- d) Citizenship and Fundamental Right and Fundamental Duties

Unit – II Process of Education

- a) Nature of constitutions and interactions involves in the Education – Learner Environment, School practices with life outside the school, subject knowledge with real life experience of the learner, knowledge and practices, knowledge & pedagogy, ICT & teaching learning process, school knowledge with community knowledge.
- b) Objectives of Education: molding leadership for different walks of life, self-sufficiency in life; linking education with life.
- c) Linking teacher education with school education

Unit – III Why constitution is necessary in Nation's life?

- a) Welfare of citizen and Foreign policy
- b) Governance at national and constitutional state level
- c) Basic foundation of laws, acts, statues, rules etc. making
- d) Role of constitution in judiciary i.e. active implementation of laws & interpretation of statutes and Indian constitution as the ground norm of state.

Unit – IV Correlation of constitution with Education

- a) Values of save reignite, socialism, secularism, democracy, republican character, Justice, Liberty, Equality, Fraternity, Dignity of the individual, unity & integrity of the nation as

mentioned in the preamble of Indian constitution. These values are adopted as the very basis of Indian Education system and public life.

- b) Important Articles in Constitution related to Education:
- c) Art. 45 of Indian constitution – Free and compulsory primary Education and Art. 21 A – Right to Education, in right to life and Art. 29 & 30 – right of Minorities to conserve their culture, language & script to establish and administer educational institutions of their choice, Art. 25 to 28 – the right against exploitation, prohibiting all forms of forced labour, child labour & traffic in human being and Art. 32 – The right to constitutional remedies for the enforcement of all these fundamental rights.
- d) Fundamental Duties under Art. 51 A of Indian constitution, Art. 308-323B – Services under the Union & states, Art. 14 – Equality before Law, Art. 17 – Abolition of untouchability, Art. 18 – Abolition of Titles, Art. 341 & 342 – special provisions for SC/ST and other backward classes for their upliftment and Role of Teacher in creating awareness of Indian constitution among the student community

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)**

- Preparing & developing a seminar on Indian constitution and Education followed by group discussion and presenting the report.
- Interviewing a constitutional expert (Judge, practicing Lawyer, professor in Indian constitution, police prosecutor etc.) so as to derive knowledge of Indian constitution with different aspects including the field of education and presenting the report.
- Preparation of a power point presentation on different topics like education as fundamental right, scope of right to life as mentioned under Art. 21 of Indian constitution, universalization of primary education, fundamental duties, significance of preamble, constitution remedies under Art. 32 etc. followed by the group discussion and presenting the report.
- Organizing Rallies, street plays, documentary shows, public reading of preamble, as well as seminars, conference, workshops, guest lectures, group discussion sessions etc. for spread/dissemination of awareness regarding Indian constitution.

Reference:

- Basu D.D. (1994): introduction to the constitution of India, New Delhi: PH. Pvt. Ltd.
- Kashyap, Subhash (1994): Our Constitution: An Introduction to India's constitution & constitutional Law: New Delhi, National Book Trust.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Indian Constitution and Education
CourseD-06

II: Human Rights and Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

- To understand the concept of Human Rights.
- To understand the Scope and approaches of teaching Human Right Education.
- Identify and understand the Human Right Education Organizations.
- Understand the women, Labour and consumer rights.

Unit I: Human Rights in Theoretical perspectives

- a) Evolution of Human rights.
- b) Foundations of Human rights and Historical background of Human Rights.
- c) Concept, need and importance of Human rights.
- d) Classification of Human Rights and Constitutional provisions on Human Rights in India.

Unit II: Human Right Education

- a) Concept of Human Right Education.
- b) Aims and objectives of Human Right Education.
- c) Teacher and Human Right education and Strategies and approaches of teaching Human Right Education.
- d) Agencies promoting Human Right in India: NHRC, NGO's and Media

Unit -III: Human Right Education and Organizations

- 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
- d) Role of Non-Governmental Organization in development of Human Right Education

UNIT-IV Education for Human Rights

- a) Concept and Scope of Women Rights
- b) Concept and Scope of Labour Rights
- c) Concept and Scope of Consumer Rights
- d) Obstacles and barriers in implementing Human Rights.

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)**

- Study the awareness about Human Right in Society and prepare report.
- Collect the information about Human Right Education and prepare Human Right orientation Programme for students.
- Prepare the report of present scenario of India about Human Right.
- Identify the role of Indian Government about Human Right and prepare the power point presentation of it.

Reference:

- Begum, S.M., *Human Rights in India*, New Delhi : A.P.H. Publishing Corporation.
- Lawsan, E. *Encyclopaedia of Human Rights*, USA : Taylor and Francies
- Freedom, S. *Discriminations & Human Rights*, New York: Oxford University Press.
- Agrawal, H. O. *Human Rights*, Allahabad : Central Law Publication.
- *Human rights: a Source book*, New Delhi: NCERT

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Indian Constitution and Education
CourseD-06

III: Right to Education and articles related to Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

- To understand the concept of Right to Education.
- To understand the Right to Education and children.
- To understand the Right to Education and school.
- To understand the duties and responsibilities mentioned in Right to Education.

Unit – I Right To Education

- a) Meaning of the Right of Children to Free and Compulsory Education
- b) Right to Education In Maharashtra
- c) Scope & Importance of RTE
- d) Different Aspects of RTE

Unit – II RTE and Children

- a) Children Access and RTE
- b) Children Quality and RTE
- c) Migrate Children and RTE
- d) Children with Disabilities and RTE and Protection of right of children's

Unit – III RTE and School

- a) Quality Inputs and RTE
- b) Quality Processes and RTE
- c) Quality Outputs and RTE
- d) Commitment to Quality and RTE

Unit – IV Duties & responsibilities mentioned in RTE

- a) Duties of appropriate government authorities
- b) Duties of local authorities and Parents Duties
- c) Responsibilities of Teachers and Responsibilities of Head Masters
- d) Responsibilities of Schools

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)**

- Study the RTE act and write your thoughts and views about RTE.
- Prepare a Questionnaire and collect the data from school Head master or Teacher about RTE.
- Prepare report about duties of local authorities and prepare the report.
- Study of any one school for implementation of RTE 2009 and prepare the report.

Reference:

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- Begum, S.M., *Human Rights in India*, New Delhi : A.P.H. Publishing Corporation.
- Lawsan, E. *Encyclopaedia of Human Rights*, USA : Taylor and Francies
- Freedom, S. *Discriminations & Human Rights*, New York: Oxford University Press.
- Agrawal, H. O. *Human Rights*, Allahabad : Central Law Publication.
- *Human rights: a Source book*, New Delhi: NCERT
- Basu D.D. (1994): *introduction to the constitution of India*, New Delhi: PH. Pvt. Ltd.
- Kashyap, Subhash (1994): *Our Constitution: An Introduction to India's constitution & constitutional Law*: New Delhi, National Book Trust.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Guidance and Counseling
CourseD-07

I: Introduction to Guidance and Counseling

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the meaning, nature and scope of guidance
2. Understand the meaning of and the need for group guidance
3. Recognize the role of guidance in attaining the goals of education
4. Appreciate the need for guidance
5. Develop acquaintance with various techniques of group guidance
6. Understand the meaning, nature and scope of counseling
7. Appreciate the need for and goals of counseling
8. Analyze the relationship between guidance and counseling
9. Understand the concept and process of counseling in group situation
10. Recognize the different areas of counseling
11. Understand the various stages involved in the process of counseling
12. Appreciate the importance of counseling relationship
13. Become acquainted with the skills and qualities of an effective counselor.
14. Understand the essential services involved in school guidance programme
15. Understand the resources required and their optimum use in managing a school guidance programme
16. Be aware of about the constitution, role and function of the school guidance committee,
17. Understand the concept and theories of career development and their utility in understanding and career behavior of students,
18. acquire knowledge and skills for collecting, compiling and disseminating career information,
19. understand the concept of career pattern in relation to life stages,
20. develop insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
21. analyze the process of career development pattern in a particular socio-cultural context,
22. develop the ability to use or adopt career theories in understanding career behavior of students in career counseling situations,
23. Know the forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use

24. Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance

Course Content

Unit I- Understanding Educational and Career Guidance

- a) Meaning and Definitions, Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization, Scope of guidance programme
- b) Needs for Guidance at various levels of education/schooling and School Guidance: a collaborative effort of school and community
- c) Organization of Guidance programmes in schools, Career development needs of the students, Career development process; factors affecting career development and Types of Guidance: Educational, Vocational/Career and Personal
- d) Individual guidance and group guidance; advantages of group guidance and Group guidance techniques: class talk, career talk, orientation talk, group discussion, careerconference, career corner, bulletin board, role play.

Unit II - Essential Services in Educational Guidance Programme

- a) Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation
- b) Resources required for organizing guidance services
- c) School guidance committee: constitution, roles and functions
- d) Placement services and Role of principal and teachers in school guidance programmes.

Unit III- Understanding Counseling

- a) Meaning & nature of counseling, Scope of counseling, Objectives of counseling: resolution of problems, modification of behaviour, promotion of mental health
- b) Relationship between guidance and counseling and Place of counseling in the total guidance programme
- c) Stages of the counseling process and Counseling Techniques-person centred and group centred, cognitive interventions, behavioralinterventions, and systematic interventions strategies.
- d) Skills and qualities of an effective counselor and Professional ethics

Unit IV- Types and Areas of Counseling

- a) Uses of group process in counseling, Process of group counseling
- b) Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- c) Peer counseling: Its concept and the relevance to the Indian situation.
- d) Steps and skills in group counseling process

Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, presentation of reports, reading of research journals, school visits and sharing of experiences, presentation of case studies etc.

Group discussion, lecture-cum –discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences, conduct of case studies followed by presentation in seminar, organization of counseling session and observation of the activities, projects and assignment focusing on observation and interaction with children and adolescent.

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 one** of the following activities:(**05 Marks**)

- Identification of the cases for counseling
- Exploring the possibilities for peer counseling in the institutions
- Working with the counselor, clients and writing a report on the process of counselling.

Sessional Work:

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

- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.
- Prepare a detailed outline of a class talk on ‘Need for guidance services in schools’.
- Prepare a Cumulative Record Card plan and enlist the important areas on which the information may be recorded
- Prepare a list of resources required for setting up a guidance-oriented curriculum.
- Administer and score a ‘Students Problem Checklist’ and prepare a report.

Sessional Work:

The student- teachers may undertake **any one** of the following activities:(**10 Marks Each**)

- Case study highlighting the different life stages and the factors affecting the career patterns.
- Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
- Design a questionnaire for conducting follow-up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.
- Develop a scheme of career information suitable for class XIIth students.

References

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.

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- Dave Indu (1984). *The Basic Essentials of Counselling*. New Delhi: Sterling Pvt. Ltd.
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- Gladding, Samuel, T. (1996). *Counselling: A Comprehensive Profession*. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Mallon, Brenda (1987). *An Introduction to Counseling Skills for Special Educational Needs-Participants Manual*. Manchester: ManchesterUniversityPress, UK.
- Nugent, Frank A. (1990). *An Introduction to the Profession of Counselling*. Columbus: Merrill publishing Co.
- Nugent, Frank A. (1990). *An Introduction to the Profession of Counselling*. Columbus: Merrill publishing Co.
- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand McNally.
- Rao, S.N. (1981). *Counselling Psychology*. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S.(1994). *Manual for Guidance Counselors*. New Delhi” NCERT.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counseling, Vol. I: A Theoretical Perspective*, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counseling, Vol. II: A Practical Approach*. New Delhi: Vikas.
- Glickman, C & Wolfgang, C. (1981). *Solving Discipline Problems: Strategies for Classroom Teachers*. Boston: Allyn and Bacon.
- Mathewson, R. H. (1962). *Guidance Policy and Practice*, 3rd Ed. New York: Harper and row.
- Various Books on Self Development.

References

- Gupta, N. (1991). *Career maturity of Indian school students*. New Delhi: Anupam Publications.
- Isaacson, L. E. & Broen, D: *Career information, career counseling and career development* (5th ed.). Boston:
- Allyn & Bacon. Joneja, G. K. (1997). *Occupational Information in Guidance*. New Delhi: NCERT.
- Mohan, Swadesh (Ed.) (1998). *Building personal and career consciousness in girls*. New Delhi: Vikas publishing house.
- Mohan, S. (1998). *Career development in India: Theory, research and development*, New Delhi: Vikas Publishing House.
- Osipow, S. H. & Fitzgerald, L. F. (1996). *Theories of Career Development*. (4th ed.). Boston: Ally and Bacon.

- Saraswat, R. K. & Gaur, J. S. (1994). Manual for Guidance Counsellors. New Delhi: NCERT.
- Schmitt-Rodermund, E. & silbereisen, R. K. (1998). Career maturity determinants: individual development, social context perspective. *The Career Development Quarterly*, 47, 16 – 31.
- Sharf, R. S. (2005). Applying career development theory to counseling. Wads worth publishing co.
- Swanson, J.L. & Fouad, N. A. (1999). Career theory and practiced; Learning through case studies. Sage Publications.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Guidance and Counseling
CourseD-07
II: School Guidance Programme

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

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

1. Develop understanding about the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
2. Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling
3. Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment for providing guidance and counseling
4. Develop skills for administering, scoring, interpreting and analyzing test results.

Course Content

Unit I Guidance and Assessment of Students with behavioral Problems

- a) Nature and causes of behavioral problems; guidance of students, Underachievement; guidance of students
- b) School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.- guidance of students
- c) Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,
- d) Promoting psychological well-being and peace through school-based guidance programmes.

Unit II- Guidance and Assessment of Students with Special Abilities and Needs

- a) Students with special abilities and needs-concept and identification process.
- b) Guidance for gifted and creative students.
- c) Guidance for socially and economically disadvantaged students and Guidance for physically and intellectually challenged students
- d) Delinquency among students-causes, identification, and guidance for Delinquent students and Follow-up guidance

Unit III- Assessment and Appraisal in Guidance and Counselling

- a) Concept of assessment and appraisal
- b) Nature and importance of assessment and appraisal in Guidance and Counselling
- c) Assumptions and principles of assessment and appraisal and Issues in psychological testing; distinction between testing and non-testing techniques
- d) Characteristics of a good psychological test and Procedure of construction, administration, scoring and interpretation of psychological tests

UNIT IV Qualitative Techniques for Assessment & Assessing Individual Differences

- a) Need and importance of qualitative assessment and Tools for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, sociometry
- b) Procedure of development, administration, scoring and interpretation through qualitative assessment and Concept of Intelligence: changing perspective and Assessment of intelligence
- c) Concept of Aptitude; assessment of aptitude, Teacher-made and Standardized Achievement test
- d) Concept of personality; methods of personality assessment and Importance of assessing interest for educational and vocational guidance

Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences

Sessional Work: (Total Marks 20)

- 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)**
- Draw a plan for the assessment of ability, aptitude, interest or personality of students.
- Explore two tests, one each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a sociometric test. Administer the test on a group of students.
- Draw a sociogram and describe in details the group climate.

References

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- Bhatnagar, Asha and Gupta Nirmala (Eds.) (1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Denzin, N. K. & Lincoln, Y. (2000). Handbook of Qualitative Research. New Delhi: Sage publications.
- Drummond, R. J. (1988). Appraisal Procedures for Counselors and Helping Professionals. Columbus, OH:
- Merrill. Gardner, H. (1999). Multiple Intelligence: intelligence, understanding and the mind. National Professional Resources: NY.
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- McLeod, J. & Cropley, A. J. (1989). Fostering academic excellence. Pergamon Press. Mohan, S. & Sibia, A. (1998). Handbook of personality measurement in India. New Delhi: NCERT.
- Oliver, W. & Randall, W. E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
- Patton, M. Q. (1990). Qualitative evaluation and research methods. California: Sage Publications.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area:Guidance and Counseling
CourseD-07

III: Career Development and Guidance

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 and theories of career development and their utility in understanding Career Behavior of students,
- 2.Acquire knowledge and skills of collecting, compiling and disseminating career information,
3. Understand the concept of career pattern in relation to life stages,
- 4.Insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
- 5.Level of the ability to analyze development in the process of career development to identify a typical development pattern in a particular socio-cultural context,
6. Develop the ability to use or adopt career theories in understanding career behavior of students in career counseling situations,
7. Knowledge the sources of career information and variety of forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use.

Course Content

Unit I - Understanding Career Development

- a) Concept of Work: physical, psychological and sociological; work as a way of life;
- b) Work and human motives
- c) Career development needs of students (at different stages of education)
- d) Career development process; factors affecting career development

Unit II- Perspectives on Career Development

- a) Theories of career development (some basic concepts, applicability and limitations of each theory)
- b) Trait Factor Theory
- c) Roe's theory of personality development and career choice
- d) Holland's career theory of personality types and work environment and Super's life span/life space approach to career development

Unit III Understanding Career Information

- a) Importance of career information;
- b) Dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc.
- c) Primary and secondary sources of information; Filing of career information and Dissemination of career information: Group techniques-objectives, advantages and limitations.
- d) Group activities: career talks, career conference/exhibition, displays field trips, film shows

etc. and Integration of career information into teaching of subject matter.

Unit IV- Career Patterns & Career Adjustment and Maturity

- a) Concept of career pattern, career awareness, career exploration and career preparation.
- b) Career pattern of men and women and implications for counseling.
- c) Economic development and career opportunities and Concept of career adjustment and career maturity
- d) Factors affecting career maturity and Assessment of career maturity

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

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 one of the following activities: **(05 Marks Each)**
- Case study highlighting the different life stages and the factors affecting the career patterns.
- Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
- Design a questionnaire for conducting follow up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.
- Develop a scheme of career information suitable for class XIIth students.

References

- Gupta, N. (1991). *Career maturity of Indian school students*. New Delhi: Anupam Publications.
- Isaacson, L. E. & Broen, D: *Career information, career counseling and career development (5th ed.)*. Boston: Allyn & Bacon.
- Joneja, G. K. (1997). *Occupational Information in Guidance*. New Delhi: NCERT. • Mohan, Swadesh (Ed.) (1998). *Building personal and career consciousness in girls*. New Delhi: Vikas publishing house.
- Mohan, S. (1998). *Career development in India: Theory, research and development*, New Delhi: Vikas Publishing House.
- Osipow, S. H. & Fitzgerald, L. F. (1996). *Theories of Career Development. (4th ed.)*. Boston: Allyn and Bacon.

M. Ed. Second Year

Semester IV

Enhancement of Professional Capacities and Internal semester Break

CourseD-08: Dissertation: Collection and Analysis of data

Credits: 02

Maximum Marks: 50

Internal: 50

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Data Collection schedule	10
02	Actual Data collection Process	10
03	Use of Technology for collection and analysis of	10
04	Selection of statistics for analysis and understanding	10
05	Actual Data Analysis process	10
TOTAL MARKS		50

M. Ed. Second Year

Semester IV

Enhancement of Professional Capacities and Internal semester Break

CourseD-09: Dissertation: Writing and submission of dissertation

Credits: 02

Maximum Marks: 50

Internal: 50

- i. Every M.Ed. student shall do the Dissertation work individually under the supervision of a Teacher Educator.
- ii. The Dissertation work and supervisor shall be assigned to the student by the Department/ Institution during the IInd semester to enable the student to plan and carry out the work during III semester.
- iii. The Dissertation work is assigned 2 credits and evaluated for 50 marks.
- iv. The Dissertation work must be submitted and evaluated during the IVth Semester. The student will be issued hall ticket to appear for the IV Semester end Theory Examinations only onevaluation of Dissertation.
- v. The Dissertation must be typed and be limited to 75 to 150 pages of A4 size. The font size is 12points in Times New Roman with single and half line space. The margins shall be 1.0” on all the 3 sides while the left side (Binding side) it is1.5”. The Format and Guidelines should be according to the American Psychological Association (APA).
- vi. The pass marks in Dissertation shall be 50%.
 - The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Primary Pages (Title page, Certificates, acknowledgement, Index, List of tables / graphs / diagrams /abbreviations etc.)	05
02	Chapter I (Introduction, objectives, need, importance, scope, limitations, operational definitions, assumptions, hypothesis, research questions etc.)	05
03	Chapter II (Related literature & research, similarity and differences, online references etc.)	05
04	Chapter III (Research procedure, population, sampling, toolsand pilot study etc.)	05
05	Chapter IV (Data collection, analysis, interpretation, hypothesistesting etc.)	05
06	Chapter V (summary, conclusions, recommendations, topics for further research etc.)	05
07	References and Bibliography (APA style)	05
08	Enclosures	05
09	Research dissertation typing and biding	05
10	Overall impact of dissertation	05
TOTAL MARKS		50

M. Ed. Second Year
Semester IV
Enhancement of Professional Capacities and Internal semester Break
CourseD-10: Viva Voce

Credits: 04

Maximum Marks: 100

Internal: 100

1. Dissertation 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	20
02	Basic Knowledge of research	20
03	Clarity of research work	20
04	Answering capacity	20
05	Total Impact	20
TOTAL MARKS		100