



**GONDWANA UNIVERSITY, GADCHIROLI**

**Revised Curriculum For**

**TWO YEAR MASTER OF EDUCATION (M.Ed.)**

**Semester –I to IV**

**As per N.C.T.E. Regulation 2014**

**&**

**Under the Scheme of Outcome Based Education (OBE) &  
CBCS**

**To be implemented from Session : 2025-2026**

# **GONDWANA UNIVERSITY, GADCHIROLI CHOICE BASED CREDIT SYSTEM (CBCS) SYLLABUS FOR MASTER OF EDUCATION (M.Ed.) PROGRAM**

**(With effect from 2025-2027)**

The Education faculty has been providing courses leading to degrees at B.Ed., M.Ed. and Research levels and offering opportunities to the youngsters to pursue a career in education. Emphasis is being laid on the pursuit of a vision of competent teacher grounded in values and who are able to adopt teaching as a profession directed at self empowerment and thus play an important role in the development of the nation, by aligning with the progressive venture and face of the country's mission.

## **Preamble :**

The Master of Education (M.Ed.) programme is a tow-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professional including curriculum developers, educational policy analysts, planners, administrators, supervisors, school Principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in Elementary education (up to class VIII) or in secondary and higher secondary education (classes VI-XII)

The Master of Education programme, generally known as M.Ed. is a professional course that prepares teachers for

1. Secondary/ Higher Secondary School.
2. College of Education.
3. Department of Education.
4. PTC College and DIET.
5. Institutions engaged in Educational Research, Educational Planning, Educational Technology and Educational Administration.
6. Educational Media research centre

## **Programme Learning Outcomes (PLO) :-**

1. To prepare competently trained personnel to staff our training institutions.
2. To prepare leaders of thought in the various branches of education-people who will contribute to the Growth of education as discipline through research of systematic study.
3. To train able and enlightened administrators and supervisors who will be able to occupy positions of Responsibility in educational Institutions . Government offices and in supervisory services.
4. To train persons for various psychological services such as personal , educational & vacationed guidance, statisticians, with an educational orientation.
5. To train persons for curriculum development and preparation of instructional material.
6. To train persons for participation in programmes of examination reform.

## **DURATION OF THE COURSE:-**

The M.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014. The M.Ed. programme shall be of duration of two academic years spread over four semesters.

**Eligibility:-**

Candidates seeking admission to the M.Ed. 2 Year programme should have obtained at least 50% marks or/ and equivalent grade in any of the following programmes.

1. Bachelor of Education (B.Ed.) of this university or a degree of another university recognized as equivalent thereto.
2. B.A. B.Ed. , B.Sc. B.Ed. , B.Com. B.Ed., of this university or a degree of another university recognized as equivalent thereto.
3. B.El. Ed. of this university or a degree of another university recognized as equivalent thereto.
4. D.El. Ed. with an undergraduate Degree (with 50% marks in both) Relaxation of minimum percentage of marks for candidates from the reserved category will be as per the state government and university rules.

The M.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014. The M.Ed. programme shall be of duration of two academic years spread over four semesters.

**ADMISSION PROCEDURE :-**

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or in accordance with any other procedure as per the policy of the State Government/University.

Fees of the M.Ed. program will be collected annually for first year in the beginning of I semester (i.e. at the time of admission) and for II year in the beginning of III semester.

**EXAMINATION :-**

M.Ed. is a full time regular course for two academic years spread in four semesters.

M.Ed. students can answer in English or in Marathi or in Hindi medium.

If the Student has not completed theory courses, practicum and internship, he/she will not be allowed to appear in the M.Ed. examination.

**STANDARD OF PASSING**

- i. To pass the final examinations of First Semester, a student is required to pass separately in each of the theory and practical Courses. The student has to get at least 50% marks in each course and 50% marks in aggregate.
- ii. Promotion of students from semester 1 to 2, 2 to 3, 3 to 4 shall be as per the provision of Direction No. 05 of 2023
- iii. The student has to score 50% in each course and 50% in Aggregate to pass the exam of each semester.
- iv. The class of passing and grade obtained in examinations will be given by combining the marks obtained by the students in all the end semester final examinations (Semester I to IV) held by the university.
- v. No class will be awarded in the mark sheet of semester I to III examination; however, SGPA shall be calculated for the same.
- vi. CGPA will be calculated after clearing all the courses of semester I to IV and the grades/class shall be awarded on the basis of following table.  
The degree shall be awarded to the students on the basis of CGPA (Cumulative Grade

Point Average) of the four semesters.

## 8. Grading System:

The marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the 07 points scale as given below in Table 01,

**Table 01**

Range of Marks obtained out of 100 or Equivalent Fraction	Letter Grade	Grade Point	Description
90 -100	A+	10	Outstanding
80-89	A	9	Excellent
70-79	B+	8	Very Good
60-69	B	7	Good
55-59	C+	6	Fair
50-54	C	5	Average
Less than 50	F	0	Dropped or Fail

9.

## Calculation of Semester Grade Point Average (SGPA):

- Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
- Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a student's performance.

The formula for calculation of SGPA and CGPA is given below:

- The marks will be allotted in all examinations which will include college assessment marks and the total marks for each Theory / Practical shall be converted into Grades as per **Table No.1**
- SGPA shall be calculated based on Grade Points corresponding to percentage of marks as given in **Table No. 01** and the Credits allotted to respective Theory / Practical shown in the scheme for respective semester.
- SGPA shall be computed for every semester as per formulae (1) and CGPA shall be computed only in IV semester.

$$\text{SGPA} = \frac{C_1 \times G_1 + C_2 \times G_2 + \dots + C_n \times G_n}{C_1 + C_2 + \dots + C_n} \quad (1)$$

**Where:**

**C** = Credit of individual Theory / Practical

**G** = Corresponding Grade Point obtained in the respective Theory /Practical.

**n** = Number of subject heads in a given semester

**04** The CGPA shall be calculated based on SGPA of I to IV semester taken together as per formulae (2)

$$\text{CGPA} = \frac{(\text{SGPA})_I \times (\text{Cr})_I + (\text{SGPA})_{II} \times (\text{Cr})_{II} + (\text{SGPA})_{III} \times (\text{Cr})_{III} + (\text{SGPA})_{IV} \times (\text{Cr})_{IV}}{(\text{Cr})_I + (\text{Cr})_{II} + (\text{Cr})_{III} + (\text{Cr})_{IV}} \quad (2)$$

**Where:**

**(SGPA) I** = SGPA of I Semester

**(Cr) I** = Total Credits for I Semester

**(SGPA) II** = SGPA of II Semester

**(Cr) II** = Total Credits for II Semester

**(SGPA) III** = SGPA of III Semester

**(Cr) III** = Total Credits for III Semester

**(SGPA) IV** = SGPA of IV Semester

**(Cr) IV** = Total Credits for IV Semester

**SGPA** = Semester Grade Point Average

**CGPA** = Cumulative Grade Point Average

- i.** The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
- ii.** CGPA equal to 8.25 and above shall be considered as equivalent to First Class with distinction and CGPA equal to 6.75 to less than 8.25 shall be considered as First Class and so on..... as mentioned in table 02
- iii.** The cumulative grade point average will be calculated as the average of the SGPA of the four semesters, as shown above.

## **WORKING DAYS :-**

- a.** There shall be at least two hundred working days each year exclusive of the period of examination and admission. The days shall be counted from last day of admission or in accordance with any other norms as per policy of the NCTE/state Govt./University whichever is applicable.
- b.** The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for internship. Every candidate should have to complete all the practical work to the satisfaction of the Head/Principal. He/ She should have obtained such certificate from the Head/Principal of the institute and copy of the same to be submitted to the university by the institution on behalf of the examinee.

## **EXAMINATION**

M.Ed. is a full time regular course for two academic years spread in four semesters.

M.Ed. students can answer in English or in Marathi or in Hindi medium.

If the Student has not completed theory courses, practicum and internship, he/she will not be allowed to appear in the M.Ed. examination.

Any graduate who has taken the degree of Bachelor of Education of this University or a degree of another University recognized as equivalent there to may be admitted to the M.Ed. Programme of the university , after having fulfilled the requirements as laid down by the University and NCTE.

# **GONDWANA UNIVERSITY, GADCHIROLI**

## **DIRECTION NO. 05 OF 2023**

### **Examinations leading to the Degree of Master of Education, semester pattern with choice based Credit system in the Faculty of Education, Ordinance, 2017 (AMENDMENT) DIRECTION, 2023**


**Whereas**, it is expedient to amend ordinance in respect of "Examinations leading to the Degree of Master of Education, semester pattern with choice based Credit system in the Faculty of Education, Ordinance, 2017 (AMENDMENT) DIRECTION, 2023" for the purpose as stated below: -

1. This direction may be called "Examinations leading to the Degree of Master of Education, semester pattern with choice based Credit system in the Faculty of Education, Ordinance, 2017 (AMENDMENT) DIRECTION, 2023"
2. This Ordinance shall come into force with effect from the date of its issuance.
3. In Ordinance No. 70 of 2017 in respect of 'Examinations leading to the Degree of Master of Education, semester pattern with choice based Credit system in the Faculty of Education, Ordinance, 2017', Para 19, sub para (ii) of the Ordinance, Standard of Passing, be replaced with Table as given below;

Owing to prevailing criteria for admission to every year of the given course of the study consisting of two semesters, the scheme of promotion to be applicable from the session 2022-23, is recommended as follows;

<b>Semester</b>	<b>Promotion to</b>	<b>Eligibility Criteria</b>
I	II	Should have appeared in I <sup>st</sup> Semester Examinations
II	III	Should have qualified in 50% heads of passing of the I and II Semester taken together
III	IV	Should have appeared in III <sup>rd</sup> Semester Examinations

Date: 15.02.2023  
Place: Gadchiroli

  
(Dr. Prashant S. Bokare)  
Vice-Chancellor

### First Semester ( 2025-2026)

Course code	Course	Total H/W	Credit	Total			Total Passing (50%) Marks
	Part -I Core Courses (Perspective)			Internal	External	Total	
IDPG01 FCE001	Fundamental Concepts of Educational Research	60	4	20	80	100	50
IDPG01 PLD002	Psychology of Learning & Development	60	4	20	80	100	50
IDPG01 EDS003	Educational Studies	60	4	20	80	100	50
<b>Optional Courses - Any One of the Following Paper</b>							
IDPG01 HEE004	History & Economy Education	60	4	20	80	100	50
IDPG01 EDM005	Environment Education and Disaster Management Education	60	4	20	80	100	50
IDPG01 EME006	Educational Measurement & Evaluation	60	4	20	80	100	50
IDPG01 ICT007	Educational Technology & ICT	60	4	20	80	100	50
	Total ( Part –I)	240	16	80	320	400	200
<b>Part -II Practical, projects and other Assignment work</b>							
EPC-1 IDPG01 PRP008	Presentation of Research Proposal /Synopsis	30	2	50	--	50	25
EPC-2 IDPG01 LIB009	Library Work	15	1	25	--	25	12.5
EPC-3 IDPG01 SEM010	Seminar	15	1	25	-	25	12.5
EPC-4 IDPG01 CSW011	Communication Skill and expository writing	15	1	25	-	25	12.5
EPC-5 IDPG01 SDY012	Self Development and Yoga Education	15	1	25	-	25	12.5
	Total ( Part-II)	90	06	150	--	150	75
	Total (Part –I & Part-II )	330	22	230	320	550	275
<b>Practicum Based on Theory Paper ( Internal Assessment )</b>							
Sr. No.	For Theory Papers	Marks (Internal)					
1	Assignment on Theory Papers I to IV.	10 Per Paper					
2	Content Test-I 10 Marks Test for 100 marks paper.	10 Per Paper					
	<b>Total</b>	<b>20</b>					
<b>Inter Semester Break</b>							
Preparation of Research Paper & Data Collection							



## M.Ed. ( 2 Year Syllabus )

## Second Semester

Course code.	Course	Total H/W	Credit	Total			Total Passing (50%) Marks
	Part -I Core Courses (Perspective)			Internal	External	Total	
IDPG02 MER001	Methods of Educational Research	60	4	20	80	100	50
IDPG02 PHE002	Philosophy of Education	60	4	20	80	100	50
IDPG02 SOE003	Sociology of Education	60	4	20	80	100	50
<b>Elective Courses (Any One of the Following Paper)</b>							
IDPG02 PAE004	Population Education & Adult Education	60	4	20	80	100	50
IDPG02 CSE005	Curriculum Studies & Education	60	4	20	80	100	50
IDPG02 GAC006	Guidance and Counseling	60	4	20	80	100	50
IDPG02 SPE007	Special Education	60	4	20	80	100	50
	Total (Part-I)	240	16	80	320	400	200
<b>Part- II Practical, Projects And Other Assignment Work</b>							
EPC-1 IDPG02 RPR008	Review of Previous Researches (Related to Research Topic)	15	1	25	--	25	12.5
EPC-2 IDPG02 SPT009	Selection /Preparation of Tool	15	1	25	--	25	12.5
EPC-3 IDPG02 INT010	Internship (4 Week) in school (Teacher Training Institutes)	30	2	50	--	50	25
EPC-3 IDPG02 INT011	Visit to Special School	15	1	25	--	25	12.5
EPC-3 IDPG02 INT012	Workshop	15	1	25	--	25	12.5
	Total (Part-II)	90	06	150	--	150	75
	Total (Part –I & Part-II )	330	22	230	320	500	275
<b>Practicum Based on Theory Paper ( Internal Assessment )</b>							
Sr. No.	For Theory Papers	Marks (Internal)					
1	Assignment on Theory Papers I to IV.	10 Per Paper					
2	Content Test-I 10 Marks Test for 100 marks paper.	10 Per Paper					
	<b>Total</b>	<b>20</b>					
<b>Inter Semester Break</b>							
Study of Previous Researches & Dissertation Work							

## M.Ed. ( 2 Year Syllabus )

### Third Semester

Course code	Course	Total H/W	Credit	Total			Total Passing (50%) Marks
	Part -I Core Courses (Perspective)			Internal	External	Total	
IDPG03 TTR001	Tools & Techniques in Educational Research	60	4	20	80	100	50
IDPG03T EE002	Teacher Education	60	4	20	80	100	50
IDPG03 CPA003	Curriculum Pedagogy and Assessment	60	4	20	80	100	50
<b>Specialization of Group Courses/Elective Course (Any One)</b>							
IDPG03 HRV004	Human Right & Value Education	60	4	20	80	100	50
IDPG03 HED005	Higher Education	60	4	20	80	100	50
IDPG03 INE006	Inclusive Education	60	4	20	80	100	50
IDPG03 EAL007	Educational Administration and Leadership	60	4	20	80	100	50
	Total (Part –I)	240	16	80	320	400	200
<b>Part -II Practical, projects and other Assignment work</b>							
EPC-1 IDPG03 SEM008	Seminar to Enhance Special Skills (Life Skills ,....etc.)	15	1	25	-	25	12.5
EPC-2 IDPG03 EDV009	Educational Visit to Special School & Report Writing	15	1	25	-	25	12.5
EPC-3 IDPG03 FED010	Field Visit and Data Collection Report	15	1	25	-	25	12.5
EPC-4 IDPG03 ACW011	Academic Writing on Current Educational Issues in Higher Education.	15	1	25	-	25	12.5
EPC-5 IDPG03 RPW012	<b>Research paper writing based on Dissertation</b>	30	2	50	--	50	25
	<b>Total (Part-II)</b>	90	06	150	--	150	75
	Total (Part –I & Part-II )	330	22	230	320	550	225
<b>Practicum Based on Theory Paper ( Internal Assessment )</b>							
Sr. No.	For Theory Papers	Marks (Internal)					
1	Assignment on Theory Papers I to IV.	10 Per Paper					
2	Content Test-I 10 Marks Test for 100 marks paper.	10 Per Paper					
	<b>Total</b>	<b>20</b>					
Inter Semester Break							
Preparation of Dissertation work & Publication of Research Paper							

## M.Ed. ( 2 Year Syllabus )

### Fourth Semester

Course code	Course	Total H/W	Credit	Total			Total Passing (50%) Marks
	Part -I Core Courses (Perspective)			Internal	External	Total	
IDPG04 TDR001	Treatment of Data & Research Report Writing	60	4	20	80	100	50
IDPG04 IKS 002	Indian Knowledge System	30	2	10	40	50	25
<b>Specialization of Group Courses (Any One from Group-A or Group-B)</b>							
<b>Specialization for Elementary Education (Any two from Group-A)</b>							
IDPG04 IPE003	Issues and Problems in Primary Education	60	4	20	80	100	50
IDPG04 CPE004	Curriculum Pedagogy in Primary Education	60	4	20	80	100	50
IDPG04 EMO005	Educational Management and Organization in Primary Education	60	4	20	80	100	50
<b>Specialization for Secondary Education (Any two From Group-B)</b>							
IDPG04 IPS006	Issues and Problems in Secondary Education	60	4	20	80	100	50
IDPG04 CPS007	Curriculum Pedagogy in Secondary Education	60	4	20	80	100	50
IDPG04 EMO008	Educational Management and Organization in Secondary Education	60	4	20	80	100	50
	<b>Total (Part-I)</b>	210	14	70	280	350	175
<b>Part-II Practical, projects and other Assignment work</b>							
EPC-1 IDPG04 SEM009	Seminar /Workshop	30	2	50	-	50	25
EPC-2 IDPG04 PDV0010	Presentation of Dissertation & Viva-Voce	60	4	-	100	100	50
EPC-3 IDPG04 VIL011	Visit to Inflibnet, Central Lib., Resource Centres , Education Institute	30	2	50	-	50	25
	<b>Total (Part –II)</b>	120	8	100	100	250	100
	<b>Total (Part –I &amp; Part-II )</b>	330	22	170	380	550	275
<b>Practicum Based on Theory Paper ( Internal Assessment )</b>							
Sr. No.	For Theory Papers	Marks (Internal)					
1	Assignment on Theory Papers I, III & IV. One Assignments for Paper-II	10 Per Paper 5 Per Paper					
2	Content Test-I 10 Marks Test for 100 marks paper.	10 Per Paper					
	<b>Total</b>	<b>20</b>					

**EXAM PATTERN FOR THEROY PAPERS-****Time- Three Hours (3Hrs) Only for - 80 Marks Paper****Time :- One and Half Hours (1.30 Hrs.) Only for - 40 Marks Paper**

<b>Sr. No.</b>	<b>Type of Question</b>	<b>Total Number of Question</b>	<b>Nature of Answer</b>	<b>Mark Per Question</b>	<b>Total Marks</b>
1.	Content based/Application based Long Answer type Questions (For Each Question internal option based on same units hold be there	02 out of 3 (For 80 Marks paper )	Answer in 600-700 words	20	40
2.	Content based/Application based Long Answer type Questions (For Each Question internal option based on same units hold be there	02 out of 4 (For 80 Marks paper ) 3 out of 4 (For 40 Marks paper )	Answer in 300-400 words	10	20/30*
3.	Content Based short Answer Type Question	04 out of 05 2 out of 3 (For 80 & 40 Marks paper )	Answer in 150-200 words	05	20/10*
<b>Total</b>		--	--	--	<b>80/40*</b>
	Online Exams (Any Pandemic)	40 MCQ for 80 Marks (1 hours) 20 MCQ for 40 Marks (1/2 hours)		Each MCQ for 2 Marks	

**\* For Paper of 50 Marks, the distribution of Questions is as follows.**

**Course No:- IDPG01FCE001**  
**Semester – 1**  
**M.Ed. Core Course – I**  
**FUNDAMENTAL CONCEPTS OF EDUCATIONAL RESEARCH**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):**

**To enable student to understand**

1. The meaning of scientific inquiry, Paradigm, Theory and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. The different strategies, approaches, methods of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of Sampling.
6. Various type of tools and data collection.
7. The broad canvas of Educational Research

**Unit – 1: Research in Education**

1. Meaning of Research & Educational Research
  2. Characteristic of Educational Research
  3. Need & importance of Educational Research
  4. Types of Research
- ✓ Basic, Applied and Action research.(Meaning, characteristic, Steps and Limitation for each types)
5. Importance of Educational Research for Teachers
  6. Ethical Considerations in Education Research.

**Unit – 2 : Steps in the research process**

1. Identifying the problem
2. Objectives and Hypothesis or Research Question
3. Reviewing related Literature
4. Variables :
  - a) Identification
  - b) Types : Dependent, Independent, Control, Moderate, Inter- Veining
  - c) Operational Definitions
  - d) Manipulating
  - e) Controlling
5. Methods of research
6. Sampling procedure
7. Tools to be used and preparation there of
8. Data collection
9. Statistical analysis and interpretations
10. Writing a research report

**Unit – 3: Selection of Research Problem and Drafting the Proposal**

1. Sources of research problem
2. Characteristics of a good research problem
3. Criteria used in a selecting problem
4. Narrowing the range of the problem
5. Drafting a research proposal

## **Unit – 4 : The Research Hypothesis and Sampling Techniques 4A : The Research Hypothesis**

1. Meaning, Types and Forms of Hypothesis
2. Criteria for construction and Evaluation of Hypothesis
3. Involving variables in hypothesis
4. Testing Hypothesis
  - a) Parametric methods
  - b) Non parametric methods
5. Criteria for accepting or rejecting hypothesis

### **4B: Sampling Techniques**

1. Meaning of Population and Sample
2. Importance of sampling
3. Characteristic of a good sample
4. Size and appropriateness of sample
5. Sampling techniques :
  - a) Probability samples : Simple random sampling, stratified random sampling, systematic sampling, cluster sampling
  - b) Judgement samples: Incidental sampling, Purposive sampling, Quota sampling
  - c) Other sampling techniques : Sampling by pairs, double sampling, sequential sampling
6. Advantages and limitations of different types of sample
7. Mistakes often made in sampling

### **Suggested Practical Work:**

1. Identify Suitable research problem for your dissertation work.
2. Prepare the five reviews of previous dissertation work and present in your group.
3. Prepare the research proposal for your research problem and present in Seminar.

### **Reference Books:**

1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York; Longman Inc.
3. Burroughs G.E.R. (1975) : Design and Analysis in Educational Research (2ndEd.) Oxford: Alden & Mow bray Ltc.
4. Bruce W. (1952) : Conduction Educational; Research (2ndEd.) New York : McGraw Hill Book Co.
5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
7. Gilbert, S. (1979) : Foundations of Educational Research, Englewood, Cliffs, New Jersey : Prentice Hall Inc.
8. Hyman H.H.(1955) : Survey : Design and Analysis, Principles, Cases, Procedures, New York : The Free Press
9. Kerlinger F.N. (1964) : Foundations of Behavioural Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.
13. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)
14. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Book Depot.
15. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.
16. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.
17. Truckman B.W. (1978): Conduction Educational Research (2nd Ed.)New York: Harcourt Braco Jovenovich Inc.
18. Vaishnav,R.,& Bhoyar, M. : 2013 Urban Deprived Children under Sarva Shiksha abhiyan, A Research Monograph on Platform Gyan Mandir, Sandesh Prakashan, New Delhi
19. Vaishnav R. - 2014: Continuous And Comprehensive Evaluation System in the Schools of Nagpur City (Research

Monograph), Sandesh Prakashan New Delhi,

20. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.
21. Patel R.S. (2015) Research Methodology (1<sup>st</sup> Edition, English Version), Ahmedabad, Jay Publication.
22. Patel, R.S.: February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
23. Patel, R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
24. Petkar G.K. 2018 Advanced Methods in Educational Research, Swastik Publication, New Delhi

**Course No:- IDPG01PLD002**

**Semester – 1**

**M.Ed. Core Course– II**

**PSYCHOLOGY OF LEARNING & DEVELOPMENT**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):**

1. To help students understand introduction, methods of educational psychology and cognitive, moral and social developmental and educational implication.
2. To help students understand the Multiple Intelligences and Transactional Analysis.
3. To help students understand the Creativity, Emotional Intelligence and Adversity Quotient.
4. To help students understand the Theory of Learning, Personality, Adjustment and Mental Health.

**Unit-1 Introduction to Educational Psychology and Developmental Psychology**

1. Educational Psychology and Schools of Psychology  
(i) Concept (ii) Aims of Educational Psychology (iii) Growth and Development
2. Methods of Educational Psychology  
(a) Observation (b) Experimental (c) Case Study Methods (d) Clinical Method (e) Psychoanalysis method
3. Concept and Educational Implication of theories:  
(a) Cognitive (Piaget) (b) Moral (Kohlberg) (c) Social (Bandura)

**Unit-2 Multiple Intelligences and Transactional Analysis**

1. Multiple Intelligence  
(a) Meaning (b) Types (c) Teaching Strategies Suitable to teach Students with Different Intelligence
2. Strategies to Enhance Multiple Intelligences of Students
3. Transactional Analysis  
(a) Meaning (b) Types (c) Advantages of Transactional Analysis (d) Mechanism of TA Psychology
4. Meta-cognition: Concept, Models and Types

**Unit-3 Creativity, Emotional Intelligence and Adversity Quotient**

1. Creativity  
(a) Concept (b) Levels of Creativity (c) Education for Concurring Creativity in Classroom
2. Emotional Intelligence  
(a) Meaning (b) Relation between Creativity and Intelligence (c) Characteristics of an Emotionally Matured Person (d) Ways to Foster Emotional Intelligence
3. Adversity Quotient  
(a) Concept (b) Components (c) Levels (d) Ways to Enhance Adversity Quotient

**Unit-4 Theory of Learning, Personality, Adjustment and Mental Health**



1. Stimulus - Response Theory of Learning
  - a. Watson's Experiments and Contribution
  - b. Guthrie's Experiments and Contribution
  - c. Cognitive Theory of Learning: Tolman's Theory
- 2 Conditional Theory of Learning: Gagne's Hierarchy of Learning
- 3 Comparison of Classical and Operant Conditioning, Comparison of S-R Theories and Field Theory
- 4 Techniques and Tests of Personality Assessment

### **Suggested Practical Work:**

1. To organize seminar on Current topic of educational psychology.
2. To Visits of Psychological lab and get the skills use of all equipments.
3. To organize workshop on Multiple Intelligences and Transactional Analysis.
4. To Visits of Institutions which doing work about to increase Adjustment and Mental health.
5. To prepare any one tool on Creativity or Emotional Intelligence or Adversity Quotient and it's administration on five Students.
6. Conducting case study on one student who has difficulties in learning in primary years.
7. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
8. Analysis of a case of maladjusted adolescent learner.

### **Reference Books:**

1. Agarwal, J. C. (2007), Basic Ideas in Educational Psychology, Shipra Publication, New Delhi
2. Bhatia, H. R., (2005), A Textbook of Educational Psychology, Macmillan India Ltd., New Delhi
3. Chauhan, S. S. (2007), Advanced Educational Psychology, Vikas Publishing House
4. Dandpani, S. (2007), Advanced Educational Psychology, Anmol Publications, New Delhi
5. Kaur Rajpal, (2006), Adolescent Psychology, Deep and Deep Publication, New Delhi
6. Lester. D. Crow, (2007), Educational Psychology, Surjeet Publications, Delhi
7. Mangal, S. K., (2007), Essentials of Educational Psychology, Prentice Hall of India, Delhi
8. Mangal, S. K., (2002), Advanced Educational Psychology, Prentice Hall of India, Delhi
9. Rajamanikam, M., (2005), Experimental Psychology, Concept Publishing Company, New Delhi
10. Sharma, Promila (2005), Educational Psychology, APH Publishing Corporation, New Delhi
11. Sharma, Yogendra, (2004), A Textbook of Educational Psychology, Kanishka Publishers, New Delhi
12. Sing Yogesh Kumar & Nath R., (2005), Psychology in Education, APH Publishing Corporation, New Delhi
13. T. Shankar, (2007), Methods of Teaching Educational Psychology, Crescent Publishing Corporation, New Delhi
14. Vaishnav, R. & Bhujade, K. 2014: Teaching Strategies for Attention Deficit Hyper
15. Vaishnav, R. & Gawalpanchi, R. 2015: Teaching Strategies for Mathematical Learning Disability, Scholars Press, Germany
16. Weisinger Hendrie, (2006), Emotional Intelligence at Work, Willey India, New Delhi
- Activity Disorder, Scholars Press, Germany

**Course No:- IDPG01EDS003**

**Semester – 1**

**M.Ed. Core Course – III**

**EDUCATIONAL STUDIES**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):**

1. To understand and explore the meaning, aims, purposes of education
2. To develop understanding of philosophical, sociological and historical dimensions of education.
3. To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them
4. To expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations
5. To develop the capacity to establish peace within oneself.
6. To develop the capacity to establish harmony within a group and methods of conflict resolution.
7. To understand the meaning of leadership and develop attitudes and skills of a catalyst.
8. To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

**Unit 1: Philosophical Understanding of Education**

1. Exploring, and inquiring into the nature and need of education in human societies
2. Relationship between schooling and education.
3. Exploring various educative processes in human societies
4. Understanding the basic assumptions about human nature, society, learning, and aims of education

**Unit 2: Education, Politics and Society**

1. Prominent characteristics of education in India during 18th century
2. India's Contemporary Education: continuities with and shifts from colonial legacy
3. Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion
4. Political nature of education

**Unit 3: Knowledge and Curriculum**

1. Child's construction of knowledge: attaining knowledge through activity and experience. "Body of knowledge" and children's construction of knowledge
2. Concepts of Belief, Information, Knowledge and Understanding
3. Bodies of knowledge: different kinds of knowledge and their validation processes
4. Processes and criteria for curriculum selection and construction, Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks

## Unit 4: Peace and Harmony 1. Harmony in self

- Desire of self, self-evaluation, acceptance of self (Svayam Ki Svikratiyan).
- When am I happy? Why do I get happy?
- Happiness: What is temporary, long-duration, continuous happiness?
- Why am I living and how do I want to live?
- What is right and wrong, How to make the right decision?
- What is the difference between a healthy mind and a healthy body?

## 2. Harmony within and with the Body

- Difference between the nature (svarup), activities, needs of Body and *Jeevan* (I/Self).
- Meaning, Aim and Definition of a healthy body.
- Meaning of Health and Sanyam (Self-regulation) and its process.
- Importance of regular *Asana*, *Pranayama*, Exercise in one's daily routine.

## 3. Harmony in Society

- Society: meaning, importance, purpose, nature (svarup).
- Importance of mutual fulfillment in human society.
- Humane work in society – meaning and purpose.
- Humane Order for Education-Right Living, Health-Self Regulation, Justice- Security, Production-Work and Exchange-Storage.
- Basis, importance and objectives of Political, Economic and Social Order.

## Suggested Practical Work:

1. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy, Rashtrasant Tukadoji Maharaj, Dr. B.R. Ambedkar (any one). and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
2. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of Maharashtra State, vision of school education in India.

## Reference Books:

1. Nagraj, Manav Vyavahar Darshan (Hindi), Divya Path Sansthan, Amarkantak.
2. Nagraj, Vyavaharvadi Samajshastra (Hindi), Divya Path Sansthan, Amarkantak.
3. A Nagraj, 1998, *Jeevan Vidya ek Parichay*, Divya Path Sansthan, Amarkantak.
4. Antoine de Saint-Exupery. (1977). *The Little Prince*. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
5. Dalal, A.S. (2001). *Our Many Selves*. Pondicherry, India: Sri Aurobindo Ashram.
6. Barde, S. & Parasher, G. S. 2010 :Bharat Ratna Dr. Baba Saheb Ambedkar shaikshanik chintan ,New bismah Kitabghar, New Delhi
7. Frankl, V. (1946). *Man's Search for Meaning*. New York: Pocket Books.
8. Joshi, K. (ed) (2005). *The Aim of Life*. Auroville, India: Saiier.
9. Krishnamurti, J. (1953). *Education and the Significance of Life*, Ojai, California, USA: Krishnamurti Foundation Trust.
10. NCERT, (2006). *Education for Peace*, Position Paper. New Delhi: NCERT.
11. Gaur, R Sangal, R. Bagaria, G P 2009, *A Foundation Course in Value Education*.
12. *Walk with Me: A Guide for Inspiring Citizenship Action*. (2006). New Delhi: Pravah Pub.
13. Makade, S. & Parasher, G. S. 2010: Rashtrasant Tukadoji Maharajanche Shaikshanik mulya, Sandesh Prakashan New Delhi

**Course No:- IDPG01HEE004**  
**Semester – 1**  
**Optional Course: D: 101**  
**HISTORY & ECONOMICS OF EDUCATION**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):**

The students will be able to understand:

1. Growth and development of Education in various period of time.
2. Concept, ideas, aims, objectives methods, status of women education, reports of various commissions and the relevance.
3. Concept of economics of Education
4. Importance and relation between Education and Economic Development and cost benefit analysis.

**Unit: 1 EDUCATION IN BRAHMANIC, BUDDHIST PERIOD AND MEDIVAL PERIOD**

- 1.1 Concept, ideas, aims and objectives.
- 1.2 Organization of education and Educational ordination-(Prabbajja, Upsampda).
- 1.3 Teacher student relationship and their duties.
- 1.4 Curriculum, methods of teaching- Maktab and Madrasa
- 1.5 Women education
- 1.6 Relevance to the present day education.

**Unit: 2 EDUCATION IN BRITISH PERIOD**

- 2.1 Growth and development of Education under East India Company.
- 2.2 Charter act – 1813, Macaulay's Minute.
- 2.3 Woods Despatch 1853-54, Indian Education commission 1982-83.
- 2.4 Sadler Commission 1917-19, Sargent Report 1943-44

**Unit: 3 ECONOMICS OF EDUCATION: INTRODUCTORY CONCEPT**

- 3.1 Economic Thoughts on Education: Classical, Neo-Classical and Modern
- 3.2 Concept, Need, and Scope of Economics of Education
- 3.3 Relationship between Education and Economics, Education as Industry: A critical analysis
- 3.4 Education as an Economic Good, Education as Consumption and Investment

**Unit: 4 EDUCATIONS, ECONOMIC DEVELOPMENT AND COST-BENEFIT ANALYSIS**

- 4.1 Concept and Importance of Human Capital, Education and Human Capital Formation
- 4.2 Contribution of Education to Economic growth: Critical and Empirical Analysis, Social and Private Cost, Opportunity Cost and Unit Cost
- 4.3 Direct (Social & Private) and Indirect benefits of Education (spill-over and externalities)
- 4.4 Cost Benefit Analysis of Education and Criteria for Financing Education

#### **Suggested Practical Work:**

1. Prepare an exhibition on history of education.
2. Conduct an action research / comparative research to find out unit cost in Education.

#### **Reference Books:**

1. Agrawal, J.C: *Land Marks in the History of Modern Indian Education*, New Delhi
2. Brubecher, John.S: *A History of the Problems of Education, Education and National Development: Report of the Kothari Commission on Education*, New Delhi, 1966.
3. Dharmpal: *Collected Writings Vol. III, The Beautiful Tree* (Indigenous Indian Education in the Eighteenth Century), Other India Press, Mapusa Goa. (Hindi Translation is available with the title: RALIYAMNU VRUKSHA Punarutthan Trust,9/B, Anannd Park, Baliyakaka Marg, Juny Dhor bazar, Kankariya, Ahmedabad-
4. Keay,F.E: *Indian Education in Ancient and later Times*
5. Mookerji, R.S: *Ancient Indian Education*,
6. Mukerji, S.N: *History of Education in India- Modern period* Aacharya Book Depot; Baroda
7. Nurulla & Naik: *A students History of Education in India*
8. Pandey, R.S: *Development of Indian system of Education*
9. Rawat, P.L: *History of Indian Education*, Agra

#### **(For Economics of Education)**

1. Ansari, M.M. *Education and Economic Development*, New Delhi, AIU Publication, 1987.
2. Blaug Mark *Economics of Education & the Education of an Economist*, New York, University Press, 1987.
3. Blaug Mark *An Introduction to Economics of Education*, England, Penguin Books Ltd. 1980.
4. Garg, V.P. *The Cost Analysis in Higher Education*, New Delhi, Metropolitan Book Co., 1985.
5. Harbison & Myers *Education, Manpower and Economics growth*, New Delhi, Oxford & IBH. (Indian Edition) 1968.
6. Jivtode ,P. & Vaishnav, R. 2014: *Maharashtratil Vdyapeethache Shaikshanik Yogdan* , Sandesh Prakashan, New Delhi
7. Kneller, G. F. *Education & Economic Growth*, New York, John Wiley, 1968.
8. Nagpal C.S. & Mittal A.C. (eds)
9. Pandit, H. N *Measurement of cost Productivity & Efficiency of Education*, New Delhi, NCERT, 1969.
10. Prakash Sri. & Choudhury, S. *Expenditure on Education: Theory, Models and Growth*, New Delhi, NIEPA, 1994.
11. Pscharo Pulos, G. & Woodhall, M *Education for Development-An Analysis of Investment choices*, London, World Bank Publisher, 1985.
12. Schultz, T. W *The Economic Value of Education*, Columbia, Columbia University Press, 1963.
13. Sethi, Vinita *Educational Development and Resource Mobilization*, New Delhi, Kanishka Publication, 1997.
14. Sodhi, T. S *Education and Economics Development*, Ludhiana, Mukand Publications, 1978.
15. Tilak, J.B.G. *Economics of Inequality in Education*, New Delhi, Sage Publications, 1987.
16. Vaizey John *Economics of Education*, London, Faber & Faber, 1962.

17. Schultz, T. W, *The Economic Value of Education*, Columbia, Columbia University Press, 1963.
18. Sethi, Vinita, *Educational Development and Resource Mobilization*, New Delhi, Kanishka Publication, 1997.
19. Sodhi, T.S. *Education and Economics Development*, Ludhiana, Mukand Publications, 1978.
20. Tilak, J.B.G. *Economics of Inequality in Education*, New Delhi, Sage Publications, 1987.
21. Vaizey John *Economics of Education*, London, Faber & Faber, 1962.

**Course No:- IDPG01EDM005**

## **ENVIRONMENTAL EDUCATION & DISASTER MANAGEMENT EDUCATION**

**Total -100**

**Credits - 04**

### **Course Learning Outcomes (CLO):**

After completion of the course, student will be able to:-

1. To provide an overview of Disaster Management as a multidisciplinary subject area
2. To create awareness on the Disaster Management cycle (Preparedness, Prevention/Investigation, Response, Rehabilitation and Recovery)
3. To develop understanding about disaster response, relief, rehabilitation & reconstruction
4. To strengthen the transfer of learning from teachers to students on creating a culture of effective disaster management
5. To impart the skills to teacher trainees to create, develop and adapt instructional material on disaster management
6. To make student teachers understand about the concept, scope and objectives of environmental education
7. To help student teachers understand environmental education at various levels of education
8. To orient student teachers with various components and use and abuse of natural resources
9. To enable the student teachers understand the concept and strategies of sustainable development
10. To enable the student teachers to understand about various activities related to protection of environment
11. To orient the student teachers about the Environmental law in India

### **UNIT-I-**

- Concept and definitions of Disaster; Types of Disaster – natural and man-made disasters Consequences of Disaster; Overview of Disaster scenes world over, in India and Uttarakhand & India Disaster Report: Government policy
- Environmental Education (EE): Concept, nature, history- place in various commissions/ conference reports and national policies, international concerns and genesis, goals, objectives and guiding principles.
- Sustainability – concept and need, Place in national –international policies, Quality perspective: Global Changes and quality of Life.

## **UNIT-II-**

- Environmental Education (EE) Curriculum- need and principles
- Development of EE curriculum and Syllabus for different levels (Role of NCERT,UGC and educational institutions) and Analysis of existing EE syllabi for different levels of education
- Methods of teaching environmental education Teaching Methods, Strategy, Technique, and Tactics.

## **UNIT- III-**

- Formal Agencies of Education and evolution of teaching methods: Traditional Methods and Progressive Methods of teaching EE.
- Role of informal and non-formal agencies of education, Contributions of individuals (Gaura Devi, Sundarlal Bahuguna, Rajendra Singh, Medha Patekar etc.) in mass awareness & National & International Agencies in Environmental Hazards Management
- Indian Forest Act of 1927 & Wildlife Protection Act of 1972, Archaeological and Historic Preservation Act of 1974, The Water (Prevention and Control of Pollution) Act of 1974, The Air (Prevention and Control of Pollution) Act of 1981 & The Environment (Protection) Act of 1986

## **UNIT-IV-**

- Evaluation in environmental education – continuous comprehensive evaluation (identification of indicators, various methods of their evaluation, record preparation, reporting and follow-up procedures). Evaluation of curriculum, text-books, evaluation practices and teachers.
- Future society and environmental ethics education, environmental crisis and crisis of survival, challenges and remedies.
- Researches trends in environmental education and role of Information & communication Technology

## **PEDAGOGY- Self Study, Discussion & Project Method**

## **PRACTICUM –**

Survey of Disaster prone areas, take the Experiences of the victims of disasters and prepare a report and give the remedy for disaster victims and society.

## **REFERNCES-**

1. Agarwal. A & Narain S (1991): State of India's Environment – A citizen's report: Floods, flood plains & environmental myths. Center for science and environment, New Delhi
2. Bahuguna, Sundarlal(1996) *Dharti ki Pukar*, Radhakrishna Publication, Delhi, Pp. 111.
3. Carter W. Nick (1992): Disaster management – A disaster manager's handbook. Asian Development bank. Philippines
4. CBSE textbooks – How to make a plan for community exercise- UNDP; Min. of Home Affairs
5. David A. (1993): Natural disasters. UCL Press London & Research Press, New Delhi
6. Disaster management & technology promotion – Technological information forecasting academic council

(TIFAC) Disaster Management Act- 2005

7. Environmental Education – A Resource book for Teacher Educators: Level 3 – M.Ed., Centre for Environment Education, Ahmedabad, 2007.
8. Environmental Education – A Resource book for Teacher Educators: Level 2 – B.Ed., Centre for Environment Education, Ahmedabad, 2007.
9. Environmental Education – A Resource book for Teacher Educators: Level 1 – D.Ed., Centre for Environment Education, Ahmedabad, 2007.
10. Environmental Education in Indian School System – Status report 2007, Centre for Environment Education, Ahmedabad, 2007.
11. Goel, M.K. (2006) Paryavaran Addhyayan, Vinod Pustak Mandir, Agra, Pp. 581.
12. Kaushik, A. and Kaushik, C.P. (2004). *Perspectives in Environmental studies*, New Age International(P) Ltd. Publishers, New Delhi
13. Leelakrishnan, P. (1999) Environmental Law in India, Butterworth's India, New Delhi,
14. NCERT (2004) Environmental Education in Schools, NCERT, New Delhi, Pp.112.
15. NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi,
16. Parasuraman S. & P.V. Unnikrishnan (2000): India Disaster Report: Towards a Policy initiative. OUP. New Delhi
17. Ramakrishnan, P.S. (2001) Ecology and Sustainable Development, N.B.T., New Delhi,
18. Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia, A. (2008) Society and Environmental Ethics, Seema Press, Varanasi,
19. Sharma V.K (1995): Disaster Management. National center for disaster management, Indian institute of public administration, New Delhi
20. Sharma, P.D. (2001). Ecology And Environment, Rajson Printers, New Delhi,
21. Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P. (1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.
22. Shukla, C.S. (2007) Paryavaran Shiksha, Alok Prakashan, Lucknow,
23. Singh, S.K. (2007) Environmental Education and its concern in Educational Policies in Independent India, in Trivedi, B. and Jain, S. (Ed.) Environmental Issues in India, New Delhi, Discovery Publishing House, Pp.73-82. ISBN 978-81-8356-224-9.
24. Sinha D.K (1992): Natural Disaster reduction for nineties: Perspectives, aspects & strategies. International Journal services, (Publications Division), Kolkata
25. The Green Action Guide – A manual for planning and managing Environmental Improvement projects – Green School series, Centre for Environment Education, Ahmedabad, 1997.
26. Towards a Green Future – A Trainer's manual on Education for Sustainable development, Green school series, Centre for Environment Education, Ahmedabad, 1999.
27. World Disaster Reports
28. [www.fema.gov](http://www.fema.gov)



**Course No:- IDPG01EME006  
(Semester – 1)**

**Optional Course: D: 104**

**EDUCATIONAL MEASUREMENT & EVALUATION**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):**

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

**Unit – 1 The Measurement and Evaluation Process**

1. Concept of Measurement and Evaluation
2. Inter-relationship between Measurement and Evaluation in Education
3. Scope and Need of Evaluation
4. Functions of Evaluation
5. Basic principles of Evaluation
6. Evaluation and Curriculum
7. Examination: Open-book exam, Online exam (Concept, Need, Characteristics)

**Unit – 2 Taxonomies of Educational Objective**

1. Classification of Objective of Cognitive Domain: Knowledge, Comprehension, Application, Analysis,

- Synthesis and Evaluation (Meaning, Specific objectives and expected behavioral changes).
- 2. Classification of objective of Affective Domain: Attending Responding, Valuing, Organization, Characterization (Meaning specific objectives and expected behavioral changes).
- 3. Classification of objectives of Psychomotor Domain: Visualization, Concentration, Responses under guidance, Learning of working, Mastery (Meaning specific objectives and expected behavioral changes).

### **Unit – 3 Norm Reference and Criterion Reference testing**

- 1. Concept of norm reference and criterion reference test
- 2. Difference between criterion reference and norm reference test
- 3. Steps for construction of norm and Criterion Reference Test
  - ✓ Instructional intent specifying the domain
  - ✓ Item development
  - ✓ Item review
  - ✓ Test development
- 4. Use of criterion referenced test and NRT
- 5. Item analysis procedure for norm reference and criterion referenced mastery tests

### **Unit – 4 Qualities desired in measurement procedure**

- 1. Validity : Concept, Nature, types, its estimation Procedure and problems of validity measures
- 2. Reliability : Concept, Nature, types and problems of reliability measures, Cross validities
- 3. Relationship between validity and reliability
- 4. Usability : Concept, Factors affecting the usability of measurement procedure

### **Suggested Practical Work**

- 1. Choose any one of Psychological Test and find out the reliability and validity of the constructed test.
- 2. Apply Standardize test into classroom and interpret the result.
- 3. Prepare a note on measurement and Evaluation.

### **Reference Books:**

- 1. Blooms, et. Al., (1966): Taxonomy of Educational Objectives: Hand Book, (1) Cognitive Domain, New York: David McKay Co.
- 2. Bloom Hatings and Madaus (1971): Handbook on Formative & Summative Evaluation of Student Learning, New York: McGraw Hill Book Co.
- 3. Eble Robert, L (1966): Measuring Educational Achievement, New Delhi: Prentice Hall.
- 4. Furst, E.J. (1958): Constructing Evaluation Instrument, New York: David McKay Co.
- 5. Grondland, N.E. (1958): Constructing Evaluation Instruments, New York: David McKay Co.
- 6. Groundland, N.E. (1976): Measurement and Evaluation in Teaching (3rd Ed.), New York: Macmillan Co.
- 7. Hills, J.R. (1976): Measurement and Evaluation in the classroom, Columbus, Ohio: A Bell Howell Co.
- 8. Krathwoh, et.al. (1966): Taxonomy of Educational Objectives: Handbook: 2, Affective domain, New York: David McKay Co.
- 9. Lindquist Evert F. (1955) (Ed.): Educational Measurement, Washington, America council on Education.
- 10. Meherens W.A. & Lehman J.J. (1973): Measurement and Evaluation in Education in Education and psychology, New York: Holt, Rinehart & Winston, Inc.
- 11. Mager Robert F. (1962): Preparing Instructive Objectives, Palo, Alto, California: Fearin Publishers.

12. Nunnally, J.C. (1964): Educational Measurement and Evaluation, New York: McGraw Hill Book Co.
13. Popham W.J. (Ed.) (1971): Criterion Referenced Measurement, Englewood Cliffs, N.J.: Education Technology pub.
14. Thondike Robert, L & Elizabeth P. Hagen (1961): Measurement and Evaluation in psychology and Education, (2nd Ed.) New York: Wiley.
15. Thuckman, B.W. (1975): Measuring Educational Outcomes, New York: Harcourt Brace, Javanovich, Inc.
16. Vaishnav, R. & Parasher G.S. 2010: Computer Aided Instructional Design in Education, Kitabi Dunia, New Delhi
17. Wringghstone, J. Wayae (1956): Joseph Justman & Iewing Robbins: Evaluation in Modern Education, New York: America Book Co.
18. Jha, A. S. (2009): Measurement and Evaluation, Ahmedabad: Jay Publication

**Course No:- IDPG01ICT007**

## **EDUCATIONAL TECHNOLOGY & ICT**

**Total -100**

**Credits – 04**

### **Course Learning Outcomes (CLO):**

After completion of the course, student will be able to:-

1. Explain the concept of educational technology and understand the nature and scope of educational technology and also about the various forms of technology,
2. Trace the history of educational technology and understand the systems approach to Education and communication theories and modes of communication,
3. Know the instructional design and modes of development of self learning material develop the ability for critical appraisal of the audio-visual media,
4. Develop basic skills in the production of different types of instructional material; know the recent innovations and future perspectives of Education Technology.
5. Explain various teacher training techniques & discuss the concept, principles and types of programmed instruction.
6. Discuss the concept and method of computer-assisted instruction, e-learning, online learning and m-learning.

### **UNIT-I-**

- Educational Technology: Concept, Nature and scope of educational technology in India.
- Approaches of educational technology: Hardware and Software

- Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC, IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.

## **UNIT-II-**

- Teaching: Concept, variables, phases and levels of teaching. Models of Teaching: Basic teaching model, Concept Attainment model and Advance & Organizer Model.
- Teacher Training Techniques: Microteaching, Teaching skills, Skill of stimulus variation, introducing the lesson, reinforcement and probing question.
- Education and Training: Face-to-face, Distance (EDUSAT) and other alternative modes

## **UNIT-III-**

- Instructional Design: Concept, Views. Process and stages of Development of Instructional Design.
- Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction & Development of a linear programme.
- Development of a programme; preparation, writing, try out and evaluation .

## **UNIT-IV-**

- Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.
- Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.
- Computer assisted instruction, e-learning, online learning and m-learning.

**PEDAGOGY-** Classroom Instruction, small Projects on Educational Technology

**PRACTICUM** - Power-point presentation (at least 10 slides) & Development of a linear programme (30 frames).

## **REFERENCES-**

1. Bhushan, A.& Ahuja, M.(1992): Educational Technology, Meerut, Vikas Publication.
2. Bloom, B.S. (1972): Taxonomy of Education Objectives. A Hand Book-I(Cognitive Domain), New York: David Mokeay Campo.
3. Chauhan, S.S. (1978): A Textbook of Programmed Instruction, New Delhi, Sterling Publishers.
4. Das, R.C. (1993): Educational Technology: A Basic Text, New Delhi, Sterling Publishers.
5. Dececco, J.P. & Cramford, W.R., (1970): Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
6. Flanders, Ned A.(1978): Analyzing Teaching Behavior, London , Addison Wesley Publishing Co.
7. Gage, N.L., (1978): The Scientific Basis of the Art of Teaching, London, Teacher's College Press.
7. Gakhar , S.C. (2008). Educational Technology, Panipat, N.,M. Publication
8. Goswami. M.K. (2008) Educational Technology. New Delhi: Asian Books Private Limited.
8. Joyce, B.Weil, M. & Showers, B., (2009) : Models of Teaching, New Delhi: Prentice Hall of India, Pvt. Ltd.
9. Khirwadkar, A. and Puspanadham, K. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons.
9. Mehra, V.(2010) : A text book of Educational Technology, New Delhi : Sanjay Prakashan.
10. Modi, J.(2010) Micro Teaching Technique and Practice, Delhi: Shipra Publications.

10. Schrum, L. (2012) Educational Technology for School Leaders. New Delhi: Sage India Pvt Ltd.
11. Sharma, Y.K. and Sharma, M. (2006) Educational Technology and management, Vol. 1, New Delhi: Kanishka Publishers, Distributors.
12. Thamarasseri, I. (2009). Information and Communication Technology in Education. New Delhi, Kanishka Publisher, distributors.
13. Vallikad, S. (2009) Information Communication Technology for Teacher Education. New Delhi: Kanishka Publishers, Distributors.
14. Petkar G.K. 2019 Information & communication Technology in Education. Swatik Publication , NewDelhi

## **Semester – II (M.Ed.)**

**Course No:- IDPG02MER001**

## **METHODS OF EDUCATIONAL RESEARCH**

**Credit-4**

**Marks-100**

### **Course Learning Outcomes (CLO):**

To enable student to understand

1. The meaning of scientific inquiry, Paradigm, Theory and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. The different strategies, approaches, methods of educational research.
4. The meaning and techniques of Sampling.
5. Various type of tools and data collection.
6. The broad canvas of Educational Research

### **Unit – 1: Historical Research Method**

1. Concept of Historical Research Method
2. Importance of Historical Research in Education
3. Objectives of Historical Research
4. Steps of Historical Research Method
5. Errors Made by New Researchers

6. Criteria to Evaluate Historical Research
7. Subjects of Historical Research

### **Unit – 2: Descriptive Research Method**

1. Concept, Use, Objective and Characteristic of Descriptive Research Methods
2. Types of Descriptive Research Methods
  - a. Survey Method
  - b. Developmental Methods (Concept, Characteristic, Steps, Types and Illustration for each Method)

### **Unit – 3: Qualitative Research Method**

1. Content Analysis Method
2. Co-relation Method
3. Ethnographic Method (Concept, Characteristic, Steps, Types for Qualitative Research Method)

### **Unit – 4: Experimental Research Method**

1. Meaning and characteristic in experimental research
2. Method of control, criteria for the experimental design, appropriateness, adequacy of control, internal & external validity
3. Various types of experimental designs including quasi experimental design

### **Suggested Practical Work:**

1. Term paper or seminar based on a research method: nature, steps for doing research, popularity of the method and vice-versa
2. Prepare term paper for Ethnographical study Method.
3. Conduct an Experiment for small group of any one class for their diagnosis work.

### **Reference Books:**

1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York ; Longman Inc.
3. Burroughs G.E.R. (1975) : Design and Analysis in Educational Research (2ndEd.) Oxford : Alden & Mowbray Ltd.
4. Bruce W. (1952) : Conduction Educational; Research (2ndEd.) New York : McGraw Hill Book Co.
5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
7. Gilbert, S. (1979) : Foundations of Educational Research, Englewood, Cliffs, New Jersey : Prentice Hall Inc.
8. Hyman H.H.(1955) : Survey : Design and Analysis, Principles, Cases, Procedures, New York : The Free Press
9. Kerlinger F.N. (1964) : Foundations of Behavioral Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.
13. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
14. Patel R.S. (2015) Research Methodology (1st Edition, English Version), Ahmedabad, Jay Publication.
15. Patel, R.S. : February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
16. Patel , R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
17. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)
18. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Bool Depot.
19. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.
20. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.
21. Truckman B.W. (1978): Conduction Educational Research (2nd Ed.)New York: Harcourt Braco Jovenovich

Inc.

22. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.
23. Petkar G.K. 2018 Advanced Methods in Educational Research, Swastik Publication, New Delhi

**Course No:- IDPG02PHE002**

## **PHILOSOPHY OF EDUCATION**

**Credit-4**

**Marks-100**

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### **Course Learning Outcomes (CLO):**

To enable student to

1. Understand the scope and application of educational philosophy and sociology.
2. Acquaint him with the philosophical and sociological theories underlying educational principles.
3. Appreciate the role of education in development on and individual and society in their cultural perspective.
4. Understand the relationship existing between education of one hand and social politic and economic system on the other.
5. Understand the role of education in the emerging Indian society.

### **Unit – 1 EDUCATIONAL PHILOSOPHY**

1. Nature, Definition, Concept, Function and understanding of Philosophy and Educational Philosophy.
2. Scope of Philosophy

3. Relationship between Philosophy and Education
4. Fundamental philosophical Issues
  - a. Meta physical Issues: The issues with special reference to ontology, cosmology and theology
  - b. Epistemological Issues: The issues special reference to Reality & objectivity, worth of knowledge and Truth.
  - c. Axiological Issues: Ethics and aesthetic branch. Its origin and scope.

## **Unit – 2 A COMPARATIVE STUDIES OF THE SCHOOLS OF PHILOSOPHY**

1. Idealism
2. Naturalism
3. Realism
4. Pragmatism
5. Existentialism

Keeping in view the following aspects

- a) Meaning
- b) Fundamentals
  1. Metaphysics 2. Epistemology 3. Axiology 4. Logic
- c) Principles and general maxims
- d) Aims of Education
- e) Curriculum
- f) Teaching Methods
- g) Discipline
- h) Teacher-pupil relationship and their place in education.
- i) Beliefs about nature of knowledge, Morality, Values.

## **Unit – 3 INDIAN SCHOOL OF PHILOSOPHY**

1. Buddhism
2. Jainism
3. Bhagvad Gita
4. Upnishad
5. Islam
6. Sankhya

Keep in view the following points

- |                      |  |
|----------------------|--|
| (a) Thematic Content | (b) Concept and Aims of Education        |
| (c) Curriculum       | (d) Teaching Methods      (e) Discipline |

## **Unit – 4 IMPACT OF EDUCATIONAL PHILOSOPHY OF SOME INDIAN PHILOSOPHER**

1. Ravindranath Tagore
2. Maharshi Arvind
3. Mahatma Gandhiji
4. Dr. J. Krishnamurthi
5. Rashtrasant Tukadoji Maharaj
6. Vinoba Bhave
7. Vir Savarkar
8. Gulab Maharaj
9. Dasbodh

Keep in mind the following points.

- ✓ Life Narrative



- ✓ Concept and Aims of Education
- ✓ Effect of their contribution.
- ✓ Specific contribution and its relevance with contemporary educational practice.

### **Suggested Practical Work**

1. Term paper or seminar based on a school of philosophy such as epistemological aspects and its practice in education.
2. Preparing handbook for teacher selecting teacher related maxims from Upanishad, Bhagavad-Gita
3. Autobiography of Rousseau, John Dewey, Plato, Socrates, J. Krishnamurthy, Sri Aurobindo

### **Reference Books:**

1. Brolldy Harry (1967) : Building a philosophy of Education, Englewood : Cliffs, Prentice Hall Inc.
2. Brown Francis J. (1961): Educational Sociology, New York: Prentice Hall Inc.
3. Brubacher G. S. (1962) : Modern Philosophy of Education (International Student Edition ) Tokyo : Mc Grow Hills.
4. Chaube S. P. (1981) : A Philosophical and Sociological Foundations of Education, Agra : Vinod Pustak Mandir
5. Chouhan, S. & Parasher G.S.: Religious and Moral Education in Shakspears Drama, Sandesh Prakashan, New Delhi.
6. Kazi, N.& Parasher G.S.: Naitik Shiksha Islam ke Sandarbh mein, Sandesh Prakashan, new Delhi
7. Kazi, S. & Parasher G.S.: Muslim Samaj mein Stri shiksha, Sandesh Prakashan, new Delhi
8. Otaway A. K. G. (1953) : Education and Society, London : Routledge and Kagan Paul.
9. Moharil ,S.& Parasher, G. S. Sawarkar Sahitya Shaikshanik Tatwagyan, New bismah Kitabghar, New Delhi
10. Makade, S.& Parasher, G. S. Rashtrasant Tukadoji Maharajanche Shaikshanik mulya, Sandesh prakashan New Delhi
11. Bharote,A.& Parasher, G. S. Acharya Vinoba Bhave Shaikshanik Chintan New bismah Kitabghar, New Delhi
12. Kadu,S. .& Parasher, G. S. Gulab Maharaj Yanche shaikshanik Tatwagyan New bismah Kitabghar, New Delhi
13. Barde, S. & Parasher, G. S. Bharat Ratna Dr. Baba Saheb Ambedkar shaikshanik chintan ,New bismah Kitabghar, New Delhi
14. Lohkare , S. & Parasher, G. S. Dasbodhache shaikshanik tatvagyan va Jeevan mulya ,New bismah Kitabghar, New Delhi
15. Rurk Robert R. (1956) : The Philosophical Bases of Education, Boston : Houghton Mifflin.
16. Shastri Manoj C. (2014):Philosophical Foundation of Education, Ahmedabad: SSTCT Publication.
17. Shastri Manoj C. (2010):Fundamental concept of Educational Philosophy ,Ahmedabad: Akshar Publication.
18. Shastri Manoj C. (2012): Right to Education & Basic Needs Reference to VEDAS, Germany: LAP LAMBERT Academic Publishing GmbH & Co. KG.
19. Shastri Manoj C. (2013): The Philosophy of Rabindranath Tagore, Ahmedabad: SSTCT Publication.
20. Shastri Manoj C. (2013): Shree Aurobindo, Ahmedabad: SSTCT Publication.
21. Stanely C. William (1957) : Social Foundations of Education, New York : The Dryden Press Ic.
22. Thomson Godfrey (1957) : A Modern Philosophy of Education, London : Gesrge G. Garper & Colts.
23. Wynee John P. (1947) : Philosophy of Education, New York : Prentice Hall Inc.

**Course No:- IDPG02SOE003**  
**PAPER- VI :**  
**SOCIOLOGY OF EDUCATION**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):**

1. To enable the students to understand concept and process of social organization, social stratification and institution.
2. To familiarize students with sociological inquiry
3. To enable the students to understand relationship between culture, society and Education.
4. To make the students understand education as a social process.

5. To Social Interactions and their educational implications
6. To Education as a means of social changes

#### **UNIT - I -**

- Meaning, Concept and Nature of Sociology of Education
- Relationship between Education and Social Variable
- Process of socialization and role of Political Awareness

#### **UNIT II –**

- Social Structure: Components, Class and Caste Structure In India, Changing Structure and Religious Groups,
- Meaning, Concept and Definitions of Family- Educational role of the family-types of families- joint family, nuclear family, single parent family-their advantages and disadvantages, influence of family on system of education.
- Culture: Definition, meaning, need and importance – Characteristics of culture, Relationship between Culture and Education.

#### **UNIT III -**

- Social Change- its Meaning and Concept with Special Reference to India.
- Social Mobility, Social Stratification and Education
- Social Group – Inter Group Relationship , Group Dynamics & Education

#### **UNIT- IV:**

- Educational Opportunity and Social Justice with Special Reference to Indian Society
- Terrorism as a World Problems - its Causes, and its Impact on Society and Remedies through education
- Concept of secularism in India and World Prospect and Building of Secularism through Education
- **PEDAGOGY:-** Class room Interaction, discussion etc
- **PRACTICUM:-** Prepare a report on entire activity **OR** Organise a debate on Education & Socialization.

#### **SUGGESED READINGS-**

1. Unithan T.K.N. (1965) – Towards Sociology of culture in India; Prentice Hall of India, New Delhi.
2. Hansen Donald A and Gers –T Joel E (ED)- (1967) : on Education Sociological Perspectives – John wiley and Some Inc. New York.
3. Shivakumar (1991) – Education, Social Change In Karnataka- International Book House , New Delhi.
4. Jayaram N (1990) – Sociology of Education In India- Rawat Publications, Jaipur.
5. Gore M.S., Desai I.P., Chitmis S (Ed) – 1967: Papers in the Sociology of Education in India, NCERT, New Delhi.
6. Swift (1991)- Sociology Of Education ,International Book House, New Delhi.
7. UNESCO (1982)- Inequalities In Educational Development – An IIEP Seminar, Paris, UNESCO.
8. Rao M.S.A. Education, Social Stratification and Mobility NCERT, New Delhi.
9. Unithan T.K.N. (1965)- Towards A Sociology of Culture In India- Prentice Hall of India, New Delhi.
10. William – Son Bill (1979)- Education, Social Structure and Development – Max Millan Press Ltd. London.

11. John Brubacher (2007): Modern Philosophy of Education. New Delhi: Surjeet Publication.

**Elective Courses**

**Course No:- IDPG02PAE004**

**Population Education & Adult Education**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):**

To enable the teacher trainees to –

1. Understand increasing population growth within the country.
2. Understand the effects of population growth over countries natural resources.
3. Understand the importance of small and educated families.
4. Inculcate value education through population education
5. Eradicate gender bias through population education.
6. Understand the role of Government, teacher and society towards creating awareness regarding people migration.

**Unit (I) Concept of Population Education:**

- a. History of world population
- b. Meaning, definition, importance, need, scope of population education
- c. Objectives of population education ( National and School level)

**Unit (II ) Dynamics and History of Population Education in India:**

- a. History of population in India
- b. Dynamics of Population – a) Census b) Sample survey c) Birth Death Ratio
- c. Factors affecting on population – 1) Birth rate 2) Migration 3) Fertility
- d. Effects of dynamics of population

**Unit (III ) Problems of population growth in India:**

- a. Problem of population growth in India
- b. Causes of population growth in India
- c. Solution to population growth in India

**Unit (IV ) Population Education and Attitude Development:**

- a. Meaning of attitude.
- b. Development of attitude
- c. Factors affecting on development of attitude
- d. Role of teacher in developing attitude.
  - a. Social values
  - b. Scientific attitude
  - c. To develop attitude to avoid wastage in various field
- e. Importance of small families
- f. Attitude towards avoiding pollution
- g. Role of teachers in creating awareness regarding population education

**Unit (V ) Role of Government Role in solving population problem:**

- a. Creating awareness regarding medical solution
- b. Through education
- c. To develop all natural resources.
- d. To develop agricultural sector
- e. To Develop industrial sector
- f. To develop communication sector
- g. To reduce gender bias
- h. To reduce pollution

**Unit (VI ) Population Education Through school syllabus:**

- a. Population education through science, Math's, history, geography, civics, languages- their objectives and relationship of various subject to population education.
- b. Development of attitude.
- c. Factor affecting on development of attitude.
- d. Role of teacher in developing attitude.
- e. Population education through co-curricular activities and extracurricular activities.

**Transaction Mode :** Lecture cum Discussion method, Brain storming method Blended teaching , Workshop , Computer assisted teaching, Facilitating techniques.

**Practicum : (Any one)**

1. Content analysis of existing secondary level text book to identify the components of population education included in it.
2. Survey of population situation of any locality inhabited by disadvantaged section on society.
3. Survey of population situation in a selected locality to understand its population dynamics with comments on what is observed.
4. Survey of the population of student's families (of any class of a school) and analysis of the result.
5. Drawing out plan for crating community awareness about social evils such as superstitions, early marriage etc. (any one evil).
6. Critical reporting of community work in selected localities in selected sectors like mother care, child care, health and cleanliness etc.
7. Collection and analysis of data from available sources, problems of accommodation in schools/hospitals /transport in selected locality.

**References.:**

1. Population Education –Kuppuswamy and other
2. Population Education –Selected readings Mehta and Ramesh Chandra
3. Population Education – Yadav and Saroj
4. Population Education – Sing and Sudarsan
5. Population Education- Rio, D. Gopal
6. Population Education- Thompson and Lewls
7. Population Education- SNTD University
8. Population Education for teachers- Mehta and Prakash
9. Population Education –Stella sounders Raj, S.G. Wasani

**Course No:- IDPG02CSE005**

**(Semester – 2)**

**CURRICULUM STUDIES AND EDUCATION**

**Credit-4**

**Marks-100**

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## **Course Learning Outcomes (CLO):**

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

1. Define curriculum
2. Identify the components of curriculum
3. Describe the various principles of curriculum development
4. Explain various determinants of curriculum
5. Describe and analyze various approaches to curriculum development
6. Explain and compare various types of curriculum
7. State the meaning of curriculum development
8. State major issues to be addressed through curriculum
9. Describe various modes of curriculum development
10. Explain various considerations for curriculum development
11. Describe various guiding principles for selection and organization of learning experiences.
12. Discuss various issues in curriculum development

### **Unit 1- Nature ,Principles and Determinants of Curriculum**

1. Meaning and concept of curriculum;
2. Curriculum as a body of organized knowledge, inert and live curriculum.
3. Components of Curriculum: Objectives, content, transaction mode and evaluation
4. Philosophical and ideological basis of curriculum
5. Principles of integration
6. Theories of curriculum development.
7. Preservation of Culture
8. Relevance, flexibility, quality, continuity and plurality
9. Determinants of Curriculum

### **Unit 2- Approaches and types to Curriculum Development**

1. Subject centered
2. Core curriculum
3. Learner centered
4. Community centered.
5. Curriculum Frameworks of School Education and Teacher Education
6. Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
7. Social deconstructionist curriculum: characteristics, purpose, role of the teacher in reconstructions curriculum

### **Unit 3.- Models of Curriculum Development**

1. Tylers-1949 model
2. Hilda Taba 1962 model
3. Nicholls and Nicholls-1972 model
4. Willes and Bondi-1989 model
5. Need assessment model
6. Futuristic model
7. Vocational/Training model

(With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation).

### **Unit 4- Selection and Organization of learning experiences and Issues**

1. Principles and criteria for developing learning experiences
2. Points to be considered while selecting learning experiences
3. Designing integrated and interdisciplinary learning experiences.
4. Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts
5. Infusion of environment related knowledge and concerns in all subjects and levels.

6. Learning to draw upon resources other than text books including local history and geography
7. Centralized vs. decentralized curriculum
8. Diversity among teachers in their competence.
9. Problem of curriculum load
10. Participation of functionary and beneficiaries in curriculum development

### **Suggested Practical Work:**

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

### **Reference Books:**

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
3. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
5. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
6. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
7. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
8. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
9. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
10. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
11. Reddy, B. (2007): Principles of curriculum planning and development.
12. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
13. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
14. Vaishnav, R. 2013 : Learner Controlled Instruction , Lambert Academic Publishing Deutschland, Germany
15. Vaishnav ,R. & Parasher G.S.2010 : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi ()



**Course Learning Outcomes (CLO):**

1. To enable the students understand the Counseling process & Group guidance programme.
2. To enable the students understand the Organization of a Guidance Programme.
3. To enable the students understand the Testing in Guidance Service.
4. To enable the students understand the Human adjustments and mental health & hygiene.

**Unit – 1 Counseling process & Group guidance:**

1. Counselling process
2. Concept, nature, principles of counselling
3. Counselling approaches – directive, non-directive
4. Group counselling vs. Individual counselling, Counselling for adjustment
5. Characteristics of counselling
6. Activities of Group guidance
7. Concept, concern and principles of group guidance
8. Procedure and techniques of group guidance

**Unit – 2 Organization of a Guidance Programme:**

1. Principles of organization
2. Characteristic of well Organized Guidance.
3. Eclectic Counselling service and Individual inventory service- Testing Service.
4. Information orientation service, placement service and follow up programme

**Unit – 3 Testing in Guidance Service**

1. Use of tests in guidance and counselling
2. Tests of intelligence, aptitude, creativity, interest and personality
3. Administering, scoring and interpretation of test scores
4. Communication of test results as relevant in the context of guidance programme

**Unit – 4 Human Adjustments and Mental Health:**

1. Definition and meaning of Adjustment.
2. Role of motivation in adjustment Process: Meaning and definition of motivation, Five Steps of Adjustment process.
3. Role of Positive Motivation and Negative Motivation in adjustment process.
4. Role of perception in adjustment: Perception and adjustment, Factors of actual Perception, Teacher and Perception.
5. Definition and Meaning of Mental Hygiene. Objectives of Mental Hygiene.
6. Principles of mental hygiene and their implication for effective adjustment.
7. Mental health and development of integrated personality.

**Suggested Practical Work:**

1. To organise seminar, career conference & career day.
2. To provide Guidance and counseling of Students.
3. To visit work places and related institutes.
4. To visit institutes of who providing Guidance and Counseling.
5. To collect information or paper cutting about career development of students.
6. To administrate any five psychological tools and its analysis for guidance and counselling.
7. To organise seminar, career conference & career day.
8. To provide Guidance and counseling of Students.
9. To visit work places and related institutes.

**Reference Books:**

1. Adams, James F. (1986): Counseling and Guidance: A Summary view (6th printing) New York: McMillan.
2. Beride, R.F. et. Al. (1963): Testing in Guidance and Counseling, New York: McGraw Hill.
3. Bengalee, M.D. (1984): Guidance and Counseling, Bombay: Sheth Publishers.
4. Bernard, H.W. (1977): Principles of Guidance, (2nd Ed.) New York: Harper and Rwo.
5. Burkes, H.M. and Steffir B. (1979): Theories of Counseling, (3rd Ed.) New York: McGraw Hill.
6. Crow, L.d. and Crow A. (1962): An Introduction to Guidance, New Delhi: Eurisia.
7. Farwell, G.F. and Paters H.J.(1959) : Guidance Reading for Councillors, Chicago : Rand McNally.
8. George, R.L. and Cristiani, T.S. (1981): Theories, Methods and Processes of Counseling and Psychotherapy, Englewood Cliffs, N.J.: Prentice Hall.
9. Gibson, R.L. and Mitchell, M.H. (1981): Introduction to Guidance, New York: McMillan.
10. Gingberg, E. and others (1972): Occupational choice – an approach to General Theory (2nd Ed.) New York: Columbia University Press.
11. Holland, J.L. (1966): The Psychology of Vocational Choice, Waltham Mass: Blaisdell.
12. Humphy, I.A. and Traxler, A.E. (1954): Guidance Services, Chicago: Science Research Associates, Inc.
13. Jones, Arthur, J. (1970): Principles of Guidance (6th Ed.), New Delhi: Tata McGraw Hill Publishing Co.
14. Mehdi, B. (1976): Guidance in Schools, New Delhi: N.C.E.R.T.
15. Ohlsen, Merle M. (1977): Group Counseling (2nd Ed.) New York: Holt Rinehart and Winston.
16. Pasricha P. (1976): Guidance and Counseling in Indian Education, New Delhi: N.C.E.R.T.
17. Patterson, C.H. : Counseling and Guidance in School, New Delhi : Harper
18. Patterson, C.H. : Training and Reference Manual for job analysis, Washington D.C. : Department of Labour, U.S. Employment Services.
19. Shertger, B. and Stone S. (1976): Fundamentals of Guidance (3rd Ed.), Boston: Houghton Mifflin Co.
20. (1980): Fundamentals of Counseling (3rd Ed.), Boston: Houghton Mifflin Co.
21. Super, B.E. (1957): The Psychology of Carrees, New York: Harper.
22. Super, D.E. and Cities, J.O. (1968) : Appraising Vactional Fitness by means of Psychological Tests (revised Ed. ), Delhi : Universal Book Stall.
23. Traxler, A.E. and Worth R.D. (1964): Techniques of Counseling (2nd Ed.), New York: McGraw Hill.
24. (1960): Group Guidance, New York: McGraw Hill.
25. Anastasi, A. (1982): Psychological Testing, New York: Macmillan Publishing Co. (5th Ed.)
26. Buros, D.K. (Ed) (1972): The Mental Measurement Year Book, Highland Park: N. H. Gryphon Press.
27. Chronbach, L.J. (1970): Essentials of Psychological Testing: New York: Harper (3rd Ed.)
28. Freeman, F.S. (1972): Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Co.
29. Garrett, H.E. (1979): Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simons Pvt. Ltd.
30. Nunnaly, L.C. (1967): Psychometric Theory, New York: McGraw Hill Book Op. Inc.
31. Nunnaly, J.C. (1972) Educational Measurement and Evaluation, New York: McGraw Hill.
32. Parcek, U. and Sound S. (1971) : Directory of Indian Behavioural Science Research, Delhi : Acharan Sahakar.
33. Super D.E. and Crites, J.C. (1968): Appraising Vocational Fitness by Means of Psychological Tests, Delhi: Universal Book Stall.
34. Vaishnav, R.& Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deustland , Germany 2014
35. Vaishnav ,R.& Bhoyar, M.: Urban Deprived Children under Sarva Shikha Abhiyan - A research Monograph ,Sandesh Prakashan, New Delhi 2013
36. Vaishnav ,R. & Patil, P. : Apang Samaveshit Shikshan ani Sarva Shiksha Abhiyan, Sandesh Prakashan ,New Delhi 2015
37. Vaishnav, R. & Bhujade, K. Teaching Strategies for Attention Deficit Hyper Activity Disorder ,Scholas Press, Germany 2014
38. Vaishnav, R. & Gawalpanchi, R. Teaching Strategies for Mathametical Learning Disability, Scholas Press, Germany 2015
39. Rana, B. & Parasher G.S. : Effect of Inclusive education on children with special needs-A study, Jolly Reprographics, New Delhi 2009
40. Vaishnav, R. & Bhagat ,V. :Learning of Written Language and Hearing Impairment, LAP

**Course No:- IDPG02SPE007**

**Semester – 2**

**SPECIAL EDUCATION**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):** A student teacher will be able to;

1. Understand the meaning, nature and concept of special education
2. Get the knowledge & functions of institutions for special education
3. Understand the meaning, nature and concept of special education for physically challenged
4. Get the knowledge & functions of special education for exceptional students
5. Know the function of special education at every stage of school.

#### **UNIT – 1 INTRODUCTION TO SPECIAL EDUCATION**

- 1.1 The meaning and definition of a Special Education
- 1.2 The objectives and principles of a Special Education
- 1.3 The characteristics and need of a Special Education
- 1.4 National and International views about Special Education

#### **UNIT - 2 INSTITUTIONS FOR SPECIAL EDUCATION**

- 2.1 Special Schools
- 2.2 General Schools
- 2.3 Institutions of Integration and inclusion education
- 2.4 Roll of government and non-government organizations

(Definition, Criteria, Classification, Characteristics, Different approaches: Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials of each)

#### **UNIT – 3 SPECIAL EDUCATION OF PHYSICALLY CHALLENGED**

- 3.1 Visually Challenged
- 3.2 Hearing Challenged
- 3.3 Orthopedically Challenged
- 3.4 Mentally Challenged

(Definition, Criteria, Classification, Characteristics, Diagnosis and remedial Education, Different approaches: Medical/ Clinical, Psychological and Educational and instructional programmes – Preschool, primary, Intermediates and prevocational, Instructional methods and materials for each challenged)

#### **UNIT – 4 SPECIAL EDUCATION OF EXCEPTIONAL STUDENTS**

- 4.1 Learning disabled students: Meaning and Definition, Criteria and characteristic, causes of disabilities, type and classification, educational programme for the learning disabled, research on learning disabilities.
- 4.2 The Gifted students: Meaning, criteria and characteristics, Educational problems and programmes for the gifted; Enhanced programmes for the gifted in normal school setting.
- 4.3 The Gifted students: Creativity, Intelligence and giftedness, recent research on psychology and Education of the gifted, enhancement and Acceleration programmes in normal school settings.
- 4.4 Guidance for the Exceptional students in normal school setting.

#### **Suggested Practical Work:**

1. To review of literature related to education of children with diverse needs, presentation of reports in a seminar.
2. To make a list of existing institutions of special education in the local area and discuss their use and limitations based on survey.
3. To list the special needs of different physically challenged.
4. To interviewed the different gifted students and make notes
5. To make the list of activities for learning disabled
6. To visit the guidance and counseling Centre

## Reference Books:

- 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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- Aitken , S., Buultjens, M., Clark, C., Eyre, J.T., & Pease , L. (2000). *Teaching children who are deafblind: Contact, communication and learning.* London: David Fulton Publishers.
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- Backet, Hary : *Introduction to Exceptional children.*, New York : Macmillan. 1961.
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- Groszman, H. (Ed). (1983). *Manual on Terminology and classification in mental retraction (rev.ed)* Washington, DC , American Association on Mental Deficiency.
- Identification and of Disabilities and Curriculum Planning-MMD-014 *Introduction to Disabilities Material by IGNOU.*
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, □
- □ Gurgaon, Old Subjimandi, Academic Press. □ □
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- Lyold, J. (1980) . *Academic Instruction and cognitive behaviour modification: the need for attack training* , *Exceptional Educational Quarterly*, 1, 53-63
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- Mangal, S.K. (2007) *Educating Exceptional Children: An Introduction to special education.* Delhi: Prentice Hall of India Private Limited. □
- Magary and aicharn : *The Exceptional Child : A book of Reading.* New York: Halt. Rinchare & Wintran. Inc. 1960.
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- Passow, A. D. (Ed.): *The Gifted and Talented: Their Education Eco Development*, Chicago: University of Chicago. □
- Polloway ,E.A., Patton , J.R., & Serna ,L. (2008) . *Strategies for teaching learners with special needs (9thed.)* Upper Saddle River, NJ: Merrill Prentice Hall.
- Panda K.C. (2009) *Education of Exceptional children*, Delhi: Vikas Publishing House Pvt. Ltd. □
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Salvia, J. & Yseeldyke (1991). *Assessment (5th Ed).* Boston, Houghton Mifflin □
- Vaishnav, R. & Joseph, J.: *Group Guidance for Adolescents*, Scholars Press, Deustland , Germany 2014
- Vaishnav ,R. & Bhoyar, M. 2013: *Urban Deprived Children under Sarva Shiksha Abhiyan - A research Monograph* , Sandesh Prakashan, New Delhi
- Vaishnav ,R. & Patil, P. 2015 : *Apang Samaveshit Shikshan ani Sarva Shiksha Abhiyan*, Sandesh Prakashan , New Delhi

- Vaishnav, R. & Bhujade, K. 2014 Teaching Strategies for Attention Deficit Hyper Activity Disorder, Scholas Press, Germany
- Vaishnav, R. & Gawalpanchi, R. 2015 Teaching Strategies for Mathametical Learning Disability, Scholas Press, Germany
- Rana, B. & Parasher G.S. 2009: Effect of Inclusive education on children with special needs-A study, Jolly Reprographics, New Delhi
- Vaishnav, R. & Bhagat, V. 2013 : Learning of Written Language and Hearing Impairment, LAP Lambert Academic Publishing Deutschland, Germany
- World health Organization (1980). International classification of Impairments, Disabilities, and Handicaps. Geneva: WHO.

Official Websites of

AYJNIHH -	<a href="http://WWW.ayjnihh.nic.in/">http:// WWW.ayjnihh.nic.in/</a>
NIMH -	<a href="http://WWW.nimhindia.org/">http://WWW.nimhindia.org/</a>
NIOH -	<a href="http://WWW.nioh.in/">http :/ WWW.nioh.in/</a>
NIVH -	<a href="http://WWW.nivh.org.in/">http :/ WWW.nivh.org.in/</a>
SVNIRTAR -	<a href="http://WWW.nirtar.nic.in/">http :/ WWW.nirtar.nic.in/</a>
PDDIPH -	<a href="http://WWW.iphnewdelhi.in/">http :/ WWW.iphnewdelhi.in/</a>
NIEPMD -	<a href="http://WWW.niepmd.tn.nic.in/">http :/ WWW.niepmd.tn.nic.in/</a>
MSJ&E -	<a href="http://WWW.socialjustice.nic.in/">http :/ WWW.socialjustice.nic.in/</a>
AIISH -	<a href="http://WWW.aiishmysore.in/en/index.html/">http :/ WWW.aiishmysore.in/en/index.html/</a>
NIMHANS -	<a href="http://WWW.nimhans.kar.nic.in/default.asp/">http :/ WWW.nimhans.kar.nic.in/default.asp/</a>
AIIPMAR -	<a href="http://WWW.aiipmr.gov.in/">http :/ WWW.aiipmr.gov.in/</a>

CIP -[http :/ cipranchi.nic.in/](http://cipranchi.nic.in/) -[http :/www.medindia.net/Indian\\_health\\_act/national-policy](http://www.medindia.net/Indian_health_act/national-policy) -[http://www .disabilities about com/cs/education](http://www.disabilitiesabout.com/cs/education)  
<http://www .mohfw.nic.in/>

## **Third Semester**

**Core Course No:- IDPG03TTR001**

### **TOOLS & TECHNIQUES IN EDUCATIONAL RESEARCH**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO)::** To enable student to understand

1. The meaning and different techniques of research method for application of tool.
2. Various type of tools and their preparation.
3. The broad canvas of data collection in educational research.

#### **Unit – 1: Resources and Library skills for Research**

1. References: Encyclopedias, Dictionaries, Almanacs and year books, Directories, Biographical sources, Bibliographical sources.
2. Books and monographs : Card-catalogue, book-list and reviews
3. Periodicals and pamphlets : News-paper, periodicals, Micro-films
4. Dissertations, Thesis, Research journals
5. Web-site, CDs
6. Library Skills :

(a) What to read and how to read (b) Certain reading skills (c) Note-taking

#### **Unit – 2: Tools and Techniques of research**

Concept(Meaning), types, forms, preparations, advantage and limitations of following tools) : Observational Tools

1. Observation
2. Rating Scale
3. Check List
4. Evaluation Sheet

**Unit -3 Self Appraisal Tools** (Concept (Meaning), types, forms, preparations, advantage and limitations of following tools)

1. Questionnaire
2. Interview
3. Opinionaire
4. Attitude Scale
5. Sociometric
6. Q-Short Technique

#### **Unit-4: Standardized tests**

1. Meaning of Psychological Test
2. Classification of Test
3. Characteristics of Test
4. Steps of Test Construction
5. Use of Psychological Test
6. Limitation of Psychological Test
7. Psychological Test Available in Maharashtra

## 8. Addresses of Test Publishers, Distributors and Test related Organizations

### **Suggested Practical Work:**

1. Preparing library record cards including different sources on a research study
2. Review of research tools related to past studies
3. Tool construction procedure: method, rationale behind the selection and problems faced by the researcher
4. Prepared research tool, try out and finalization of a tool for your research work.

### **Reference Books:**

1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York ; Longman Inc.
3. Burroughs G.E.R. (1975) : Design and Analysis in Educational Research (2ndEd.) Oxford : Alden & Mowbray Ltd.
4. Bruce W. (1952) : Conduction Educational; Research (2ndEd.) New York : McGraw Hill Book Co.
5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
7. Gilbert, S. (1979) : Foundations of Educational Research, Englewood, Cliffs, New Jersey : Prentice Hall Inc.
8. Hyman H.H.(1955) : Survey : Design and Analysis, Principles, Cases, Procedures, New York : The Free Press
9. Kerlinger F.N. (1964) : Foundations of Behavioural Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D. & Huntsberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.
13. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
14. Patel R.S. (2015) Research Methodology (1st Edition, English Version), Ahmedabad, Jay Publication.
15. Patel, R.S. : February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
16. Patel , R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
17. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)
18. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Bool Depot.
19. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.
21. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.
22. Truckman B.W. (1978): Conduction Educational Research (2nd Ed.)New York: Harcourt Braco Jovenovich Inc.
23. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.
24. Petkar G.K. 2018 Advanced Methods in Educational Research,Swastik Publication,New Delhi

**Core Course No:- IDPG03TEE002**

## **TEACHER EDUCATION**

**Credit-4**

**Marks-100**

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### **Course Learning Outcomes (CLO):**

To enable the students to understand about the:

1. Concept aims and scope of teacher education in India with its historical perspectives.
2. Different competencies essential for a teacher for effective transaction and able to use of use various methods of teaching for transacting the curriculum in schools
3. To understand the Roles and Responsibilities of teachers and teacher educators.
4. To able to critically examine the Role, Responsibilities and Contribution of various Regulating Bodies and Support Institutions for improving quality of teacher's education.
5. To able to know the various aspects and importance of Supervision and Feedback for Teacher Education programmes.

### **UNIT-I-**

- Teacher Education –Concept, Aims, Need and Scope.
- Historical perspective of the Development of teacher Education in India- Ancient, Medieval, British period and Post-Independence Period.
- Recent Developments in Teacher Education Programme in India- Recommendation of Various Education Commissions and Committees on Teacher Education, National Policy of Education (1986 and 2020) & Programme of Action (1992),

### **UNIT-II:**

- Issues Related to Admission Policies and Procedures.
- Standards, Quality Assurance and Accreditation in Teacher Education, National Curriculum Framework for Quality Teacher Education 2009.
- Role of different Agencies in Teacher Education – District Level, State Level, National Level, International Level.

### **UNIT-III:**

- Concept and Objectives of Pre-Service Teacher Education Programme
- Components of Pre-Service Teacher Education Curriculum - Foundation Course, Specialization and Pedagogy, Special Fields, School based Practicum and Internship, Weightages in Course Work and Evaluation
- Role of NCERT, NCTE, UGC, SCERT, DITEs, Colleges of T. E., Open University, Academic Staff Colleges, University Department of Education and Teacher Organization in maintaining Quality Measures for Pre-Service Teacher Education Programme



#### UNIT-IV:

- Concept and Objectives of In-Service Teacher Education Programme, and Need and Importance of an In - Service Teacher Education Programme especially country like – India.
- Role of In-Service Teacher Education Programme for Professional Development of Teachers in light of – Orientation Programme, Refresher Programme, Workshops, Seminar and Conferences etc
- The Structure for In - Service Teacher Education Programme – District Level, State Level, Regional Level and National level, Agencies and Institutions.

#### PEDAGOGY- Class room interaction & Discussion

**PRACTICUM:-** Preparation of report on Integration of Theory and Practice in Teacher Education Programme

**OR** Write a report on Organization of Internship and Mentoring in Teacher Education and Maintaining the Qualities and Characteristics of Teacher Educator and present suggestions for improvement.

#### SUGGESTED READING-

1. Anderson, Lorin W. (1991) *Increasing Teacher Effectiveness*, Paris, UNESCO : International Institute for Education Planning.
2. Arora, G.L. (2002) *Teachers and Their Teaching* Delhi, Ravi Books.
3. Association of Indian Universities (2000, 2005) *Teacher Education in India: Selections from University News-6*, New Delhi, Association of Indian Universities
4. Capel Susan, Leask Marilyn and Turner Tony (2001) *Learning to Teach in the Secondary School*, London, Routledge Falmer.
5. Chaurasia Gulab (2000) *Teacher Education and Professional Organizations* Delhi, Authorspress.
6. Dillon Justin and Maguire Meg (1997) *Becoming A Teacher: Issues in Secondary Teaching* Buckingham, Open University Press.
7. Evans, Linda (1998) *Teacher Morale, Job Satisfaction and Motivation* London, Paul Chapman Publishing Ltd. A Sage Publications Company
8. Dasgupta D.N. (2004) *Effective Teaching Techniques* Jaipur, Aavishkar Publishers.
9. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
10. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
11. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi- G
12. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
13. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, Model Down, Delhi-9.
14. Investigations, Studies, and Projects Relating to Internship in teaching- N.C.E.R.T., New Delhi.

**Core Course No:- IDPG03CPA003**

## **CURRICULUM PEDAGOGY AND ASSESSMENT**

**Credit-4**

**Marks-100**

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### **Course Learning Outcomes (CLO):**

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

1. Define meaning of curriculum Transaction.
2. Describe various methods/media for transaction.
3. Discuss approaches of curriculum transaction.
4. Explain role of ICT in curriculum Transaction.

### **Unit I- (A) The Meaning and Concept of Curriculum**

1. Principles of curriculum development
2. Meaning and concept of curriculum, Curriculum as a Field of Study
3. Types of Curriculum
4. Evaluation of Curriculum

### **(B) Foundations of Curriculum**

1. Psychological and Sociological Foundations of Curriculum
2. Basic Human Needs and Curriculum
3. Curriculum and the Role of Teachers, Curriculum Change

### **Unit II- Curriculum Development**

#### **(A) Curriculum Planning**

1. Levels of Curriculum Planning.
2. Principles of Curriculum Planning
3. Defining Curriculum Planning
4. Curriculum Planning Framework
5. Development of Specific Curriculum Plans,
6. Learner Involvement in Curriculum Planning
7. Improvement of Curriculum Planning
8. Trends and Issues in Curriculum

#### **(B) Curriculum Designing**

1. Components of Curriculum Design
2. Sources of Curriculum Design
3. Dimensions of Curriculum Design,
4. Curricular Approaches
5. Models of Curriculum Development,
6. Basic Tasks of Curriculum Development
7. Hidden Curriculum

### **Unit III- The Meaning of Curriculum Transaction & Structure of Curriculum Material**

1. Meaning of Curriculum transaction.
2. Minimum requirement for transaction of curriculum : (Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities institutional facilities, (classroom climate)
3. Curricular materials: Textbooks - presentation of content, language, illustrations, episode, stories and practice exercise etc.
- a. Teacher's guide: its role in transaction.

### **Unit-IV- Integration of ICT in Curriculum Transaction**

1. Relationship between Curriculum Transaction and Instruction.
2. Instructional Design and Instructional System.
3. ICT in transaction of curriculum, its importance and role Various modes of ICT (PLM, CAL, CAI) for transaction with their strengths and limitation.
4. ICT use of in teaching-learning of social science Role of Communication in Transaction.

### **Suggested Practical Work:**

1. Identify various criteria to evaluate textbook / programme /course.
2. Based on above criteria, evaluate any course/programme/curriculum
3. Identify Various issues involved in evaluation of course/programme/ curriculum

### **Reference Books:**

1. NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
2. NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
3. Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.
4. UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris.
5. Verduin J.R. (1967) Cooperative Curriculum Improvement, Prentice Hall.
6. Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
7. Whecker D.K. (1967) Curriculum Process, University of London Press.
8. Anderson, & Vernon, Principles and Procedure of Curriculum Improvement, Ronald Press Company, New York, 1956.
9. Chagla, M.C. The Role of Education in the World of Today, Asia Publishing House, Bombay, 1962.
10. Chary, Ryland, W., Humanizing the School Curriculum Development and Theory, Random House, New York, 1969.
11. Denis Lawton and et. Al., Theory and Practice of Curriculum Studies, Routledge and Kegan Paul, London, 1978.
12. Dewey, John, The Child and the Curriculum, The University of Chicago Press, 1959.
13. Goodlad, John I., Curriculum a Janus Look, The Record: 1968.
14. Gupta, Bishambar Das, Values in Education, dyoatian 1966.
15. Gwynn, Minor, J. and Chase, John B., Curriculum Principles and Social Trends, Macmillan Coy., New York. 1969.

## **Specialization ( Elective Course)**

**Course No:- IDPG03HRV004**

### **HUMAN RIGHTS AND VALUE EDUCATION**

**Total -100**

**Credits = 04**

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#### **Course Learning Outcomes (CLO):**

After completion of the course, student will be able to:-

1. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
2. To promote awareness of human rights & to understand the national significance of human rights
3. To recognize the violation of human rights and ways to protect our rights & to encourage activities to protect human rights
4. To understand the need and significance of value education
5. To understand and analyze various approaches for value education
6. To generate knowledge in value education through research
7. To recognize the relevance of value education in teacher education
8. To understand the importance of values in life and in education
9. To enable students to understand the need and importance of Value-Education and education for Human Rights.
10. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
11. To enable them to understand the process of moral development vis-a-vis their cognitive and social development.
12. To orient the students with various intervention strategies for moral education and conversion of moral teaching into moral education.

#### **UNIT-I-**

- Human Rights Education Concept, objectives, Rights and Duties, and principles of Human Rights Education.

- Indian Constitution and Human Rights Importance of Human Rights in India.
- National Human Rights Commission (NHRC) and Human Rights Guaranteed in main international Treaties.

#### **UNIT-II-**

- Need, Framework of educational policies in India for elementary, secondary, and higher secondary level for Value Education & Human right education
- Methods of teaching Human Rights. (Role play, brain storming, projects, pictures etc)
- Rights of child to free & compulsory education 2009, women rights, Right to Information, consumer rights & Human Rights violation in India.

#### **UNIT-III-**

- Concept, need and objectives of values, Types of values, Need and Importance of Value Education, Inculcation of Human values – Approaches and strategies in Indian context
- Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
- Sources of values- Philosophy, Curriculum, Community, Culture, Religion, science, literature.etc & Status of value education in schools.

#### **UNIT –IV-**

- Models of Moral Education- Rationale Building Model, Value Classification Model & Social Action Model
- Commissions and committees on value education - University Education Commission( 1948), Sri Prakasa committee on Religious and moral Education (1959), The committee on Emotional Integration(1961), The Indian Education Communication(1964-66), Report of UNESCO(1972), suggestions of The first National Moral Educational Conference(1981), National Policy on education(1986).
- New trends in value education- various approaches and methods, use of ICT for effective value education programmes, life skills. Role of a counselor, Teachers, Parents for training to practice different strategies

**PEDAGOGY** – Self study, Discussion etc 94

**PRACTICUM** – Set a question paper related to Constitutional provisions on Human Rights. Prepare a Report on any Committee Report.

#### **REFERENCES-**

1. Goleman, D. (1998). Working with emotional intelligence. New York: Bentam Books.
2. Joyce, B. ,& Weil, M. (1978). Models of Teaching. New Delhi: Prentice Hall.
4. Luther. M. (2001). Values and ethics in school education. New Delhi: McGraw Hill.
5. Mukhopadhyay, M. (Eds.). (2004). Value development in higher education. New Delhi:
6. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling.
7. Ruhela, S. P. (2000). Values in modern Indian educational thought. New Delhi: Indian Publishers and Distributors.
8. NCERT.<http://www.ncert.nic.in/sites/valueeducation>.
9. Shadri,C. ,Khader, M.A., &Adhya, G.L. (1992). Education in values: a source book. New Delhi: NCERT.

10. Patil, V. T. (2008). Value education and human rights education. New Delhi: Virgo

**Course No:- IDPG03HED005**

## **HIGHER EDUCATION**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):** The students will be able to understand-

1. Meaning, goals, structure, policy and financing concept of Higher Education
2. Higher Education in Historical Perspective with reference to various period of time.
3. Designing Curriculum, its process and the roll of the universities.
4. Management of Higher Education and its institutions.

### **Unit: 1 INTRODUCTION TO HIGHER EDUCATION**

1. Meaning and Goals of Higher Education.
2. Structure of Higher Education.
3. Policy Perspectives and Emerging Trends in Higher Education.
4. Financing of Higher Education- Sources and Management of Finance.

### **Unit: 2 HIGHER EDUCATIONS IN HISORICAL PERSPECTIVE**

1. Modern Higher Education in India, The Dispatch of 1854 and subsequent during the British Period.
2. Development of Higher Education in Free India- Various Commission Report and Recommendations. The major recommendations of –
  - a. The University Education Commission ( 1948-49)
  - b. The Secondary Education Commission (1952-53)
  - c. The Education Commission or Kothari Commission (1964-66)
  - d. The National knowledge commission.
3. National Policy on Education (Higher Education)- 1986, 1992 (Revised) 1915 (Likely to be revised).
4. Higher Education and Socio-Economic Development.

### **Unit: 3 CURRICUM IN HIGHER EDUCATION AND ROLL OF THE UNIVERSITIES.**

1. Curriculum Planning
2. Curriculum Development
3. Curriculum Transaction
4. Curriculum Evaluation

#### **Unit: 4 MANAGEMENT OF HIGHER EDUCATION**

1. Ministry of Human Resource Development
2. University Grants Commission, Rashtriya Uchchatar Shiksha Abhiyan, NCTE, IGNOU-Distance Education Bureau, Rehabilitation Council of India, Association of Indian Universities, Department of Higher Education (Directorate- Commissioner HE, Maharashtra State), Central University.
3. Quality and Quantity in Higher Education- Considerations
4. Roll of Teachers in Higher Educational institutions

#### **Suggested Practical work:**

1. Should arrange academic visit to the institutions of higher education during the internship or semester study.
2. Prepared an assignment on UGC, NCTE.

#### **Reference Books:**

1. Akther, N. *Higher Education for the future*, Rawat Publications, Jaipur, 2000.
2. Amrik Singh & Philip G. A. *The Higher Learning in India*, Delhi, Vikash Publishing Home, 1974.
3. Dahiya, B.S *Higher Education in India: Some Reflection*, New Delhi Kanishka, 1997.
4. Dhir, R.N *Higher Education*, Chandigarh, Abhishek Publishers, 2002.
5. Dongerkery, S. R. *University Autonomy in India*, Bombay, 1967.
6. Dongerkery, S. R. *University Education in India*, Bombay, Manaktabs, 1967.
7. Garge, V. P. *Financing Higher Education, Scope & its Limits*, New Delhi, Radha Publication, 1976.
8. Machavan, K *Role of Distance Education in Developing Countries*, Guwahati, DVS Publishers, 2001.
9. Mathur, M. V. & Others *Indian University System-Revitalization and Reforms*, New Delhi, Wiley Eastern D Limited, 1994.
10. Moonis Raza (ed) *Higher education in India, Retrospect and Prospect*, New Delhi, Association of Indian Universities, 1991.
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17. Ravi Mathai *The Rural University*, New Delhi, Popular, 1985.
18. Reddy, G.R *Higher Education in India*, New Delhi, Sterling Publishers, 1995.
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22. Sharma, S. *History and Development of Higher Education in india (set 5 Vols)*, DVS Publishers & Distributors, (set 5 Vols) Guwanati, 2002.
23. UGC *Development of Indian Higher Education in India*, New Delhi. 1982.
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[www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in)

**Course No:- IDPG03INE006**

## **INCLUSIVE EDUCATION**

**Credit-4**

**Marks-100**

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### **Course Learning Outcomes (CLO):**

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. Analyse special education, integrated education, mainstream and inclusive education practices,
6. Identify and utilize existing resources for promoting inclusive practice.
7. Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
8. Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
9. Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
10. Preparing a conducive teaching learning environment in varied school settings,
11. Develop the ability to conduct and supervise action research activities,
12. Identifying and utilizing existing support services for promoting inclusive practice,
13. Seeking parental and community support for utilizing available resources for education in inclusive settings.

### **Unit 1- Introduction and Preparation for Inclusive Education**

1. Difference between special education, integrated education and inclusive education. Advantages of inclusive education for the individual and society.
2. Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations



3. National and International initiatives for inclusive education
4. Current Laws and Policy Perspectives supporting IE for children with diverse needs
5. Concept and meaning of diverse needs.
6. Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
7. Brief account of existing special, integrated and inclusive education services in India.
8. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
9. Creating and sustaining inclusive practices.
10. Role of teachers, parents and other community members for supporting inclusion of children with diverse + needs.

## **Unit 2- Children with Diverse Needs and Utilization of Recourses**

1. Definition and characteristics of children with sensory( hearing, visual and physically challenged)intellectual ( gifted, talented and children mentally challenged children), developmental disabilities( autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
2. Importance of early detection, Functional assessment for development of compensatory skills.
3. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
4. 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 a nd other minority groups.
5. . Role of technology for meeting diverse needs of learners
6. Concept and importance of human and material resources.
7. Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
8. Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
9. Managerial skills for mobilizing appropriate resources.
10. Identifying the required resources for children with varied special needs

## **Unit 3-Curriculum adaptations and evaluation for children with diverse needs**

1. 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.
2. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
3. Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
4. Techniques and methods used for adaptation of content , laboratory skills and play material

## **Unit 4-Teacher Preparation for Inclusive Education**

1. Review existing educational programmes offered in secondary school (general, special education).
2. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
3. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
4. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
5. Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
6. Role of different national and international agencies {institutions, universities} in promoting inclusive education.

7. Planning and conducting research activities :Selecting appropriate areas of research, types of research needed for enhancement of learning in children with diverse needs, steps involved in planning and supervising research activities, recent trends in research - national and international level with respect to children with diverse needs.
8. Supportive Services for inclusion and research

### **Suggested Practical Work:**

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi level teaching in the DMS (two classes).
3. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
4. Identify suitable research areas in inclusive education.
5. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

### **Reference Books:**

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6. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
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9. Vaishnav, R. & Bhagat ,V.2013 :*Learning of Written Language and Hearing Impairment*, LAP Lambert Academic Publishing Deutschland ,Germany
10. Vaishnav, R. & Bhujade, K.2014 *Teaching Strategies for Attention Deficit Hyper Activity Disorder* ,Scholas Press, Germany
11. Vaishnav, R. & Gawalpanchi, R. 2015 *Teaching Strategies for Mathematical Learning Disability*, Scholas Press, Germany

**Course No:- IDPG03EAL007**

## **EDUCATIONAL ADMINISTRATION AND LEADERSHIP**

**Credit-4**

**Marks-100**

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### **Course Learning Outcomes (CLO):**

1. To enable the Student to understand meaning, nature, scope, functions, principles and approaches of Educational administration.
2. To enable the Student to understand the essentials of Educational administration, planning and communication
3. To enable the Student to understand the Theory of Supervision and Inspection
4. To enable the Student to understand and evaluate the Leadership.

### **Unit 1 An Introduction to Educational Administration**

- 1.1 Meaning, Definition of Educational Administration.
- 1.2 Nature of Educational Administration
- 1.3 Administration & Management Philosophy
- 1.3 Administration & Management style

### **Unit 2 Educational Planning and Communication**

- 2.1 Importance, characteristics, Different elements of planning and Planning Process
- 2.2 Approaches of Planning, Institutional Planning and role of Principal and various officers of education
- 2.3 Communication: Meaning, Concept, Administrative Communication
- 2.4 Importance of effective communication, Basic Principles of effective communication

### **Unit 3 Supervision, Inspection and Leadership**

- 3.1 Supervision, Inspections: Concept and Objectives
- 3.1 Supervision, Inspections: Principles
- 3.1 Supervision, Inspections: Techniques
- 3.2 Duty and responsibilities of Inspector and Supervisor

#### **Unit 4 Leadership**

- 4.1 Leadership: Meaning and Concept
- 4.2 Theory of Leadership
- 4.2 Leadership Styles: Motivational style, Supervisory Leadership, Autocratically leadership, Laissez faire leadership
- 4.4 Modern concept of Leadership: Grid concept, Managerial Grid Concept Tridimensional view of Educational management

#### **Suggested Practical Work:**

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.
3. Prepare a plan for the mobilization of different types of resources for a school from the community.
4. Analysis of School Education Act of a state.
5. Case studies of School Education Act of states with better results at the secondary/senior secondary levels.

#### **Reference Books:**

1. S.N. Mukerji (1970): Administration of Planning and Finance, Acharya Book Dept., Baroda.
2. Shastri M, C, (2010): Educational Management, SSTCT Publication, Ahmedabad. (Guj.)
3. Shastri M,C,(2011): Educational Management, SSTCT Publication, Ahmedabad
4. Shastri M, C, (2011): Educational Management, LAP Lambert Publication, Germany.
5. Shastri M,C,(2011): Educational Planning & financing ,LAP Lambert Publication, Germany
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8. Tyler, William :School Organization A Sociological Perspective London : Croom Helm 1988.
9. Owens R,G : Organizational Behaviour in Schools, Practice Hall, Inc. Englewood Cliffs N.J., 1970.

### **Fourth Semester**

#### **M. Ed**

**Core Course No:- IDPG04TDR001**

### **TREATMENT OF DATA & RESEARCH REPORT WRITING**

**Credit-4**

**Marks-100**

#### **Course Learning Outcomes (CLO):**

To enable student to understand

1. The meaning of scientific inquiry, Paradigm, Theory and its implications for educational research.
2. The characteristics of Philosophical, Psychological and Sociological researches in education.
3. Theoretical understanding of treatment of data, their stages and its application.
4. The different strategies and techniques for data analysis.
5. Different style of report writing and their application.
6. The broad canvas of Educational Research

#### **Unit – 1: Treatment of data**

1. Classification of data
2. Types of quantified data
3. Tabulation of data
4. Quantification and description of data

## 5. Selection of techniques for analysis of data

### a) Descriptive statistics (No Computation)

- Measures of central tendency
- Measures of variability
- Percentage PR, P(n)
- Co-relation (product moment and rank difference methods)
- Significance of Measures

### b) Inferential statistics (No Computation)

- Non-parametric methods : chi-square test, sign-test, median-test, Mann-Whitney U-Test, Kendal – T Test
- Parametric methods : t-test (C.R.), F-test

c) Elementary idea of Normal Probability Curve, its properties, uses, Sk & Ku, level of significance, One tailed-two tailed test,  $\alpha$  error,  $\beta$  error

## **Unit-2 Use of Computer Packages and Conclusions and implications**

1. Different computer packages, its use in data analysis
2. Generalization and conclusions
3. Deriving implications

## **Unit – 3: Writing research report: (Mechanics of writing research report)**

4. Specific Considerations of Reports Writing
5. Some Technical Points of Report Writing – Quotations, Tables, Graphs and Appendices
6. Structure of Report Writing – Introductory part, Content part, Reference Related part
7. Errors Committed in Report Writing
8. Evaluation Criteria of Research Report

## **Unit-4 Chapters in Report Writing**

1. Statement of Problem & Definition of Key Words
2. Review of Related Literature
3. Research Design
4. Treatment of Data
5. Summary, Finding and Recommendations

## **Suggested Practical Work:**

1. Analytical review of past researches of a research
2. Errors committed in a past research report and/or evaluation of past research
3. Treatment of the data adopted in a particular research by the researcher
4. Preparation of synopsis of your Dissertation topic and present in your group seminar

## **Reference Books:**

1. Best, John W. (1978): Research in Education: Eng; ewppd Cliffs, N.J.: Prentice Hall, Inc.
2. Brog, W.R. & Gall M.D. (1979) : Educational Research – An Introduction (3rdEd.) New York ; Longman Inc.
3. Burroughs G.E.R. (1975) : Design and Analysis in Educational Research (2ndEd.) Oxford : Alden & Mowbray Ltd.
4. Bruce W. (1952) : Conduction Educational; Research (2ndEd.) New York : McGraw Hill Book Co.
5. Desai H.G. (1979) : Style Manual For Dissertation / Theses, Rajkot, Saurashtra University.
6. Gephart W.J. & Ingle, R. B. (1969) : Educational Research (Selected Readings)
7. Gilbert, S. (1979) : Foundations of Educational Research, Englewood, Cliffs, New Jersey : Prentice Hall Inc.

8. Hyman H.H.(1955) : Survey : Design and Analysis, Principles, Cases, Procedures, New York : The Free Press
9. Kerlinger F.N. (1964) : Foundations of Behavioral Research : Educational & Winston Inc.
10. Koul Lokesh (1984) : Methodology of Educational Research, New Delhi : Vani Educational Book.
11. Levin, J. (1977) : Elementary statistics in Social Research (2nd Ed.)
12. Lynch,M.D. & Hansberger, D.V. (1976) :Elements of Statistical Inference for Education and Psychology, Allyn and Bacon Inc.
13. Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
14. Patel R.S. (2015) Research Methodology (3rd Edition, Gujarati Version), Ahmedabad, Jay Publication.
15. Patel R.S. (2015) Research Methodology (1st Edition, English Version), Ahmedabad, Jay Publication.
16. Patel, R.S. : February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
17. Patel , R.S. : November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
18. Rummel J.F. (1964) An Introduction to Research Procedure in Education (2nd Ed.)
19. Sharma R.A. (1984): Fundaments of Educational Research, Meerut: Loyal Bool Depot.
20. Sukhia S.P., Mehrotra R.N. (1990-91): Element of Educational Research (5th Ed.) Agra: Vinod Pustak Mandir.
21. Travers, R.M.V. (1969): An Introduction to Educational Research (3rd Ed.) London: The Macmillan Co.
22. Truckman B.W. (1978): Conduction Educational Research (2nd Ed.)New York: Harcourt Braco Jovenovich Inc.
23. Van Dalen D.B., Meyer, William, J. (1979): Understanding Educational Research – An Introduction, New York: McGraw Hill Book Co.
24. Petkar G.K. 2018 Advanced Methods in Educational Research,Swastik Publication,New Delhi

## **Fourth Semester**

**Core Course No. - IDPG04IKS002:**

### **Indian Knowledge System**

**Credit -02**

**Mark : 50**

#### **Course Learning Outcomes (CLO):**

##### **After Taking This Course, The Student Will Be Able To:-**

- Understand about Indian Knowledge systems: Origin, Evaluation and Ontological Approach.
- Understand Indian Knowledge approaches-Time, Language, Environment, Management sciences of life and Mind.
- Self Exploration and Self Knowledge for Personal Effectiveness.
- Associate the young Indian minds to their ancient knowledge systems, wisdom, culture and patterns of growth of personality in order to understand the environment round them.
- Help them in channelizing heir mind in positive, valued and ethically rational activities.
- Understand and appreciate the rich heritage that resides in our traditions
- Inculcate an understanding of the mind/voice dynamic and its function in Indian Knowledge systems
- Aware about Sanskrit Language and Literature Origins, Structure and Unique Characteristics and importance.
- Being primed for practices that will prepare one for the inner-journey to discover the self
- Learn to appreciate the origin and development of Indic thought and practices from ancient to current times.

### **Unit -1 Indian Knowledge system -An Overview: -**

1. Importance of Ancient knowledge
2. Defining Indian Knowledge system
3. The IKS corpus- A Classification framework
4. Historicity of IKS: Nature and Character of Knowledge conception and constitution of Knowledge in Indian Tradition.
5. Some unique Aspects of IKS
  - a. Nuances of an oral tradition
  - b. Typical presentation style -sutras, Encryption
  - c. Models and methods of Indian Knowledge systems.

### **Unit 2- The Vedic & Ancient Philosophical System**

1. Introduction to Vedas: The Four Vedas, The Four Divisions of Each Veda
2. Vedangas :Siksa , Vyakarana, Nirukta, Chandas, Kalpa, Jyotisa,
3. Vedic Life : Distinctive Features, Vedant Philosophy and Essences of the Bhagvad Gita.
4. a . Introduction to Upanishads, Ontology and Epistemology in Upanishadic Texts Message of the Upanishads, b. Puranas-A. Maha -puranas, Upa-puranas and Sthala-puranas, Contents of the puranas, Issues of Interest in the puranas c. Pancatantra Stories  
d. Uniqueness of the Two Epics:- Ramayana, Mahabharata
5. Indian Philosophical Systems- Development and unique Features:
  - a. Vedic Schools of Philosophy, b. Sankhya and Yoga Schools of Philosophy
  - c. Nyaya and Vaishesika Schools of Philosophy, d. Purva mimamsa and Vedanata Schools of Philosophy
6. Non -Vedic Philosophical Systems
  - a. Jaina School of Philosophy
  - b. Bauddha School of Philosophy
  - c. Carvaka School of Philosophy

### **Unit -3 Indian Knowledge Approaches : -**

- 1 . Sanskrit Language and Literature :- Origins, structure and unique characteristics of the Sanskrit Language , Sanskrit Metrics, Vak and Mantra in Sanskrit Language , Sanskrit Literature- Vedic , Epic, Pauranic, Poetics and Aesthetics. . Role of Sanskrit in Natural Language Processing
2. Environment -Concept of Nature in Indian Tradition, Panchbhutas- Elements of Nature, Sacred Environment.
3. Time- Concept of Kala, Cycles of Time, measurement of Time, Knowledge of Time Management
4. Mathematics :
  - a. Unique Aspects of Indian Mathematics
  - b. Great Mathematicians and their contributions in Arithmetic , Geometry, Trigonometry & Algebra
5. Health, Wellness and Psychology: -
  1. Ayurveda- Definition of Health, Tri-dosas-Relationship to Health
  2. Yoga Way of Life - Relevance to Health and Wellness
  3. Indian Approach to Psychology: The Body-Mind- Intellect - Consciousness Complex, Consciousness- The True Nature of An Individual

## Unit -4 (A) Pedagogical Approaches & Application of Indian Knowledge System in Teaching

1. Study of traditional Indian teaching methods like Gurukhla and Ashram system.
2. Exploration of the contributions of Indian scholars in various fields like mathematics, Science, Literature and Philosophy.
3. Integration of arts, Music, Dance & Yoga in the teaching Learning process, Integrating Indian knowledge system concepts into subject -specific teaching practices.
4. Exploring how technology can be harnessed to promote Indian knowledge based education.
5. Examination of the current challenges forced by the Indian education system.
6. Holistic learning in the midst of nature, Universities of ancient India, Specialization and graduation in Ancient India , education for women.
7. Exploring the of values, ethics and character building in Indian education.
8. Exploration of assessment and evaluation techniques aligned with the Indian knowledge.

### Practicum:-

1. Experiences in schools to apply and reflect upon IKS based teaching method.
2. Developing lesson plans and instructional material based on the IKS.
3. Collaborative projects and research on incorporating IKS in the classroom.

### References:-

1. Agrawal, Madan Mohan (ed.) 2001. Six systems of Indian Philosophy The sutras of six system of Indian philosophy with English translation. Translation, Transliteration and Indices Chaukhamba Sanskrit Pratishthan Varanasi.
2. Aurobindo , Sri (ed.) 1997. The renaissance in Indian and other Essay Pondicherry Sri Aurobindo Ashram .
3. Bapat, P.V. (ed.) 1956, 2500 years of Buddhism, Publication Division , Govt. of India, New Delhi
4. Basham A.L. (ed.) 1975 A. Cultural History of India, New Delhi Oxford University Press.
5. Bose, D.M. S. N. Sen and B.V. Subharyappa (eds) 1971 Concise History of Science in India Indian National Science Academy, New Delhi.
6. Dalai Lama (ed.) 2017. An appeal to the world, William Collins, Great Britain.
7. The dalai Lams 2012. Beyaond Religion Ethics for Whole world, New Delhi Harper Collins Publication .
8. Lyengar, B.K. S. (ed.) 1993 Lights on The Yoga Sutras of Patanjali Harper Element , London
9. Jan. Westerhoff 2018. The Golden Age of Indian Buddhist Philosophy, in the first Millennium CE (The Oxford History of Philosophy), Oxford University Press.
10. Kapoor , Kapil , Avadesh Kr. Singh (eds.) 2005 Indian Knowledge systems (Two Vols) , IIAS, Shimla
11. Mookerji , Radha Kunmud (1960), Ancient Indian Education : Bramanical And Buddhist Delhi Motilal Bamarsidass.
12. Moore , Charles A (eds.) 1967 . The Indian Mind Essentials of Indian Philosophy and culture University of Hawaii Press, Honolulu.
13. Radhakrishnan, S. (1923) Indian Philosophy (Two Vols) Oxford University, press.
14. Jagadguni Sankracharya Shri Bharati Kishna Tirthaji, 2018 Vedic Mathematical, Motilal Bamarsidass, Delhi.
15. Stevenson, S. 1970. The Heart of Jainis Munshiram Manoharalal , New Delhi.
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17. Hann, Thich nhat 2015, Old Path White Clouds Full Circle Publishing, New Delhi.
18. Bhattacharya , Tarpadsa, 1963 . The Canons of Indian Art or a Study of Vastuvidya. 2nd edn Calcutta.
19. Datta B, 1932. The Science of the Sulba Calcutta.
20. B. Mahadevan, Vinayak Rajat Bhat, Nagendra Pavana R.N. 2024, Introduction to "Indian Knowledge System" concepts and Applications, PHI Learning Pvt. Ltd. Delhi -110092 .
21. Sahana Singh, 2017, "The educational Heritage of Ancient India", Notion press.com
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Rashtriya pustak nyas , Bharat
24. Shrinivas Dikshit, 2010, "Bhartiya Tatvadyan " Fadke Prakashan
25. Dr. G.B. Shaha , 2013. "Prachin Bhartacha Rajkiya ani Sanskrutik Etihas ", Prashant Publication.

**Specialization Group -A**  
**Course No:- IDPG04IPE003**  
**(Semester – 4)**

**ISSUES AND PROBLEMS IN PRIMARY EDUCATION**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):**

The trainees will be able:

1. To know and understand the development of Primary Education in India and Maharashtra.
2. Understand the recommendation if various commissions in terms of Primary Education.
3. Know the resisting questions in terms of Primary Education and understand about their solutions.
4. Know about various programs for quality improvement of Primary Education and understand in terms of its implementation.
5. Understand new dimensions in terms of expanding horizons of Primary Education.

**Unit-1 Development of Primary Education in India and Maharashtra**

1. Concept and need of primary education
2. Development and current studies of primary education in India
3. Development and current studies of primary education in Maharashtra

4. Comparison of primary education of America, Australia, U.K. and Japan in world context.

### **Unit-2 Recommendation of various commissions in terms of Primary Education.**

1. Recommendation of various commissions in terms of Primary Education before independence.
2. Recommendation of Kothari Commissions 1964-66, National Education Policy, 1986, Implementation programme of 1992 in terms of development of primary education after independence.
3. Recommendations of Ishwarbhai Patel review committee, 1976-77 about productive work useful for society in primary education without burden “Recommendations of D”lors commission in terms of four pillars of education and recommendations of Gyanpanch Knowledge Committee in terms of Primary Education.

### **Unit-3 Questions and solutions of primary education**

1. Constitution’s Article 45 and Right to Education in terms of Universalization of primary education
2. Registration, enrolment, programme and stability at primary level.
3. Primary education of SC, ST and Gifted Children and attempts of adjustment.

### **Unit-4 Innovations in Primary Education**

1. Language Education and medium of instruction – mother tongue at primary level.
2. Art, Music, Yoga Education in terms in Physical Education at primary level and the role of teacher.
3. Concept, Nature and need of adolescent education at primary level and the role of teacher.
4. Scholastic Comprehensive Evaluation at Primary level.

### **Suggested Practical Work:**

1. Prepare a review report in terms implementation of recommendations of various commissions on development and quality of primary education.
2. Prepare a report in terms of universalization and RTE implementation in 5 schools of any Taluka
3. Prepare a report in terms of Government schemes of the education of SC, ST and gifted children.
4. Visit a school and prepare a report in terms of scholastic comprehensive evaluation in Std. 3 to 6.
5. Prepare a report by visiting school and teachers in terms of cost discrimination at primary level.
6. Prepare a report on SWOT analysis by visiting various types of Primary school, CBSC, Navodaya Vidyalaya, Kasturba Gandhi Bal Vidyalaya (KGBV)
7. Prepare a report by studying activities and problems of CRC and BRC
8. Organize a discussion meeting and prepare a report in terms of situated as questions received in the question box for adolescents in primary school
9. Study and prepare a report about the responses of parents and teachers on mother tongue as a medium of instruction.

### **Reference Books:**

1. J.P.Naik, (1965) Elementary Education in India : The Unfinished Business Bombay, Asia, Publishing House
2. Mohanty J. (1992) Current issues in Education, New Delhi, Cosmo Publication.
3. UNESCO (2006): Teachers and Educational Quality : Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
4. References Celin Richard (1984). The Study of Elementary Education and Resource Book. Vol. I.
5. Government of India (1986) National Policy on Education, New Delhi, MHRD
6. Government of India (1987) Programme of Action, New Delhi, MHRD
7. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi. MHRD.
8. Hayes, Denis (2008) : Elementary Teaching Today : An Introduction. Roulledge Publication.
9. Kurrian, J. (1993) Elementary Education in India, New Delhi : Concept Publication.
10. Mohanty, J.N.(2002): Elementary and Elementary Education. Deep &Deep Publications, New Delhi.
11. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
12. Rao, V.K.(2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
13. NCTE, (2004) : Teacher Education Curriculum, New Delhi.
14. The Study of Elementary Education – A Source Book, (1971) :Volume I &II, 1984 Victor &Leaner : Readiness in

**Course No:- IDPG04CPE004**

**Semester – 4**

## **Curriculum Pedagogy in Primary Education**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):** The trainees should be able to

1. Understand the concept need of curriculum
2. Understands the principles, objective and features of construction of curriculum in the field of primary education
3. Understand the related curriculum transaction strategy
4. Understand the curriculum evaluation and its various approaches
5. Understand various problems of curriculum development

### **Unit-1 Principles and Structure of Curriculum**

1. Meaning, Nature and Need of Curriculum

2. Principles and features of Curriculum
3. Structure of National Curriculum (2005) and Structure of National Curriculum of Teacher Training (2009)
4. Difference between Curriculum and Syllabus

### **Unit-2 Principles of Curriculum Development and Analysis of Syllabus**

1. Principles of Curriculum Development: Philosophy Based, Psychology Based and Social Based.
2. Factors of Syllabus analysis and content material of syllabus
3. Text book writing structure and characteristics
4. Methodology of development: Workbook, Teacher handbook

### **Unit-3 Teacher and Curriculum transaction strategy**

1. Thought and constructivism based on curriculum
2. Joyful Education - role of teachers and methodology
3. Teaching of Life skills and creativity
4. Analysis of curriculum of Primary Education and role of ICT.

### **Unit-4 Curriculum Evaluation and research**

1. Meaning and Nature of Curriculum Evaluation
2. Approaches of Curriculum evaluation (CCF) and Scholastic Comprehensive Evaluation
3. Constructivist approach, meaning, importance, characteristics, content validity Summative evaluation: concept, importance, evaluation of formal students, opinions of teachers, responses of parents, situation based analysis and interview
4. Research in Curriculum: Curriculum weight ages, Curriculum reforms, Curriculum planning and Future Direction.

#### **Reference Books:**

- Mathur S.S. (1970) Educational Administration and management, The Indian Publication Hill Ambala, Contt-133301 : Part-II.
- H. Philip Gombs (1970) Organizational behaviour Concept, Controversies- Applicatus. (8th ed). New Delhi : Hall of India.
- Srivastav, G.N.P. (2000). Management of teacher education, New Delhi : Concept. Stonner, Management.
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- Less Bell & Howard Stevenson (2006): Education Policy: Process, Themes and Importance. Routledge.
- Narayan, D. (2005): Local Governance without Capacity Building : Ten Years of Panchayat Raj. Economic and Political Weekly, June 25, pp. 2822.
- Bush, Tony (1986): Theories of educational management. London: Harper & Row Publishers.
- Bush, Tony & Less, Bell (2002): The principals & Practice of educational management. London: Paul Chapman Publishing.
- Mukhopadhyay, M. (2005): Total quality management in education. New Delhi : Sage Publications.
- 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

**Course No:- IDPG04EMO005**

**Semester – 4**

## **EDUCATION MANAGEMENT & ORGANIZATION IN PRIMARY EDUCATION**

**Credit-4**

**Marks-100**

### **Course Learning Outcomes (CLO):**

The trainees should be able to

1. Understand various policies of Government planning and their introduction at primary level
2. Think about planning, policy and execution strategy of primary level
3. Understand about school organization and Education Management
4. Understand about innovative contribution of school education management and planning
5. Understand about organization, policy, research and innovation at school level
6. Understand about the structure of the Universal Elementary Education (UEE)

### **Unit-1 Management of Primary Education and Current Policies**

1. Management of Primary Education: Meaning, Concept, need, nature of management and educational management
2. Current Policies and Execution Strategy: Primary education committee in central government, state government, district, rural area, district panchayat, urban area, and idea of management of school management committee.
3. Nature of management of various types of primary school: Government school, private school, Grant-in-aid school, Navodaya Vidyalaya, CBSE, District Panchayat managed school, school at local level
4. Strategy for fully priority fields, implementation system, training and research and orientation management of DISE for education for management at local level

### **Unit-2 Planning and School Management**

1. Planning: Planning design and dimension required forms and structure of selection of place for primary school
2. Teacher student ratio, programme for professional development for teachers, functions and role of construction of school management committee
3. District education office, role, duties and functions, construction and importance of Parent-Teacher Association
4. School based criteria, facility criteria and teacher based criteria.

### **Unit-3 Universalization of Elementary Education (UEE)**

1. Concept, importance and resisting factors of Universalization of Elementary Education
2. Current situation of Universalization of Elementary Education in India, Right to Education Act, 2009 and remedies for strategy of Universalization
3. Overall thinking about nature of structure up to Std. 7 regulatory primary education in India, and Regulation of Primary Education Comparison of primary education with other countries of the world ( America, Japan, England, Australia, Finland )

### **Unit-4 Programs and Policies of Primary Education**

1. Operation Black Board scheme and its implementation
2. Mid-day Meal Scheme and its implementation
3. Sarva Siksha Abhiyan (SSA) – Concept, objectives and implementation
4. Concept, nature and implementation of school of comprehensive evaluation (SCE)

### **Suggested Practical Work:**

1. Prepare a report by collecting articles by using newspapers, periodical and intent in terms of policy and operation strategy about primary education by central and state government.
2. How does the management of primary schools managed by District Panchayat in Rural areas and Municipal School Board in Urban areas work? – Prepare a report.
3. Prepare a report on teacher-student ratio, strength of standard wise students, subject teaches of any one school of your district according to provision of RTE Act 2009
4. Prepare a report for evaluating the activities of a district in terms of SSA
5. Evaluate quantitatively and qualitatively the Mid-day Meal Scheme in Rural and Urban schools
6. Organize and administered an orientation program in terms of RTE
7. Prepare a report on functions and problems of primary education officer, education Inspector, BRC, CRC and coordinator
8. Prepare a comparative note on primary school and residential school
9. Prepare a report suggesting steps to solve problems of primary schools at primary level
10. Prepare a report on reviewing regulatory quality importance of primary school of urban area
11. Prepare a report on reviewing annual planning and implementation of a primary school
12. Review in terms of qualitative management of a primary school in terms of responsible leadership and participating management
13. Prepare a report by constructive and trying out of a school evaluation criteria for evaluation of primary school
14. Prepare a report by SWOT analysis of a primary school
15. Find out a program run by central government and test its effectiveness

**Reference Books:**

1. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
2. NCTE (2009) National Curriculum Framework for Teacher Education.
3. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
4. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
5. Wiles, J.W. & Joseph Bondi (2006) Curriculum Development: A Guide to practice
6. Veer U. (2004) Modern Teaching and Curriculum Management, Anmol Publication Private Limited, New Delhi.
7. NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
8. NCERT (2006): Systematic reforms for curriculum change, New Delhi.
9. J.B. MacDonald (1971). Curriculum Theory. The Journal of Educational Research, 64, 5, 195-200.
10. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
11. National Curriculum for Elementary and Secondary Education (1998) – A Framework, NCERT, New Delhi.
12. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
13. H.M. Kliebard (1989). Problems of Definition of Curriculum. Journal of Curriculum and Supervision, 5, 1, 1-5.
14. J.J. Wallin (2011). What is? Curriculum Theorizing: for a People Yet to Come. Study Philosophy of education, 30, 285-301.
15. W.F. Pinar (2004). Understanding Curriculum. New York. NY. Peter Lang Publishing, Inc., p.16.
16. Hamilton (1989) in W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 17.
17. W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 72, p. 75, p. 78
18. W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 97.
19. Smith M. K. (1996, 2000) : Curriculum theory and practice the encyclopedia of informal education, [www.infed.org/biblio/b-curric.htm](http://www.infed.org/biblio/b-curric.htm).
20. Dewey, J. (1902). The Child and the Curriculum (pp. 1-31). Chicago: The University of Chicago Press.
21. Banks, J. A. (1995). Multicultural education and curriculum transformation. The Journal of Negro Education, 64 (4), 390-400.

**Specialization Group-B****Course No:- IDPG04IPS006****(Semester – 4)****ISSUES AND PROBLEMS IN SECONDARY EDUCATION****Credit-4****Marks-100**

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**Course Learning Outcomes (CLO):**

After completion of this course the student shall be able to

1. Understand different forms and issues of inequality and inequity in education, and the ways to address them in the school and classroom situations.
2. Realize the importance of the right to education and the provisions in the RTE Act 2009.
3. Identify the indicators and standards of quality in education and implement the strategies for enhancing the quality of school education.
4. Understand the domains of human rights and role of education to safeguard the rights.
5. Realize the need for integration of environmental concerns in school education.
6. Understand the strategies for development of life skills and the role of teachers in developing the life skills.
7. State relation between population growth and environmental pollution.

### **Unit-1 Equality and Equity in Education**

1. Equality and equity: Meaning, need and importance; Equality of educational opportunities-Related Constitutional provisions.
2. Nature and forms of inequality with reference to Gender, Socio-Economic Status, socio-cultural status, Minority (Linguistic & Religious), Locality(Rural-Urban-Tribal), Children with special needs (CWSN). Inclusive Education for addressing inequity
3. RTE, SSA, and RMSA; Provisions for addressing inequality

### **Unit-2 Quality in Education**

1. Concept of quality in Education; Indicators of Quality Education-Academic and Organizational and Role of teachers for enhancing quality in education.
2. Quality improvement in education – setting up standards for performance, supporting inputs, adoption of flexible strategies for learning, and monitoring
3. Organizational strategies for enhancement of quality in school education.
4. Resource support institutions for quality enhancement: NCERT, NUEPA, NCTE,

NIOS, SCERT, IASE, CTE, DIET/DRC – Structure, functions, and ongoing programmes

### **Unit-3 Human Rights and Peace Education**

1. Human rights: Concept, Constitutional and Institutional safeguards
2. Domain of Human Rights: RTI, Poverty, Child Labor, Child Rights, Rights of Woman; Role of Education in safeguarding Human Rights
3. Peace Education: Concept and relevance in National and International contexts; Peace and Quality of life
4. Threats to peace in regional, national and global contexts and their impact on quality of life and Role of education in promoting peace.

### **Unit-4: Education for conservation of environment**

1. Protection and conservation of environment – need, issues and importance in global and local contexts.
2. Policies for protecting and conserving environment and Measures for environmental conservation: Management of Natural Resources, Bio- diversity
3. Environmental Education: Integration of environmental concerns in school curriculum
4. Strategies for sensitizing learners towards protection of environment and its conservation and Relation between population growth and Environmental Pollution

**Suggested Practical Work:** Each student-teacher is required to submit one assignment selecting from area given below:

1. Observation and reporting on fulfillment of RTE provisions in any school.
2. Identification of Iniquitous treatment observed in classroom and school situations and preparation of report.
3. Assessment of quality of education in any school as per the organizational /academic indicators
4. Analysis of any one textbook with regard to incorporation of environmental concerns.
5. Preparation of a report on community action and practices in promoting life-skill among the young mass.
6. Observation and reporting on violation of child rights in any locality.

### **Reference Books:**

1. Glasser, W.(1990). *The quality school: Managing students without coercion*. New York: Perennial Library.
2. Government of India (1992). *Report of core group on value orientation to education*. New Delhi: Planning Commission, Government of India.

3. Kaur, B. (2006). *Teaching peace, conflict and pride*. New Delhi: Penguin Books.
4. Kumar, Arvind (2003). *Environmental challenges of the 21st century*. New Delhi: APH Publishing Corporation.
5. Kumar, Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman. Ministry of Law and Justice (2009) *Right to education*. New Delhi: Govt. of India. NCERT (2005). *National Curriculum Framework 2005*. New Delhi: NCERT
6. Panneerselvam, A. & Ramkrishnan, M. (1996). *Environmental science education*. New Delhi, Sterling publishers
7. Puri, M. & Abraham. (Eds.) (2004). *Handbook of inclusive education for educators, administrators and planners*. New Delhi: Sage Publications.
8. Sharma, R.A. (1998). *Environmental Education*. Meerut : Surya Publication
9. UNESCO (1990). *Source Book on environmental education for secondary teachers*. Bangkok: UNESCO Principal Regional Office for Asia Pacific
10. UNESCO (1994). *Source Book on environmental education for elementary teacher educators*. Bangkok: UNESCO Principal Regional Office for Asia Pacific
11. UNESCO (1997). *Trends in environmental education*. Paris : UNESCO
12. UNESCO (1998). *Educating for a sustainable future : A trans disciplinary vision for concerted action*. Paris : UNESCO
13. UNESCO (2001). *Learning the way to peace : A teacher's guide to peace education*. Paris : UNSECO.
14. UNESCO (2004). *Education for all : the quality imperative*. EFA Global Monitoring Report. Paris : UNSECO.
15. UNESCO (2012). *Shaping the education of tomorrow : 2012 report on the Un decade of education for sustainable development*. Paris : UNSECO
16. UNICEF (2000). *Defining quality in education*. New York : Programme Division (Education), UNICEF.
17. WHO (1991) *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.
18. WHO (1997). *Life skills education for children and adolescents in schools: Introduction and guidelines to facilitate the development and implementation of life skills programmes*. Geneva: Division of Mental Health and Prevention of substance abuse, World Health Organization.
19. WHO (1999). *Partners in life skills training : conclusions from a united nation inter-agency meeting*. Geneva : WHO.
20. WHO (2004). *Skills for health: An important entry-point for health promoting/child friendly schools*. Geneva : WHO
21. William, J.F, (1997) *The principles of physical education*. Philadelphia: Sanders Co.
22. UNESCO (1997). *Trends in environmental education*. Paris : UNESCO
23. UNESCO (1998). *Educating for a sustainable future: A trans disciplinary vision for concerted action*. Paris : UNESCO
24. UNESCO (2001). *Learning the way to peace : A teacher's guide to peace education*. Paris: UNSECO.
25. UNESCO (2004). *Education for all: the quality imperative*. EFA Global Monitoring Report. Paris : UNSECO.
26. UNESCO (2012). *Shaping the education of tomorrow: 2012 report on the Un-decade of education for sustainable development*. Paris : UNSECO
27. UNICEF (2000). *Defining quality in education*. New York: Programme Division (Education), UNICEF.
28. WHO (1991) *Comprehensive school health programmes*. New Delhi: World Health Organization Regional Office.
29. WHO (1997). *Life skills education for children and adolescents in schools: Introduction and guidelines to facilitate the development and implementation of life skills programmes*. Geneva: Division of Mental Health and Prevention of substance abuse, World Health Organization.
30. WHO (1999). *Partners in life skills training: conclusions from a united nations inter-agency meeting*. Geneva: WHO.
31. WHO (2004). *Skills for health: An important entry-point for health promoting/child friendly schools*. Geneva : WHO
32. William, J., F., (1997) *The principles of physical education*. Philadelphia: Sanders Co.
33. William, J., F., (1997) *The principles of physical education*. Philadelphia: Sanders Co.



**Course No:- IDPG04CPS007**

**Semester – 4**

**CURRICULUM PEDAGOGY IN SECONDARY EDUCATION**

**Course Learning Outcomes (CLO):**

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

1. understand the Pedagogy and Curriculum of secondary and senior secondary education
2. know the theoretical schools of thought and their pedagogies
3. know teaching strategies and multiple intelligence
4. learn to evaluate curriculum

**Unit: 1 Pedagogy and Curriculum**

1. Concept and Meaning of pedagogy- curriculum, effective pedagogy
2. Models of Pedagogy: Performance Model, Competence Model
3. Models of Curriculum: Content-driven curricula, Process-driven curricula, Objectives-driven curricula, Competence- or outcomes-based curricula
4. A quality teacher.

**Unit: 2 Theoretical schools of thought and associated pedagogies**

1. Behaviourism, Teacher- centred learning, "Performance", visible pedagogy
2. Constructivism, Child-centred learning, „Competence“ or invisible pedagogy
3. Social constructivism, Teacher- guided, Learner -student centred learning
4. Group Dynamics
5. Liberationist, democracy, Critical pedagogies

**Unit: 3 Teaching Strategies**

1. Thinking Skills strategies such as De Bono's Six Thinking Hats and Mind Mapping
2. Gardners' Multiple Intelligences; Co-operative learning, Brain based learning
3. Bloom's Taxonomy – the cognitive and affective domains; Habits of Mind (16 Intelligences) - Art Costa
4. Teaching Practice Strategies: visual representation, teacher spoken discourse, the act of setting or providing tasks, a variety of social interactions, teachers' monitoring.

**Unit: 4 Curriculum and Evaluation in Secondary Education**

1. Principles of School Curriculum Development at Secondary and Senior Secondary Level, CCE in Teacher Education.
2. Formative and summative evaluation; norm referenced and criterion reference evaluation.
3. Evaluation of school experience/internship programmes. Assessment of teaching proficiency: criterion, tools and techniques.
4. Organization and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment. Portfolio assessment

**Suggested Practical work:**

1. Demonstrating a training technique with peers
2. Constructing a tool for evaluation of specified skills/understanding/attitudes Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions
3. Preparation of a plan for INSET of the teachers of school.
4. Construction of Tools for identification of Training needs in different subject areas.
5. Identification of Training needs of a group of teachers of a school.
6. Preparation of self-learning material/e-content for secondary school teachers.
7. Appraisal of a training programme organized by DIET/IASE/CTE.

**Reference Books:**

1. Abbey, N., Pedagogy: The Key Issue in Education, Discussion Paper Parts 1 & 2, 2003 Agrawal M (2004)
2. Curricular reform in schools: The importance of evaluation, *Journal of CurriculumStudies*, 36 (3): 361-379.

3. Anstey, M. (2002) *Literate Futures: Reading*, Education Queensland.
4. Atkin, J. 1993 "How students learn: a framework for effective teaching", IARTV seminar series no. 22, Feb, Melbourne.
5. Curriculum Corporation, EQ Australia – success for all – Students at risk, Winter 2003
6. Kalantzis, M., Cope, B., Fehring, H., "Multiliteracies: Teaching and learning in the new communications environment", Primary English Teaching Association, March 2002
7. Kalantzis, M., Cope, B., "Designs for Learning" (draft 2003) , RMIT.
8. Lovat, T.J "The Role of the „Teacher“ coming of Age?" Australian Council Deans of Education, Discussion Paper, 2003
9. Mahapatra AS (2009) *Activity based learning: Effectiveness of ABL under SSA (June 2007 – April 2008)*. [http://www.ashanet.org/siliconvalley/asha20/pdfs/amukta\\_abl\\_tn.pdf](http://www.ashanet.org/siliconvalley/asha20/pdfs/amukta_abl_tn.pdf).
- a. Murdoch, K., "Classroom Connections, Strategies for Integrated Learning", Curtain Publishing, 1998
10. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
11. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- a. National Council of Educational Research and Training (NCERT) (2011a) *Activity Based Learning, Tamil Nadu: Programme evaluation report*. [www.ssatcfund.org/LinkClick.aspx?fileticket=7p2yXnKaP7c%3D&tabid=2496](http://www.ssatcfund.org/LinkClick.aspx?fileticket=7p2yXnKaP7c%3D&tabid=2496).
12. National Council of Educational Research and Training (NCERT) (2011b) *Programme evaluation report of activity based learning, Tamil Nadu*. India: NCERT.
13. Saigal A (2012) Demonstrating a situated learning approach for in-service teacher education in rural India: The Quality Education Programme in Rajasthan, *Teaching and Teacher Education: An International Journal of Research and Studies*, 28 (7):
14. Sarangapani PM, Jain M, Mukhopadhyay R, Winch C (2013) *Baseline survey of the school scenario in some states in the context of RTE: Study of educational quality, school management, and teachers: Andhra Pradesh, Delhi and West Bengal*. New Delhi.
15. Sarva Siksha Abhiyan, Ministry of Human Resource Development. Sharma N (2013) *An exploration of teachers' beliefs and understanding of their pedagogy*, MPhil thesis, Mumbai: TATA Institute of Social Sciences.
16. Silver, HF., Strong, R.W., Perini, M.J., "So Each May Learn – Integrating Learning Styles and Multiple Intelligences", ASCD, 2000
17. Smith F, Hardman F, Tooley J (2005) Classroom interaction in private schools serving low- income families in Hyderabad, India, *International Education Journal*, 6 (5):
18. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
19. UNICEF (2008) *Third party assessment of GOI-UNICEF quality package for primary education (2003-2007): Final report*. New Delhi: UNICEF, India Country Office.

**Semester – 4**  
**EDUCATIONAL MANAGEMENT & ORGANIZATION**  
**IN SECONDARY EDUCATION**

**Credit-4**

**Marks-100**

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**Course Learning Outcomes (CLO):**

After completion of this course the student-teacher shall be liable to:

1. Understand the importance of educational planning and school management.
2. Prepare a list of resources in school for effective school management.
3. Understand the ways of resolving problems in classroom management.
4. Analyze different learning resources for effective classroom management.

**Unit 1: Educational Planning and School Management**

1. Educational Planning - Concept, Types(National, State and District; Short Term and long term; Macro and Micro)
2. School Management - Meaning, Importance, Types and Process, School Development Plan – Meaning, Nature, Importance and Steps
3. State Policies in School Development Plan and School Management
4. Role of Teacher, SMDC and Community in the preparation of school development plan and in school management.

**Unit 2: Resource Management**

1. Infrastructural Resources : physical space-building and open space, Furniture, Water and Sanitation facilities(separate toilet, garbage disposal, safe drinking water) Barrier-free Environment
2. Material resources : Equipment and Teaching-Learning Materials
3. Financial Resources : Grants (State Policy), Funds generation, Donations, Other sources
4. Human Resources : Students, Teachers, Parents, Community and Local Resource Persons – their inter-relationship, Role of teacher in resource management in schools

**Unit 3 : Monitoring the School**

1. Monitoring – Meaning, Importance and scope
2. Objectives of monitoring at the secondary levels
3. Mechanisms of monitoring: Structure, personnel and functions; Ongoing,
4. Monitoring practices and related issues and Conflict Management

**Unit 4 : Classroom Management**

1. Effective classroom management for quality learning: Teacher as a facilitator/manager of classroom learning
2. Components of Classroom Environment: Learning situation, Space and Time, Motivation and Discipline
3. Management of learning situations: Management of group and Individualized learning, Management of space and time : Seating arrangement and Time allocation
4. Management of Motivation and Discipline. Student involvement in the development, collection/procurement, use and management of learning resources.

**Suggested Practical Work:** Each student-teacher is required to submit one assignment from the given below:

1. Case study of a child with behavioral problems
2. Survey of resources available in a school and the manner of their utilization.
3. Appraisal of a School Development Plan.
4. Preparation of a plan for ensuring quality learning in a class/ subject using ICT
5. Assessment of the existing monitoring mechanism at the secondary level in the state and suggestions for improvement.

**Reference Books:**

1. Emmer, E.T. & Everson, C.M.(2008). *Classroom management for middle and high school teachers* (8thed.). New York : Allyn and Bacon.
2. Glasser, William (1993). *The Quality school Teacher*. New York, NY: Harper Collins Publishers, Inc.  
Glasser, William (1990). *The Quality School*. New York, NY: Harper Collins Publishers, Inc.
3. Govt. of India (1992). *Programme of Action 1992*. New Delhi : Department of Education.
4. Govt. of India (1986/1992). *National Policy of Education*. New Delhi : Department of Education. Marsh, C.(2000). *Handbook for beginning teachers* (2nd ed.) Melbourne: Pearson Education.
5. MHRD (2008). *Framework for implementation of Rashtriya Madhyamik ShikshaAbhiyan : A scheme for Universalization of access to and improvement of quality at the secondary stage*. New Delhi : Department of School Education and Literacy.
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