



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ

नांदेड- ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY

NANDED-431606, MAHARASHTRA STATE, INDIA.

स्वामी रामानंद तीर्थ
मराठवाडा विद्यापीठ, नांदेड.

Established on 17th September 1994 - Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade



ACADEMIC (1-BOARD OF STUDIES) SECTION

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शिक्षणशास्त्र विद्याशाखेंतर्गत संलग्नित
शिक्षणशास्त्र महाविद्यालयांतील B.Ed. II
Year व M.Ed. II Year चा C.B.C.S.
Pattern नुसारचा अभ्यासक्रम शैक्षणिक वर्ष
२०१६-१७ पासून लागू करण्याबाबत.

परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, प्रस्तुत विद्यापीठाच्या संलग्नित शिक्षणशास्त्र महाविद्यालयांतील शिक्षणशास्त्र विद्याशाखेंतर्गत खालील अभ्यासक्रम शैक्षणिक वर्ष २०१६-१७ पासून लागू करण्यात येत आहे.

1. B.Ed. (II Year)

2. M.Ed. (II Year)

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,
विष्णुपुरी, नांदेड - ४३१ ६०६.
जा.क्र.: शैक्षणिक-०१/परिपत्रक/शिक्षणशास्त्र/
२०१६-१७/१२६८
दिनांक : २०.०९.२०१६.



स्वाक्षरित/-
संचालक
महाविद्यालय व विद्यापीठ विकास मंडळ

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. परीक्षा नियंत्रक यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

M.Ed., Semester -III
Compulsory Course (CC)
MEDCC 301 : TEACHER EDUCATION

Credits : 4

Units : 4

Hours : 64

Marks : 100, 75+25

Objectives -

1. To gain insight on concept, objectives and status of pre-service and in-service teacher education
2. To acquaint student-teachers with historical background of teacher education in India.
3. To understand the various recommendations of commissions in the post-independence era with reference to teacher education
4. To understand the curriculum of teacher education.
5. To understand the agencies of In-service training programme.

Unit-I : Concept of Teacher Education

- 1.1 Teacher education: Concept, nature, need, significance and scope-pre-service, in service
- 1.2 Difference between teacher training and teacher education.
- 1.3 Objectives of teacher education at elementary and secondary level.
- 1.4 In-service teacher education: Meaning, objectives, nature, and function., Designing of in-service teacher education.

Unit-II : Historical Development of Teacher Education in India:

- 2.1 Teacher education: A brief historical perspective of the development of teacher education- Ancient, Medieval and British period.
- 2.2 A study of the various recommendations of commissions in the post-independence era with reference to teacher education
 - a) Radha Krishnan Commission
 - b) Mudliar Commission
 - c) Kothari Commission
- 2.3 Impact of NEP 1986 AND ITS PLAN OF ACTION(POA) on teacher education system
- 2.4 Professional ethics and code of conduct for teachers

Unit-III : Curriculum of Teacher Education And recent Trends in Teacher Education

- 3.1 Curriculum: Concept, Principles and Types
- 3.2 The structure of teacher education curriculum documents of NCTE for D.T.Ed. and B.Ed.
- 3.3 Curriculum Components
 - a) Foundation Course
 - b) Pedagogy Course
 - c) Engagement with field
 - d) Enhancing professional competence.

3.4 Competency-based Teacher Education

Continuous and Comprehensive Evaluation/school-based evaluation
Challenges in Professional development of a teacher: Orientation, refresher, workshop, seminar and conference (meaning, objectives and nature)

UNIT-IV : Management of Teacher Education Agencies of In Service Training Programme:

4.1 The nature and functions of NCERT, UGC, SCERT, NCTE, DIET

4.2 Administrative Structure in Teacher Education at State and National Level Structure

4.3 Management Issues in Teacher Education,; Planning and Designing Executing the Instruction, Management of Demand and Supply of Teacher

4.4 Research Trends in Teacher Education, Innovations in Teacher Education

PRACTICUM (ANY TWO)

- 1 Preparation and presentation of seminar on any one topic from the above units.
- 2 Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, evaluation
- 3 Critical study of an in-service teacher education program in terms of their need and relevance, duration, planning organization & out comes – document analysis
- 4 Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

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- 2) Byrne, H.R. (1961). *Primary Teacher Training*. London : Oxford University Press.
- 3) Chaurasia, G. (1967). *New Era in Teacher Education*. New Delhi : Sterling Publishers.
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- 7) Hillard, F.H. (1971). *Teaching the Teachers. Trends in Teacher Education*. London: George Allen and unwin Ltd.
- 8) J. S. Raput & Walia, K. (2002). *Teacher Education in India*. Sterling Publishers Private Limited: New Delhi.

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- 17) Hillard, F.H. (1971). *Teaching the Teachers. Trends in Teacher Education*. London: George Allen and unwin Ltd.
- 18) Jangira, N.K. (1978). *An Experiment in Teacher Education and Teacher Effectiveness*. Delhi : Frank Brothers and Co.
- 19) John, M.N. (1971). *Towards Accountable Teachers, their appraisal and Improvement*. New York : Holt, Rine Hart and Winston.
- 20) Kinney, L.B. (1964). *Certification in Education*. London: Englewood Cliffs.
- 21) Kothari, R. G. and Patel, J, B (2011). *In-service Teacher Education: Training programme for Primary Teachers*. Germany:VDM Verlag Publisher.

M.Ed., Semester -III
Compulsory Course (CC)
**MEDCC 302 : HISTORY AND POLITICAL ECONOMY OF
EDUCATION**

Credits : 4	Units : 4	Hours : 64	Marks : 100, 75+25
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Objectives:

1. To understand students historical development of the education system in India.
2. To enable the student to understand historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees.
3. To understand the students conceptual theoretical aspect of economic policies of education in India.
4. To understand the student: historical, Economic and political perspective and transformative role of education.
5. To understand the source of economic growth and investment in education.

Unit – I : History of Education: Ancient, Medieval Period:

- 1.1 Education in Ancient India: Vedic, Buddhist, Islamic System of Education With special reference to their aims, curricula, methods of teaching practices and agencies of education.
- 1.2 Education in Medieval India (1835-1947) Policy of East India Company towards Indian Education
 - a) Missionaries contribution to education
 - b) Macaulay Contribution.
- 1.3 Magna Charta of Indian Education-1854 (Woods Despatch), Sadler Commission, Sergeant Report-1944 Impact of education on Political, Social, Economic and Culture
- 1.4 The indigenous system of education during the 19th century National Educational Movement, Introduction of Compulsory Primary Education- Gokhale's Attempt, Basic Education - M. K. Gandhi.

Unit – II : History of Education: Post Independence Period:

- 2.1 The secondary education commission 1952-53 (Mudaliyar) Education commission 1964-66 (Kothari)
- 2.2 University education commission 1948 (Radhakrishnan Commission)
- 2.3 National Policy of education 1968, 1986, Review committee on the curriculum-1977 (Ishwarbhai Patel Committee)
- 2.4 Ramamurti review committee- Report of Yashpal committee 1933

Unit – III : Education and Finance:

- 3.1 Educational Finance: Concept, Need and Principles.
- 3.2 Source of Economic growth in Education: Government Grant (Central,

State, Local), tuition fees, taxes, endowments, Donation and Gifts.

- 3.4 Investment in Education
 - i. Demand in Education
 - ii. Criteria for individual investment.
 - iii. Profitability of investment in education.
 - iv. Input-Output analysis of investment in education.
 - v. Social demand criteria for public investment.
- 3.4 Central and state relationship in financing education., Five year plan and education: Assessment and Evaluation

Unit – IV : Political Economy of Education:

- 4.1 Political ideologies and policy of education in democratic state.
- 4.2 Secularism concept, meaning and goal of secularism national and state budget. Critical appraisal of allocation of finance for education.
- 4.3 Constitutional responsibility for providing education., Right to education act.
- 4.4 Globalisation and politics of Education

Practicum (any two)

- 1 Preparation and presentation of seminar on any one topic from the above
2. Write a report on Macaulay Contribution.
3. Presentation on critical analysis of education system in ancient period and medieval period.
4. Write a report on Political ideologies and policy of education in democratic state

REFERENCES

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- 2) Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.
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- 5) Indian Year Book on Education (Elementary Education). (1964) New Delhi: NCERT.
- 6) Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.
- 7) Report of the University Education Commission (1948-49) Ministry of Education Government of India.
- 8) Banerjee, J.P. (1979) Education in India : Past, Present, Future. Calcutta: Gupta and Co (Pvt.)
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- 15) Kabir, H. (1959) Education in New India. London: Allen & Unwin Ltd.
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- 41) भारतीय शिक्षणाचा इतिहास : गिता मट्टे/ल.स.मट्टे भाग 1 ते 3
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- 43) भारतीय शिक्षणाचे आयोग व समिती : मिनल नरवणे
- 44) शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका : डॉ. न.रा. पारसनीस
- 45) भारतीय शिक्षण और उनकी समस्याएँ – डॉ. वि.अ.पाठक विनोद आग्रा
- 46) भारतीय शिक्षा का इतिहास – आचार्य दुर्गाशंकर मिश्र विनोद प्रकाशन आग्रा.
- 47) भारतीय शिक्षणाची वाटचाल – अ.रा. कामत
- 48) शिक्षण आयोग (1964-66) चा अहवाल : समाज प्रबोधन संस्था, पुणे
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- 50) गाभा घटक परिचय – म.रा. पाठयपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ पुणे
- 51) मध्ययुगिन शिक्षणाचा इतिहास प्रा.रे. सा. देशपांडे/वांशी नूतन पुणे
- 52) भारतीय आधुनिक विचार प्रवाह ना.ग. पवार
- 53) य.च.म.मुक्त विद्यापीठ नाशिक – शालेय व्यवस्थापन
- 54) पाठक आणि काव्य – शालेय व्यवस्थापनातील मानवी संबंधाने य.च.म.मुक्त विद्यापीठ नाशिक
- 55) करडें ह.क., डांगे मु.कु., शालेची रचना, भौतिक सुविधा, य.च.म.मुक्त विद्यापीठ नाशिक
- 56) वाघ रा.ए., शालेय आर्थिक व्यवस्थापन, नाशिक य.च.म.मुक्त विद्यापीठ
- 57) कुलकर्णी पी.जी.,मुख्याध्यापक एक प्रशासक पुणे, नितीन प्रकाशन
- 58) अकोलकर ग.वि., व पाटणकर ना.वि. शालेय व्यवस्था आणि प्रशासन, पुणे
- 59) प्राचार्य डोंगरे ग.श., शालेय संघटन प्रशासन, पुणे. श्री विद्या प्रकाशनअपंगाच
- 60) या शाळाकरिता विशेष शाळासंहिता, मुंबई, शासकीय मध्यवर्ती मुद्रणालय.
- 61) मगर शि.व.खंडगावे, शालेय संघटन व प्रशासन

M.Ed., Semester -III
Special Course (SC)
**MEDSC 303 – ELEMENTARY SCHOOL LEVEL STATUS,
ISSUES AND CONCERNS**

Credits : 4	Units : 4	Hours : 64	Marks : 100, 75+25
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Objectives:

- 1) To understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- 2) To understand the development of elementary education in India since independence
- 3) To understand strategies and programmes in elementary education.
- 4) To understand the policy and programme of elementary education in Indian and Global Perspectives.

UNIT I : ELEMENTARY EDUCATION

- 1.1 Elementary Education: Nature, Scope, function and system of Elementary Education.
- 1.2 General objectives of Elementary Education., Status of Elementary Education in Indian Education System.
- 1.3 Developmental characteristics and norms-physical, cognitive process and abilities of elementary level Students.
- 1.4 Relevance of elementary educational thought of Tarabai Modak, Gigubhai Badheka, Montessori Frobel. Mahatma Gandhi

UNIT II : Development of Elementary Education:

- 2.1 Constitutional Provisions for Elementary Education
- 2.2 Historical Perspectives on Elementary Education
 - A) Elementary Education in Pre - Independent India
 - B) Elementary Education in Post-Independent India
 - C) Constitutional Provisions for Elementary Education
- 2.3 Right to education as fundamental right: provision in Right To Education (RTE) Act and related issues.
- 2.4 Elementary Child Care Education (ECCE) in India: Policies and Programmes in National Policy on Education (NPE, 1986)), National plan of action for children: 1992 and 2005.

Unit – III : Universalization of Elementary Education (UEE)-: Objectives and Challenges:

- 3.1 Concept, objectives, meaning and justification of UEE.
- 3.2 Critical appraisal of current status of UEE (access enrolment, land retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- 3.3 Major Issues and Challenges in UEE Drop out of students

- a) Migration of parents
 - b) Making education assessable to remote areas
 - c) Availability of Subject Specialized teachers
 - d) Multi-grade teaching Migration of parents
- 3.4 Differently abled children-types, access, issues and challenges; critical appraisal of inclusive educational as a solution.

UNIT IV : Programmes in Elementary Education

- 4.1 District primary education programm (DPEP)-goals and strategies.
- 4.2 Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention / participation and achievement, and monitoring, research and evaluation of mid-day meals, different incentive schemes and achievement
- 4.3 Programmes for teacher training ,Programmes for Out of School Children,Integrated Education for Disabled (IED),Programmes for Girls' Education
- 4.4 Panchayatraj and community involvement in education planning and management related issues and Participation of NGOs in achieving goals of UEE.

PRACTICUM (any two)

- 1. Each student is required to prepare and present in a seminar 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.
- 2. Survey of status of teachers of elementary level
- 3. Comparative study of one aided and non-aided elementary school.
- 4. Study of enrolment and drop-out problems in elementary education
- 5. Critical analysis of Mid-day meal scheme.

REFEERENCE

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M.Ed., Semester -III
Special Course (SC)
**MEDSC 304 – ELEMENTARY SCHOOL LEVEL
CURRICULUM, PEDAGOGY AND ASSESSMENT**

Credits : 4	Units : 4	Hours : 64	Marks : 100, 75+25
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Objectives:

- 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.
- 5) To understand curriculum approaches and resources in elementary education.

Unit - I : Curriculum Development at Elementary Education:

- 1.1 Curriculum development: concept, components and determinants of elementary education Curriculum.
- 1.2 Principles of curriculum construction criteria for selection, organization of content, learning activities, different perspectives to curriculum and their synthesis - behaviorist, cognitive e and construction.
- 1.3 Curriculum, objectives, planning organization and evaluation of language, mathematic, environmental, studies, natural science, social science in elementary Education.
- 1.4 Preparation and use of different types of curricular material.

UNIT II : Curriculum Approaches and PEDAGOGIES

- 2.1 Prepration of child for schooling
- 2.2 General principles to curricular approaches – activity based / play – way, child – centered, 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 method in primary and early primary stages – meaning, rational, method of transaction in specific contexts.
- 2.3 Place of language in elementary education
- 2.4 objectives of teaching mother-tongue/language skill (-listening, reading, speaking and writing) and their development

Unit III : Training, Research in Elementary Child Care Education (ECCE)

- 3.1 Need and significance of personnel involved in ECCE programme.
- 3.2 Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems
- 3.3 Areas of research studies in ECCE.
- 3.4 Evaluation of ECCE programmes, methodology and implications, Role

of SCERT in elementary education.

UNIT IV : Educational Evaluation – Tools and Techniques:

- 4.1 Meaning nature and function of evaluation,
- 4.2 Type of evaluation – formative, diagnostic and summative evaluation, continuous and comprehensive evaluation.
- 4.3 Tools and Techniques of Evaluation: Qualitative and Quantitative
- 4.4 Evaluation of various school subjects and diagnosis and remediation of difficulties in learning mathematics and science

PRACTICUM (ANY TWO)

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

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M.Ed., Semester -III
Special Course (SC)
**MEDSC 305 – SECONDARY SCHOOL LEVEL STATUS,
ISSUES AND CONCERNS**

Credits : 4	Units : 4	Hours : 64	Marks : 100, 75+25
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Objectives:

- 1) To understand the nature, scope and systems of secondary.
- 2) To examine the status of development of secondary and senior secondary education in India after Independence
- 3) To understand the problem and challenges related to secondary and senior secondary education
- 4) To understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- 5) To understand Co-curricular activities in Secondary.
- 6) To understand Support System and Innovation in Secondary Education.

Unit - I : Perspectives and Context of Secondary Education:

- 1.1 Secondary Education: Nature, scope, function and system of secondary education.
- 1.2 General aim and objectives of Secondary Education.
- 1.3 Status of Secondary Education in Indian Education System.
- 1.4 Developmental characteristics and norms-physical, cognitive process and abilities of Secondary level Students.

Unit-II : VARIOUS ISSUES & PROBLEMS IN SECONDARY & HIGHER SECONDARY

- 2.1 Problems and challenges related to secondary education., Problems and strategies of alternative schooling at secondary stage. **Wastage and stagnation**
- 2.2 Problems / challenges/ strategies / intervention in relation to access **enrolment, dropout**, achievement equality of educational opportunities.
- 2.3 Problems of education **for girls**, and differently **abled children** and show learners and interventions to solve the problem.
- 2.4 **Classroom problems discipline**, under achievement, lack of motivation slow learners, delinquency and maladjustment. contract base oppoitment of teacher (shikshan sevak)

UNIT-III : SECONDARY EDUCATION IN INDIA

- 3.1 Secondary Education with reference to concept, aim, pattern, curriculum, medium, teacher training, women education and examination reform
 - a. Mudliar commission
 - b. Kothari commission

- c. National Education Policy 1986, revised NPE 1990
 - d. Program of action 1992- Rammurti commission
 - e. UNESCO commission on education
- 3.2 New trends in education; Vision 2020 and its National goals, National knowledge commission, Yeshpal commission
 - 3.3 Agencies for secondary and higher secondary education (NCERT, SCERT)
 - 3.4 different types of School of secondary education and their special features

Unit - IV : Support System and Innovation in Secondary Education:

- 4.1 Support System: Interactive Technologies, Teleconferencing, E-learning, Designing of E-learning Content.
- 4.2 Challenges and limitation of interactive technologies' of INSET
- 4.3 Innovation in teaching and learning at secondary education.
- 4.4 Area of research in Secondary Education. -: adolescence stage, Tinagers problem, value education, classroom management and discipline, Teaching effectiveness, school management.

PRACTICUM (ANY TWO)

1. visits of different types of secondary schools and preparation of school profiles
2. conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
3. Prepare a report on Navodaya vidyalayas, their vision and mission and the achievements
4. Visit NCERT, RIEs, SCERT, and try to understand their structure and role in enhancing secondary education.

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M.Ed., Semester -III
Special Course (SC)
**MEDSC 306 – SECONDARY SCHOOL LEVEL
CURRICULUM, PEDAGOGY AND ASSESSMENT**

Credits : 4	Units : 4	Hours : 64	Marks : 100, 75+25
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Objectives:

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

Unit - I: Curriculum Development at Secondary Education:

- 1.1 Main features and components and principal of construction of secondary school curriculum
- 1.2 Curriculum development at Secondary Education ,Text Book development in secondary education Problems and Issues in Curriculum Development at secondary EDUCATION
- 1.3 Curriculum, objectives, planning organization and evaluation of language, mathematic, environmental, studies, natural science, social science in Secondary Education.
- 1.4 The relevance National Curriculum Framework (NCF) 2005 and autonomy in developing curriculum with regard to local specific issues and challenges., Preparation and use of different types of curricular material,

Unit II : SCHOOL SUBJECT CURRICULUM

Language

- 2.1 **Language Curriculum:** Focus on three (3) language formula emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction English needs to find its place along with other Indian languages -Multilingual character of the classroom.

- 2.2 **Social Science Curriculum:Nature and significance ,problems releted to social science curriculum.**
- 2.3 Science and Mathematics curriculum:nature and significance, problems related to mathematics and scienced curriculum
- 2.4 Interdisciplinary approach of teaching and correlation among the subjects

UNIT III : Pedagogical practices and process of learning

- 3.1 Learning process : concept nature, significance, Learning styles and different ways of lerning
- 3.2 Teaching : Concept, significance relation withe learning ,maxims ,skill and methods ,Role of teacher in classroom
- 3.3 Student centered Padagogies : Inquiry based learning ,problem based learning,activity based learnng ,art pedagogi,technopedagogy,projects and field visits
- 3.4 co-curricular activites-concept,principal ,significance,types and their organization

UNIT IV : Educational Evaluation – Tools and Techniques:

- 4.1 Meaning nature and function of evaluation,
- 4.2 Type of evaluation – formative, diagnostic and summative evaluation, continuous and comprehensive evaluation.
- 4.3 Tools and Techniques of Evaluation:Qualititive and Quantititive
- 4.4 Evaluation of various school subjects and diagnosis and remediation of difficulties in learning mathematics and science

PRACTUM (ANY TWO)

- 1 Preparation and presentation of seminar on any one topic from the above units
- 2 Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment
- 3 Critical appraisal/analysis of existing syllabi and textbooks on secondary education developed by state government.
- 4 Evolving criteria for development of syllabi and textbooks
- 5 Evaluation of syllabus related to secondary education (any one) viz. language, science, mathematics, and social science.

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M.Ed., Semester -III
Practical Course (PC)
**MEDPC 307 – INTERNSHIP RELATED TO
SPECIALIAZATION COURSES**

Credits : 3

Hours : 96

Marks : 75

Internship:

This part involves a compulsory attachment with a teacher education institution; this will be organized for duration of four weeks and M.Ed students have to perform following assignment during this phase-

- 1) Five classes in the TEI (B.Ed.) will be taken by the M.Ed student under the supervision of faculty/mentor teacher.
5 classes x 4 marks = 20 marks.
- 2) Observation of pupil teachers' ten lessons.
10 lessons x 2 marks = 20 marks.
- 3) Construction and standardization of an achievement test in one of the teaching subject.
1 test x 15 marks = 15 marks.
- 4) A Project related application of ICT.
1 project x 20marks = 20 marks

M.Ed., Semester -III
Practical Course (PC)
MEDPC 308 – DESSERTATION

Credits : 2

Hours : 64

Marks : 50

Sr.	Title	Marks
1)	A Review of related literature	15
2)	Tools development for data collection	20
3)	Standardization of tools	15
Total		50

M.Ed., Semester -III
Practical Course (PC)
MEDPC 309 – INTERSEMESTER BREAK

Credits : 1

Hours : 32

Marks : 25

Sr.	Title	Marks
1.	INTERSEMESTER BREAK (Practicals of students)	25
Total		25

M.Ed., Semester -IV
Compulsory Course (CC)
MEDCC 401 : CURRICULUM STUDIES

Credits : 4

Units : 4

Hours : 64

Marks : 100, 75+25

Objectives:

1. To develop understanding of basic principles of curriculum design and instruction.
2. To understand the students teachers to know the various levels of curriculum planning.
3. To understand different models of curriculum evaluation.
4. To orient towards latest issues, trends and researches in area of curriculum construction.
5. To acquaint with basic concept of curricular content of various courses and its contribution to education.

Unit - I : Introduction to Curriculum:

- 1.1 Concept, meaning and principles of curriculum.
- 1.2 History of curriculum development.
- 1.3 Components of curriculum: Objectives, contents, transection mode and evaluation.
- 1.4 Foundations of curriculum: Philosophical, Sociological, Psychological, Discipline Oriented.

Unit – II : Curriculum Designing:

- 2.1 Curriculum Structure: Need and Importance., Principles of curriculum construction
- 2.2 Approaches of Curriculum Designing. d).
 - i. Subject Centered
 - ii. Community Centered
 - iii. Activity Centered
 - iv. Competency based (including minimum levels of Learning)
 - v. Learner – centered and constructivist.
- 2.3 Different Levels of Curriculum planning: National, State and Institutional level (relation and difference)
- 2.4 Models of Curriculum Development
 - i. Taba’s Model
 - ii. Goodlod’s Model
 - iii. Hunkon’s Developmental Model

Unit – III : Curriculum Transaction and Evaluation:

- 3.1 Requirement for Curriculum Transaction (Duration, Intake, Eligibility, content, Human Resource, Infra Structural Facilities)
- 3.2 Transaction
 - i) Instructional Systems, Media (Print, Electronic) Method,

Techniques for Curriculum Transaction.

ii) Enhancing Curriculum Transaction

3.3 Curriculum Evaluation: Concept, Nature and Purpose

3.4 Approaches and Models of Curriculum Evaluation (Formative, Summative) Text-Book Evaluation.

Unit IV : Curriculum change & Research and Curriculum (1 Credit)

4.1 Meaning and Types of Curriculum change

4.2 Approaches to curriculum change

4.3 Scope of Curriculum Research

4.4 Modes of curriculum Research and types of Research in curriculum

PRACTICUM (ANY TWO)

- 1) Preparation and presentation of seminar on any one topic from the above units.
- 2) Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.
- 3) Evaluation of an institutional level curriculum for elementary education and submission of report.
- 4) Design curriculum framework elementary of secondary education.

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M.Ed., Semester -IV
Elective Course (EC)
MEDEC 402 : YOGA AND PHYSICAL EDUCATION

Credits : 4

Units : 4

Hours : 64

Marks : 100, 75+25

Course Objectives :

The student teacher will be able to:

- 1) Understand the basic concepts of Yoga.
- 2) Understand the benefits of exercise, physical fitness and health related physical fitness.
- 3) Understand and Perform different Asanas and Pranayama
- 4) Understand the benefits of yoga for positive health

Unit-I : Introduction to Yoga and yogic practices

- 1.1 Meaning, Aim, objectives and scope of yoga Education
- 1.2 Historical development of yoga education
- 1.3 Concept of ashtang or Rajyoga Importance of yogic exercises.
- 1.4 Health related physical fitness and yogic practices and Importance of Yogasanas, Pranayama and Shudhikriya; Sudarshankriya from Art of Living.

Unit-II : Introduction to Yogic texts

- 2.1 Understanding Ashtang Yoga of patanjali
- 2.2 Meditational practices in patanjali yoga (Various Techniques of Meditation: Om chanting, Tratak etc.)
- 2.3 Importance of yoga and meditational in school and role of teacher
- 2.4 Integrated approach of yoga for management of health

Unit-III : Physical Education

- 3.1 Introduction, Definition and Meaning of physical education., Objectives of physical education.
- 3.2 Scope, Need and importance of physical education in different levels of school.
- 3.3 Developing the awareness regarding physical education among adolescents.
- 3.4 Developing an appropriate attitude towards health and physical education among adolescents.

UNIT-IV : Physical Fitness

- 4.1 Physical fitness: Definition, Meaning, Types, Benefits and factors of physical fitness.
- 4.2 Importance of physical activities at school level
- 4.3 Assessment of physical fitness.
- 4.4 The principles of programme building: organisation of physical education programme in secondary schools

PRACTICUM (ANY TWO)

1. Assessment on Yogasana, Pranayama and Shudhikriya
2. Organise and manage yoga classes during internship at schools
3. Write a report onhtang Yoga (8 stages of Yoga).
4. Learn and Organise course for Sudarshankriya from Art of Living.

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M.Ed., Semester -IV
Elective Course (EC)

MEDEC 403 – Educational Measurement and Evaluation

Credits : 4

Units : 4

Hours : 64

Marks : 100, 75+25

Objectives of the course:

To enable students:

- 1) to understand the meaning of, measurement and evaluation.
- 2) to understand the general principles of test construction.
- 3) to understand the general principles of test standardization.
- 4) to understand the interpretation of test scores.
- 5) to plan, Prepare, and administer the teacher made test and interpret test scores.
- 6) Get acquainted **New trends in Evaluation**

Unit – I : Measurement and Evaluation

- 1.1 Measurement and Evaluation in Education concept and relationship
- 1.2 Principles of Evaluation and Taxonomy in instructional objectives
- 1.3 Types of evaluation – formal, informal, oral, written, formative and summative
- 1.4 Criteria for selection of good learning experience and types
- 1.5 Relationship between Educational objectives learning experience content and evaluation

UNIT- II : Testing

- 2.1 Meaning and Concept of testing
- 2.2 Need and uses of testing
- 2.3 Criteria of good test
Reliability, Validity, Objectivity, discriminative power, adequacy, usability
 - (a) Reliability: Methods of establishing reliability, factors affecting, interpretation and improving reliability.
 - (b) Validity: Types, factors affecting, interpretation and improving validity
- 2.4 Standardization of test-norms.

Unit – III : Psychological Test

- 3.1 Measurement of intelligent – concept of intelligent bonnet test, concept of I.Q.
- 3.2 Planning and preparation of test – individual and group test of intelligence
- 3.3 Achievement test, aptitudes and personality test ,
- 3.4 Assessment of personality – interview, self report inventories , rating scale, projective techniques

Unit – IV : New trends in Evaluation

- 4.1 Meaning nature and importance of new trends,
- 4.2 Diagnostic test and remedial measure , question bank , grading system
- 4.3 Online exam, open book exam , credit system
- 4.4 Exam on demand continuous remedial evaluation procedure

PRACTICUM (ANY TWO)

1. Prepare a question bank of minimum 20 questions at different levels
2. Criteria of good test
3. Write in brief about examination reforms

References

- 1) Anne Anastasi and Susana Urbina, 2003, *Psychological Testing*, Pearson Educational Delhi India
- 2) Arlene Fink, 2005, *Evaluation Fundamentals*, Sage Publications New Delhi
- 3) Chavan C.P.S.(1993), *Emerging trends in Educational Evaluation*, New Delhi: Commonwealth Publishers.
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- 30) Statistics in Education and Psychology- H.E. Garret
- 31) शिक्षणातील परीक्षण आणि मापन, प्रा. माणिक
- 32) शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र - ना.के. उपासनी, के.व्ही.कुलकर्णी,
- 33) विद्या प्रकाशन पुणे - 3
- 34) मूल्यमापन तंत्र आणि यंत्र - डॉ. उपासणी, जोशी व.श.
- 35) शैक्षणिक मूल्यमापन व संख्याशास्त्र - दांडेकर वा.ना.
- 36) शैक्षणिक मूल्यमापन व संख्याशास्त्र - कुलकर्णी के.वि
- 37) शैक्षणिक मूल्यमापन - दांडेकर वा.ना
- 38) शैक्षणिक मूल्यमापन - कदम चौधरी

M.Ed., Semester -IV
Elective Course (EC)
MEDEC 404 : SPECIAL ABLELED CHILDREN

Credits : 4

Units : 4

Hours : 64

Marks : 100, 75+25

Objectives:

1. To understand the Concept, Nature.
2. To understand provisions of Education of the Children with Special Needs.
3. To understand Exceptional Learners.
4. To understand Educational Interventions.
5. To understand the role of Teacher.
6. To understand the educational programs for special abled childrens.

Unit-I : Concept, Nature and provisions of Education of the Children with Special Needs

- 1.1 Meaning and scope of special education ;
- 1.2 A brief history of special Education in India ;
- 1.3 Special Education and Universalization of elementary Education – Constitutional provisions, government policies and state-wise positions;
- 1.4 Recommendation suggested in the National Policy of Education(1986), POA (1992) and person with disability Act (1995) ; National Institutes of handicapped and the role of Rehabilitation Council of India.

Unit-II : Exceptional Learners

The meaning and salient characteristics of each category of exceptional Learners in a manner that paves way for early and easy identification –

- 2.1 Mentally retarded,. Visually impaired,
- 2.2 Hearing impaired,. Suffering with learning difficulties and
- 2.3 Gifted and creative children
- 2.4 Othopaedically handicapped Juvenile delinquents.

Unit-III : Educational Interventions

- 3.1 Nature and objective of Special schools :
- 3.2 Concept of main streaming – Integrated schools and its support services including Resources Room, Resource Teacher, Counselor etc. ;
- 3.3 Concept of Remedial teaching specially for the children facing learning difficulties ;
- 3.4 Role of other members – (Teacher and peer group) in the school, in the family of the exceptional child and in the community.

Unit-IV : Rehabilitation of MR Children

- 4.1 Psycho-social problems, preventive measures, Educational programs and placement of mentally Retarded children with learning disabilities.

- 4.2 Psycho-social problems, preventive measures, Educational programs and placement of emotionally disturbed children with speech and language disorder.
- 4.3 Psycho-social problems, preventive measures, Educational programs and placement of visually impaired children with hearing

PRACTICAL: (Any TWO)

1. Submission of report based on the visit to a special school/inclusive school/integrated school
2. Papers on recent trends in research in Special Education.
3. National Institutes of handicapped and the role of Rehabilitation Council of India.

References :

1. Curickshank W. and Jonson O. (1965) Education of Exceptional Children, Prentice Hall.
2. Deno E (1973) – Instructional Alternatives for Exceptional Children Reston –VAE.F.
3. Dunn. L.M. (1963)- exceptional Children in the schools. Holt,Rinehert and Winston
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6. Frank M Hewett and Steven R. Forness- (1983) eduction of Exceptional Learners
7. Fogell, J and Long R.,(1997) – Emotional and Behavioral Difficulties – Stafford NASEN, ISEN 0906730937
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9. Pandey,R.S. and Advani I.(1995) – Perspectives in Disability and Rehabilitaion,New Delhi.Vikas Publishing House.
10. Hughes,. M (1986)- Children and Number – Oxford Black Well ISEN 0631135812
11. Montgomery, D. (1996) Educating the Able. London Cassell, ISEN 0304325872
12. Montgomery, D. (1998) – Reversing Lower Attainment London Falton ISEN 1853465615
13. Panda K.C. (1997)- education of exceptional Children, New Delhi: Vikas Publishing House.
14. Pandey, R.S. and Advani L., (1995) Perspectives in Disability and Rehabilitation. New Delhi. Vikas Publishing House.
15. Pollock, J and Waller, E (1997)- Day to Day Dyslexia in the Classroom. London, Routledge (Revised edition) ISAN 0415111323

16. Rechar J . Morris, Burrton Blatt,(1986) – Special Education Research and Trends. Pergamon Press, New York, Beijing, Frankfurt.
17. Stephen, T.M. etal (1983) – Teaching main streamed students. New York: John Wiley.
18. Westwood, P (1997) – Commonsense Methods for Children with special needs (3 edition) London, Routledge, ISEN 0415156238.
19. डॉ प्रेमला काळे अपवादात्मक बालकाचे शिक्षण मॅजेस्टिक प्रकाशन पुणे
20. डॉ शरश्चंद्र गोखले अपंगाची हाक

M.Ed., Semester -IV
Elective Course (EC)

MEDEC 405 : Educational Planning Management and Finance

Credits : 4

Units : 4

Hours : 64

Marks : 100, 75+25

Objectives :

- 1) To understand issues related to planning and management of Education.
- 2) To Reflect on the conflict and stresses in school organization and techniques of managing these.
- 3) To understand the policies of Educational finance and its implications of efficiency of the system
- 4) To understand the process of recruitment and selection in educational organization.
- 5) To understand the process of performance management and performance appraisal within an educational organizatio.

Unit - I : Concept, Need and Process of Educatioanl Planning.

- 1.1 Concept and Need of Educational Planning.
- 1.2 Types of Educational Planning
 - a) Micro Level Planning
 - b) Institutional Planning
 - c) District Level Planning
 - d) State Level Planning
 - e) National Level Planning
- 1.3 Methods and Techniques of Planning
- 1.4 Approaches of Educational Planning
 - a) Social Demand Approach
 - b) Manpower Approach
 - c) Return of Investment Approach

Unit - II : Concept Need and Process of Educational Mangement.

- 2.1 Concept and need of Educational Mangement
- 2.2 Foctors of Management
- 2.3 Types of Management
- 2.4 Management Skills - Meeting Skills, Time management, presentation skills, Educational Project.

Unit - III : Problems and Issues of Educational Finance(13 Hours) (20 marks)

- 3.1 Concept of Educational Finance
- 3.2 Problems of Educational Finance
- 3.3 Additional resoureces for Educational finance
 - a) Tution fees - merits and demirits
 - b) Funds - Institution, University, UGC, etc.
- 3.4 Grant -in-aid policy of the state goverment with special reperence to secondary Education

Unit - IV : Human Resource, Performance Management and Appraisal

- 4.1 Sources of recruitment, factors affecting recruitment.
- 4.2 Issues in recruitment, Meaning and process of Selection, Barriers of effective selection.
- 4.3 Performance Management Process and Appraisal.
- 4.4 Appraisal Methods, Concept of Academic Audit.

PRACTICUM -

The students may Undertake any two of the following activities .

- 1) Assignment / Term Paper on selected theme from the course.
- 2) A Study of the functioning contribution of a VEC / SMC / PTA.
- 3) Study of Conflict resolution studies adopted by Heads in two Schools.
- 4) Prepare a Plan for the Mobilization of different types of resources form the community.
- 5) Analysis of School Education Act of a State
- 6) Case studies of School Education Act of State high results at the Secondary / senior Secondary Level.
- 7) Critical Study of an Educational Project.

REFERENCES :

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- 2) Rqo, T.V. (1999) Appraising and Developing managerial Performance, New Delhi . Excel Books.
- 3) Kadam V. K. & Patil N. S. (2012), Educational Planning and Management, Vidya Publication, Nagpur.
- 4) Singh N. K. (1991), Human Resource Management. Nes Dhlhi , Excel Books.
- 5) David, A.D. and Stephen, P. R. (1997) Personnel/Human Resource Management. New Delhi: Prentice Hall of India.
- 6) Dessler, G. (2005) Human Resource Management. New Delhi : Pearson Prentice Hall.
- 7) Educational Administration and Organisational Behaviour by Hanson (E-Mark). Discovery Publishing House, New Delhi.
- 8) Edwin, F. (1984) Personnel Management . New Delhi: Mac Graw Hill.
- 9) 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.
- 10) K Aswathappa (2011) Human Resource Management: Text and cases. Hew Delhi :Tata McGraw Hill Education provate limited
- 11) Kohli, AS and Deb,T. 2008. Performance Management. New Delhi: Oxford University Press.
- 12) Mathur, S.P. (2001): *Financial Administration and Management*. The Indian Publications, India.

- 13) Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
- 14) Pattnayak, B. (2005) Human Resource Management. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- 15) Ramcharan Padma & R. Vasantha (2005): *Education in India*. New Delhi, National Book Trust.
- 16) Rao, T.V. (1999). Appraising and Developing Managerial Performance. New Delhi: Excel Books.
- 17) Rao, V.K.R.V. (1966): *Education and Human Resources Developments*. New Delhi, Allied Publishers.
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- 19) Saiyadain, M. (2003) Human Resource Management. New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd.
- 20) School Organization and Management by Janardhan Prasad.
- 21) Singh, N.K. (1999) Human Resource Management. New Delhi: Excel Books.
- 22) Vaizeg, J. (1964): *Costs of Education*. London: Allen and Union.

M.Ed., Semester -IV
Practical Course (PC)
MEDPC 406 : CASE STUDY OF SPECIAL CHILDREN

Credits : 1

Hours : 32

Max. Internal Marks : 25

Objectives:

- 1) To understand real problems of special children in learning-teaching process and in society.

Procedure:

A case study is an account of an activity, event or problem that contains a real or hypothetical situation and includes the complexities students would encounter in the workplace.

This part involves case study of any two special children.

The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Selection of cases with justification	05
02	Methodology	10
03	Report Writing	05
04	Examination	05
TOTAL MARKS		25

M.Ed., Semester -IV
Practical Course (PC)
MEDPC 407 : INSTITUTIONAL STUDY PROJECT

Credits : 2

Hours : 64

Max. Internal Marks : 50

Objectives:

- 1) To study an institution/its vision and its mission.
- 2) To understand institutional climate and its various functions.
- 3) To assess institutional strengths and achievements.
- 4) To understand the historical evolution and growth of an institution.
- 5) To examine the contributions made by an institution

Procedure:

First student will identify institution for undertaking this programme. A candidate shall work in a group.

A detailed format may be worked out in consultation with the teacher educators.

M.Ed., Semester -IV
Practical Course (PC)
MEDPC 408 : INTERNSHIP

Credits : 4

Hours : 128

Max. Internal Marks : 100

This part involves associating it with a field site relevant to the area of specialization.

Following Activities may be completed during Internship

- 1) Lesson Observation of School Teachers (Min. 02 Lessons)
- 2) Observation of School Administration and Management
- 3) Study of School Curriculum
- 4) Observe and Study the Slow and Advance Learner (Any One)
- 5) Work as a Teacher Educator/ Supervisor in School.
- 6) The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Lesson Guidance	30
02	Observation of School Administration and Management	10
03	Observe and Study the Slow and Advance Learner	20
04	Study of School Curriculum	20
05	Lesson Observation of B.Ed. Pupils & School Teachers	20
TOTAL MARKS		100

M.Ed., Semester -IV
Practical Course (PC)
**MEDPC 409 : DESSERTATION DATA COLLECTION AND
ANALYSIS OF DATA (INTERNAL)**

Credits : 2

Hours : 64

Marks : 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 data	10
04	Selection of statistics for analysis and understanding	10
05	Actual data analysis process	10
TOTAL MARKS		50

M.Ed., Semester -IV
 Practical Course (PC)
**MEDPC 409 : DESSERTATION REPORT WRITING,
 EVALUATION AND VIVA VOCE (EXTERNAL)**

Credits : 2

Hours : 64

Marks : 50

Submission of Dissertation and Viva Voce

Sr. No.	Particular Points	Marks
01	Chapter I (Introduction, objectives, need, importance, scope, limitations, operational definitions, assumptions, hypothesis, research questions etc.)	10
02	Chapter II (Related literature & research, similarity and differences, online references etc.)	10
03	Chapter III (Research procedure, population, sampling, tools, validity/reliability of tools, pilot study etc.)	05
04	Chapter IV (Data collection, analysis, interpretation, hypothesis testing etc.)	05
05	Chapter V (summary, conclusions, recommendations, topics for further research etc.)	05
06	References and Bibliography (APA style)	05
07	Research dissertation typing and binding	05
08	Overall impact of dissertation	05
Total		50