

University of Pune

Master of Education (M.Ed) Course

Revised Course (from June 2008)

R.5.1 Any person who has taken the degree of Bachelor of Teaching & Bachelor of Education of this University or a degree of another university recognized as equivalent there to may be admitted to the examination for the degree of Master of education after having fulfilled the requirements as mentioned in **R 5.2**

Students passing the B.Ed (Physical Education) or equivalent there to of any statutory University will be held eligible for the admission to the M.Ed course.

The medium of instruction of this course is either English or Marathi. The candidate appearing for M.Ed Examination will have the option of answering all papers either in English or in Marathi provided that the option is exercised paper wise only and not section wise or question wise.

R 5.2

(a) The examination for the degree of M.Ed shall be by papers only

(b) A candidate desiring to appear for the M.Ed examination must either

- I. Attend the college or other institution recognized for the purpose and shall keep two terms (one year's) to the satisfaction of the Head of the college or Institution.

OR

- II. Complete the course under guidance of a recognized teacher to the satisfaction of the Head of the college or Institution during two academic years.

R 5.3 General Objectives of The course

After successfully undergoing this course, trainee-teacher-educators will be able

- (i) To understand the Socio-economic-cultural background and academic of entrants to B.Ed course.

- (ii) To master the methods and techniques of developing competencies, commitments and performance skills of a secondary school teacher in Maharashtra
- (iii) To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.
- (iv) To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.
- (v) To understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual emotional and performance skills among secondary pupils, the “Global citizens of tomorrow”.
- (vi) To imbibe in them attitudes and skills required of ‘life-long learners “ on the ‘ICT influenced world’ of today and tomorrow.
- (vii) To acquire the skills required of a ‘consumer’ and a ‘consumer’ and a ‘practitioner’ of educational research and innovations.

R 5.4 Frame work of M.Ed course is as under

- Part I - Theory course
- Part II - Practical & Internal Assessment
- Part III - External Assessment

Part I - Theory Course

The theory course will consist of two groups

Group A – Compulsory papers – Three

Group B – Optional Papers – Two

Group A – compulsory papers (Course 1 to 3)

Education in Global society	3HRS	100 Marks
Advanced Educational Psychology	3HRS	100 Marks
Educational Research and Statistics	3HRS	100 Marks

Group B – Optional Papers (Any two) (Course 4, 5)

1. Educational Management	3HRS	100 Marks
2. Comparative Education	3HRS	100 Marks
3. Teacher Education	3HRS	100 Marks
4. Education of Children with Special Needs	3HRS	100 Marks
5. Guidance and Counselling	3HRS	100 Marks
6. Testing Measurement and Evaluation in Education	3HRS	100 Marks
7. Curriculum and Development	3HRS	100 Marks
8. History of Education and Problem of Education	3HRS	100 Marks
9. Advanced Educational Statistics	3HRS	100 Marks
10. Education Technology & E-learning	3HRS	100 Marks
11. Inclusive Education	3HRS	100 Marks

Part I - Total 1 to 5 Courses**Part II – Internal Assessment (course 6 to 8)**

(6)	(i) Practical Related With Theory Papers	100 Marks
	(ii) Advanced Technology lessons (Two)	020 Marks
(7)	(i) Tutorials	100 Marks
	(ii) Internal Tests	100 marks
(8)	Seminar Reading	
	(i) Seminar Reading on Research Proposal	25 Marks
	(ii) Seminar reading on Contemporary Issues in Education	25 marks
	(iii) Seminar Reading on Internship Programme	30 Marks

Total **400 Marks**

Part III – External Assessment (course 9 and 10)

(9) Report Writing of Research 50 Marks

(10) Viva Voce of the Research 50 Marks

TOTAL **100 Marks**

Parts **Total Marks**

Part I – Theory (1 to 5 Course) 500 Marks

Part II – (6 to 8 Course) 400 Marks

Part III- (9,10 Course) 100 Marks

Total **1000 Marks**

R.5.5 the following are the syllabi for papers- Part I- Theory Course- Group A-

Compulsory papers – (Three)

Theory Course – Group B- Optional Papers – (Any two)

Part II – Internal Assessment

400 Marks

6. (I) Practical related with theory papers -100 marks.

Student should do the practical work for three compulsory papers and two optional papers as prescribed in the syllabus.

(ii) Advanced Technology lessons (Two) - 020 Marks

Student should impart instructions of two advanced technology lessons for B Ed course or peer group.

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| 7. | (i) Tutorials | 100 Marks |
| | (ii) Internal Tests | 100 marks |

There will be ten tutorials – two for each theory course.

And Internal tests of 100 marks.

There will be two Internal Tests for all the five theory courses.

8. Seminar Reading

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|-------|---|----------|
| (I) | Seminar Reading on Research Proposal | 25 Marks |
| (ii) | Seminar reading on Contemporary Issues in Education | 25 marks |
| (iii) | Seminar Reading on Internship Programme | 30 Marks |

Student should give seminar on the Research proposal which is selected for his/ her short Research work.

Student should give seminar on any topic related to contemporary issues in Education.

Student should give seminar on Internship programme which he/she has experienced in Internship programme.

Part III – External Assessment

100 marks

For external assessment one external examiner (to be appointed by the University) and one Internal Examiner (who is the guide of the particular student) will work as the member of the committee.

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| 09. | Report writing of Research | 70 marks |
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Report writing of a research will be evaluated by the above committee.

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| 10. | Viva Voce of the Research | 30 marks |
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Viva Voce of the Research will be taken by the above committee.

5.6 Standard of Passing

(a) To pass the M.Ed. Examination the candidate must secure at least 50% marks in each of the eleven Heads of passing.

The Heads of passing are:

Theory courses -1 to 5, practical's 6 to 10.

Such successful candidate will be declared passed in second class.

(b) Such of the successful candidates who appear for part I, part II, and part III at one and the same time have secured at least 55% marks in each part and 60% marks or above in aggregate will be declared to have secured 65% in each part, 70% in aggregate will be declared to have passed in first class with Distinction.

(c) The candidate who has obtained minimum 50% marks or more in any of the Heads of passing but failed in the examination shall be eligible to claim exemption in such Heads of passing. Candidate claiming exemption will not be eligible for first class, first class with Distinction or merit. His/her will be declared to have passed in second class.

Regular M.Ed. Course-Curriculum Transaction

1. Number of Working Days per Year	200 days
2. Number of Teaching Days	190 Days (31 Weeks)
3. Time Table Based Instruction	27 weeks
3.1 Theory and Practicum Based Instructions	24 Weeks
3.2 Internship Experience Pre-service Teacher based	3 Weeks
4. Field Work Related To Dissertation And Practicum	4 Weeks

Total Teaching hours in a 6 Days Week (6x6) – 36 Hrs.

Analysis of Weekly Time Table

1. Theory Papers	(5x4) 20 Periods
2. Consultation regarding Dissertation Work	3 Periods
3. Tutorials	2 Periods
4. Seminar	4 Periods

5. Library Based Self Directed Study	6 Periods
6. Internship (Planning & Guidance)	1 Period

TOTAL **36 Periods**

M.Ed. PART-TIME- TWO YEARS DURATION

Eligibility for Admission procedure same as M.Ed. (Full- time), only in-service candidates are eligible for M.Ed. (part time of the committee e)- In-service Teacher Educators and Jr. college teachers will be given preference for admission.

Curriculum Transaction

First Year

1. Number of Working Days Per Year	200
2. Number of teaching Days	190 (30 Weeks)
3. Time Table Based Instruction	28 Weeks
4. Internship Orientation And Experience	2 Weeks
5. Total Teaching hours Per Day In 6 Day Week	18 Hrs

Second Year

1. Number of Teaching Days	190 (30 Weeks)
2. Time Table based Instruction	23 weeks
3. Internship Experience	3 Weeks
4. Field Work Related to Dissertation & Practicum	4 Weeks

First Year – Analysis of Weekly Time Table

1. Year Theory Papers (3x4)	12 Periods
2. Tutorial	1 Period
3. Seminar	2 Periods
4. Internship Orientation	1 Period
5. Library Based Self Directed Study	2 Periods

TOTAL **18 Periods**

II Year-2 Optional paper 2x4= 8 Periods

Tutorial	1 Period
Seminar	2 Periods
Internship Orientation	1 Period
Library Based Self Directed Study	2 Periods

TOTAL	18 Periods
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Teaching Load (Yearly)

First Year (30 Weeks)

Theory	3x4x30	360 Hours
Tutorial	1x30	30 Hours
Seminar	2x30	60 Hours
Library based self directed study	2x30	60 Hours
Internship Orientation	1x30	30 Hours

Total		540 hours
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Second Year (30Weeks)

Theory	2x4x23	184 Hours
Tutorial	1x23	23 Hours
Seminar	2x23	46 Hours
Internship Orientation	1X23	23 Hours
Consultation of Dissertation	2x23	46 Hours
Library Based self directed study	4x23	92 Hours
Total	(23 Weeks)	414 Hours

Internship Experience Pre-service teacher based 3 weeks

Field work for dissertation & practicum 4 weeks

Total 30 Weeks

OR

M.ED PART TIME TWO YEARS DURATION

This course will be conducted as follows –

1 st year	May Session	30 Days
1 st year	October Session	15 Days
2 nd year	May Session	30 Days
2 nd year	October Session	15 Days

In addition to these 24 Saturday & Sundays within 2 years

Analysis of the Working

First Year

May 30 Days	30x8	240 Hours
July, August, September (2 nd & 4 th Saturday and Sunday)	6x6	36 Hours
Internship of one week in the first term	6x6	36 Hours
October 15 Days	15x8	120 Hours
December, January, February (2 nd & 4 th Saturday and Sunday)	6x6	36 Hours
Internship of one week in the 2 nd term	6x6	36 Hours

Total 504 Hours

Course I- EDUCATION IN CONTEMPORARY SOCIETY

Objectives of the course

To enable the student-

- (i) To develop understanding of the interrelationship between Philosophy and Education
- (ii) To develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.
- (iii) To develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.
- (iv) To acquire knowledge of human values and role of education.
- (v) To develop the understanding of interrelationship between Sociology and Education.
- (vi) To develop appreciation of education as a means of social reconstruction
- (vii) To understand the bearing of various Political ideologies on Education.
- (VIII) To understand the world problems like maintaining peace in diverse religious beliefs and cultural customs and effects of terrorism on education.

PAPER I – EDUCATION IN CONTEMPORARY SOCIETY

Unit- 1 Philosophical Foundation of Education

- 1.1 Meaning & scope of Philosophy
- 1.2 Need of philosophy in life and for Teacher in Practical
- 1.3 Meaning & Various definitions of education
- 1.4 Interrelationship between philosophy & Education
- 1.5 Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism.
- 1.6 Scope- Functions of Educational Philosophy

Unit 2 - Indian Schools of Philosophy

- 2.1 Sankhya, Vedic, Buddhist, Jainism, Islamic Traditions
- 2.2 Education Implications of these schools with special reference to the concept of Knowledge, reality & values, methodology, public- Teacher. Relationship, freedom & discipline, Basic Tenets, aims, & objectives, curriculum.
- 2.3 Contributions of Vivekanand, Tagore, Gandhiji, Dr. Ambedkar & J.P. Naik, J. Krishnamurthi, Dr. Radhakrishnan, Arbindo to educational thinking.

Unit- 3 Western Schools of Philosophy

- 3.1 Idealism, Naturalism, pragmatism, realism, Existentialism, Marxism with.
- 3.2 Educational implications of these schools with special reference to basic tenets, Aims, & objectives curriculum methodology, Teacher. Pupil relationship, freedom & discipline.
- 3.3 Contribution of Plato, Rousseau, Dewey

Unit- 4 Human Values & Education

- 4.1 Meaning of values
- 4.2 Types of various- spiritual, moral, social, aesthetic values
- 4.3 National values as mentioned in the Indian Constitution & their educational implications

SECTION II

Unit – 5 Sociology & Education

5.1 Meaning & Nature of Educational Sociology

5.2 Interrelationship between Education and Social Variables

(i) Sociology of Education

(ii) Political Education – Process of Socialization

(iii) Education and Family

(iv) Education and Schooling

(v) Education and Peer group

(vi) Education and culture in general

(vii) Education and religion, Caste, Gender, Class

(viii) Education for Weaker Sections

(ix) Education and Development

(x) Sex Education

(xi) Economics of Education

(xii) Globalization of Education

(xii) Education and Constitution

Unit-6 Education and Socialization

6.1 Process of Socialization

6.2 Social Stratification and education

6.3 Social Mobility and Education

Unit- 7 Education as a means of social changes

7.1 Education for emotional AND SOCIAL INTEGRATION

7.2 Education for Nationalism and International understanding

7.3 Meaning and need of Equality of Education opportunity and Social Justice with special reference with Indian Society

7.4 Education of Socially, Economically under-developed society.

7.5 De-Schooling of Education and views of Evan Illich and others.

Unit- 8 SOCIAL FORCES AND EDUCATION

8.1 Education for maintaining the peace in diverse religious beliefs.

8.2 World problems and terrorism – its causes, its impact on Society and remedies through Education.

8.3 concept of Secularism in India and World prospect and building of Secularism through Education

Unit- 9 Political Ideologies and Education

9.1 Totalitarian: Meaning, Main features, aims of Education, curriculum, Methods of teaching and School administration.

9.2 Democracy: Meaning, Values, Main features of democratic Education, aims, curriculum methods of teaching and School administration.

Unit- 10 GLOBALIZATION AND EDUCATION

10.1 Nature of Globalization- GATS, WTO; Social, Economic, Cultural, Political.

10.2 Nature of Indian Education System- Merits, Demerits

10.3 Globalisation and Challenge before Education at different levels.

10.4 Globalisation : Development and Education

10.5 Restructuring education at different levels due to Globalisation.

- Institutional Restructuring
- Curriculum Restructuring
- Restructuring in Evaluation
- Impact of Globalisation on Knowledge, Skill and attitude.

Practical Work (any one)

- (i) Study of the comparison between one western school with one Indian school of philosophy.
- (ii) Case Study of economically under developed student.
- (iii) Study of the impact of modern Technology in one secondary school.

List of reference books

1. A Sociological Approach to Indian Education (Vinod Pustak mandir, Agra 2 , by S.S. Mathur)
2. The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia
3. Groundwork of Theory of Education – by Ross
4. Modern Philosophy of Education – by Brubacher
5. Foundations of Education – V.P. Bokil
6. Educational Sociology – Brown
7. De Schooling Society- Evan Illich.

COURSE – II Advanced Educational Psychology.

OBJECTIVES:

To enable students:

- (1) To develop understanding of the Psychological basis of Education
- (2) To understand the Cognitive, Affective and Psychomotor development of adolescents and youth.
- (3) To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.
- (4) To understand the Changing Concept of Intelligence and it's application.
- (5) To understand the theories of Learning and their Utility in the Teaching Learning Process.
- (6) To understand the Concept and Process of teaching.

SECTION – 1

Unit-1 Introduction to Psychological Basis of Education

- 1.1 Psychology as scientific study, its concerns-mind, consciousness, behavior, and experience: methods of study in psychology- introspection/self-reporting- observation, survey, case/study, interview, testing, Experimental.
- 1.2 Major schools of psychology-Structuralism, associationism behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive.
- 1.3 Contribution of these Schools to Education.
- 1.4 Neurological and other biological factors of significance in psychological functioning/processes, the concept of man as a Bio-Psychological organism.

Unit-2 “Development”

- 2.1 Development – Concept, stages, dimensions, methods of study, developmental tasks
- 2.2 Factors influencing development – genetic, biological environmental and physical.
- 2.3 Theories of development
 - Piaget's Cognitive development
 - Freud's Psycho-sexual development
 - Erikson's psycho-social development
 - Having Hurst's developmental tasks

- Kohlberg's moral development

- Gessel's Maturation theory.

2.4 Cognitive development –concept and development of thinking and problem solving

2.5 Affective development – Concept and development of attitudes, interests and values.

2.6 Psychomotor development – development of skills, objectives, task-analysis, practice, feed back .

2.7 Language development with reference to syntax and structure

2.8 Social development – Erisco's Psycho-socio test.

2.9 Moral Development- Theories of Piaget and Kolhers.

2.10 Emotional development – Aesthetic development.

Unit – 3 Personality

3.1 Theories of personality –

(I) trait (Allport, Cattell)

(ii)Type

(Iii) Humanistic (Carl Rogers)

(iv)Indian concept of personality development

3.2 Self – concept – Meaning and development

3.3 Personality variables and learner –motivation, achievement motivation, locus of control.

3.4 Measurement of Personality -

SECTION II

Unit- 4 Intelligence and Creativity

4.1 Nature of Intelligence – academic intelligence

Emotional intelligence

Social Intelligence

Creative Intelligence

Practical intelligence

- 4.2 Theories of intelligence by – Guilford J.P
 Gardener
 Sternberg
 Goleman
- 4.3 Measurement of Intelligence – Verbal
 Non-Verbal
 Performance
 Individual and Group
- 4.4 Test of intelligence develop I India
- 4.5 Creativity Concept, Factors and process, techniques for development of Creativity.
 Brain-Storming (Osborn)
 Synectics (Gorden)
 Attribute – listing (Allan)

Unit- 5 Learning

- 5.1 (A) Theories of Learning
 (i) Operant conditioning (Skinner)
 (ii) Conditions of Learning (Gagne)
 (iii) Information processing (Donald Norman)
 (iv) Mastery learning (Bloom)
 (V) Hull's reinforcement theory
 (Vi) Toleman's theory of learning
 (Vii) Levin's field theory
- 5.1 (B) (I) Constructivism & learning.
 (ii) Brain base learning.
- 5.2 (i) Educational implications of theories of learning
 (ii) Factors influencing learning

- (iii) Learning & motivation
- (iv) Transfer of learning and its theories.

Unit-6 Teaching

6.1 Concept and definitions of teaching

6.2 Models of teaching –concept and 4 families of models

Concept attainment- Jerome Burner

Advance organizer – David Ausubel

Inductive thinking – Hild Taba

Juris Prudential – Donald Oliver

Role- playing – Shaffen and Shaffen

Assertive training – Wolpe Lazarus Salter

Synectics – William Gordon

Stress reduction – Rimn & Masters, Woipe

6.3 Educational implications of researcher in the following areas in teaching :

- (i) Teacher's thought processes
- (ii) Student's thought processes
- (iii) Teaching of learning strategies
- (iv) Teacher behavior and student achievement
- (v) Teaching functions
- (vi) Classroom organization and Management
- (vii) Punishment & classroom management.

Practical Work

Administer and interpret one of the following tests:

- (1) Individual test of intelligence
- (2) Group test of intelligence
- (3) Personality inventory

- (4) Aptitude test
- (5) Test of creativity

Books Recommended

1. Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc 1969.
2. Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
3. Gage and Berlinger : Educational Psychology, Boston Houghton Mifflins Company 1984.
4. Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press 1978
5. Joyce Bruce and well Marsha. Models of Teaching prentice Hall of India Ltd. 1985.
6. Mangal S.K. : advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd;193
7. Mouilly George J : Psychology of teaching botton Allyn & Decan Inc.
8. Wordsworth B.J. piaget's : Theory og cognitive and affective Development, New York, Longman incorporated, 1989.
9. Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
10. Michael Green : Theories of Human Development prentice Hall, englewood cliffs, New Jersy,1989
11. S. Owen, H. Parker Blount, Heny Moscow : Educational Psychology – An Introduction Little, Brown and Company Boston, Toronto, 1978.
12. C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
13. Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc. Boston, London, Sydney, Totonto, 1985.
14. Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
15. Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
16. Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.
17. Bower G.H. and Hilgard E.R. : Theories of Learning Prentice Hall of India, New Delhi. 1980
18. Anastasi Anne: Psychological Testing, McMillan Co. New York.
19. Passi B.K. : Creativity ineducation NPC Agra 1982.
20. Da^ . na.ra. parsanalsa : p`gat SaOxaiNak maanasaSaasHa, naUtna
p`kaSana, puNao
21. Daniel Goleman : Emotional Intelligence, Bantam books 1995

22. Daniel Goleman 'Working with Emotional Intelligence 1998'
23. saMpadk Da^ . h.naa.jagatap, SaOxaiNak maanasaSaasHa, Anamaaola p`kaSana puNao (1999, vaa.naa. daMDokr, p`itYzanatFo- saMpaidt)
24. Da^ . h.naa. jagatap Aqyayana]pp%tl naUtna p`kaSana puNao 1992
25. Bichler R.F. and Jack Snowman : psychology Applied to Teaching Houghton Mifflin Company, Boston 1986
26. Herenhahn B.R. : 'An Intriduction to Theories of Learining Prentice Hall International Edition, 1988.
27. Wittrock, Merlin C. : Handbook of Research on Teaching, Rand MaNally, Chicago,1966.
28. Sarah-Jayne Blackmore and Uta Frith : The learning brain, Blackbell publishing, 2005

PAPER III: EDUCATIONAL RESEARCH METHODOLOGY

OBJECTIVES :

To enable the students to

- (1) To understand the concept of research and educational research.
- (2) To understand the types and methods of educational research,
- (3) To understand the steps involved in educational research,
- (4) To understand the use of different tools and techniques in educational research
- (5) To use the library, Internet services and other sources of knowledge for educational research Purposes.
- (6) To understand the procedure to conduct the research in the educational field.
- (7) To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
- (8) To understand the role and use of statistics in educational research.
- (9) To select the appropriate statistical methods in educational research.
- (10) To review the educational research articles.
- (11) Use computers for data analysis.

SECTION I

Unit -I Concept of Educational Research

- 1.1 Meaning and nature, need and importance and scope of educational research.
- 1.2 Scientific Inquiry and Theory Development- some emerging trends in research.
- 1.3 Areas of educational research and different source of generating knowledge

Unit- 2 Review of related literature-

- 2.1 purpose and need at different stages of research
- 2.2 , source and types

2.3 Recording of various references- notes taking etc.

2.4 On line/ off line references.

Unit –3 Types and Methods of Educational research

3.1 Types of educational research – Fundamental, Applied, Action research

3.2 Methods of Educational Research:

- (i) Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data
- (ii) Descriptive Research- surveys, case study, developmental and correlation studies – nature and use, steps and interpretation, Ex- Post Facto Research.
- (iii) Experimental Research – need and significance- nature and steps- validity; internal and external, use and limitations of different types of experimental designs: Pre-experimental, Quasi- experimental, True- experimental- role of control.
- (iv) Naturalistic inquiry – situation-related integrative, Phenomenological, experience- based, subjective qualitative.
- (v) Product Research.
- (vi) Qualitative Research- Ethnomethodical

Unit-4 Research problems, Variables and Hypothesis

4.1 Source, selection and criteria of research problem- based on experience, discussion.

Literature- scope and delimitations, statement of the problem in different forms.

4.2 Concept, nature characteristics and types of variables- inter relationship of different variables.

4.3 Concept, importance, characteristics and forms of hypothesis- formulation and testing.

4.4 Assumptions- meaning and role

Unit- 5 Population and Sampling

5.1 Population- Concept

5.2 Sampling- Concept and Need ,characteristics of good sample

5.3 Sampling Method

5.3.1 probability sampling : Simple Random sampling, use of random number table, Cluster, Stratified and multistage sampling

5.3.2, non probability sampling (Quota, judgment and purposive.

5.4 Errors in sampling

Unit -6 Tools and Techniques of Educational Research- meaning and concept

(a) Observation

(b) Interview Schedule

(c) Questionnaire

(d) Tests-achievement, intelligence, aptitude, and personality.

(e) Opinionative-attitude scale, rating scale, check list

(f) E tools – Email, fax, website, Internet, tele conference.

(g) Qualities of a good measuring tool and standardization procedure

SECTION II

Unit-7 Research Proposal

(a) Conceptual Framework

(b) Selection & finalization of an educational research problem

(c) Operational and functional terms

(d) Review of related literature

(e) Objectives, assumptions, hypothesis

(f) Selection of method, sample and tools

(g) Data analysis method

(h) Time schedule financial budget

Unit – 8 Collection of Data

(a) Preparation of tools

- (b) Implementation of tools
- (c) Collection of information.
- (d) Methods of collection

Unit- 9 Analysis and Interpretation of Data

9.1 Organization and tabulation of data

9.2 Graphical Representation

- (i) Histogram
- (ii) Frequency polygon
- (iii) Ogive
- (iv) Pie chart

9.3 NPC- Properties and uses, Skewness and Kurtosis

9.4 Descriptive Statistics – Significance and uses of:

- (i) Measures of Central tendency – Mean, Median, Mode.
 - (ii) Measures of variability – Range, Q.D. , S.D.
 - (iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T scores.
- (i) Correlation – Concepts, types and uses; assumption and uses of rank difference ,computation of rank difference correlation and Product Moment Method,
 - (ii) Concepts- Bi-serial, point bi-serial- partial and multiple correlation, tetra choric and phi-coefficient.
 - (iii) Regression equation and predictions

Unit – 10 Inferential Methods.

10.1 Concept of parameter, statistic, sampling distribution, sampling error, and standard error.

10.2 Levels of significance, confidence, limits and intervals, degrees of freedom, types of error- Types I, Type II; Tests of significance of mean and of difference between means (both large and small samples) one and two tailed tests.

10.3 F-test (one way and ANOVA)

10.4 Parametric and non-parametric Statistics: uses and computation of Chi-square test and Contingency coefficient.

10.5 Data analysis using computers – Excel/SPSS

Unit- 11 Educational Research Report Writing

- (i) Format, Style, content and chapterisation
- (ii) Bibliography, Appendices
- (iv) Characteristics of a good research report.

PRACTICAL WORK: (any one)

- (i) Review of Educational research report/article.
- (ii) Data analysis using computer

Course III- Reference Books

Books Recommended

1. Best, J.W. and Kahn research in Education (9th Ed. Prentice of India, Pvt, Ltd, New Delhi,1982)
2. Tuckman Bruce W: Conducting educational Research (Harcourt Brace Javanovich, Inc. New York, 1978)
3. Garrett H.E. Statistics in Education and Psychology (Yakills Fitter & Simsons Pvt. Ltd., Bombay, 1973)
4. Kuriz Albert J. and Samuel T. Mayo, Stastitics in Education and Psychology (Narousa Publishing House, New Delhi, 1981)
5. Buch M.B., A survey of Research in Education (Centre of advanced Studies in Education, M.S. University Baroda, 1974)
6. Buch m.B. et al' second Survey of research in Education.
7. Donald Ary, Lucy Cheser Jacobs, Asghar Razavich "Introduction in research in Education" (Holt Rinehrt and Winston, New York, 19790.
8. Kreppendorff Kians contents analysis: An Introduction to its Methodology, Sage Publications. Beverly Hills, London, 1985.
9. Action research – Corery.
10. Fox David J : Techniques for the Analysis of Quantitative Data, Holt, Rinehart, & Winson, Inc. 1969.
11. George Aegyrous , Statistics for research II edition Sage Publication, 2006.
12. Bieger and Gerlach ,Educational Research :A Practical Approach, Thomson Wadsworth Pup.
- 13.kRitsaMSaoQana ma. rajya pazyapustk inaima-tl va saMSaoQana maMDL "baalaBaartl" saonaapatl baapT maaga- puNao 4

14. SaOxaiNak saMSaaoQana Da^ Baa.gao. baapT naUtna p`kaSana iTLk
raoD puNao
15. SaOxaiNak saMSaaoQana mauLo va]maazo Eal ivaVa p`kaSana.

Group B

Optional Paper -I: Educational Management

OBJECTIVES:

- (1) To enable the learner to become effective manager of teaching /Administration of Education.
- (2) To enable learner to become & agents of change in various aspects of education i.e.
classroom management, curriculum construction, examination systems, Educational policies.
- (3) To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.
- (4) To acquaint the learner with the Central and State machinery for educational administration and management.
- (5) To make the students understand about the finance, management of Education.
- (6) To make the student familiar with the new trends and techniques of education.
- (7) To enable the students to get some insight into supervision, inspection and know trends of development
- (8) To development an understanding of the planning of education in India and its Socio-economic context.

SECTION I

Unit- 1 Management concept and process

- 1.1 Management – concept, Need of Management, Characteristics of good Management.
- 1.2 Management at different levels-Elementary Higher, secondary Higher Education, Time Management.

- 1.3 Development of modern concept of Educational Management from 1900 to present –day. Taylorism, Management as process, Management as bureaucracy, Human relations to Management.

Unit- 2 Management functions-

- 1.1 Leadership –Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership.
- 1.2 Role of Management/Principal characteristics of effective Educational leadership, Time management techniques, manager as a good leader, group dynamics and motivation.

Unit 3 Application of Management concept in Academic areas of the educational systems-

3.1 Curriculum development /Evaluation

3.2 Teaching Learning Processes

3.3 Evaluation Assessment (Management, Manager, Teacher, student, Parents)- Self Appraisal.

3.4 Professional Growth- In service Training

Unit- 4 Planning in Education –

4.1 Meaning and Nature of Planning

4.2 Approaches to Educational Planning

4.3 Perspective Planning

4.4 Institutional planning, its importance, Man Power planning, Man power forecasting.

SECTION II

Unit – 5 Communication,

5.1 Communication skills. (Verbal, non-verbal-written),

5.2 Barriers and distortions in communication.

5.3 Information Systems- Modern Information Technology.

Unit – 6 Machinery for educational Administration

6.1 Central Machinery (CABE,NCTE,UGC,) / State Machinery for educational Administration,.

6.2 Organization and functions of directorate of Education.

6.3 Roll of Central Govt., State Govt., and local bodies in education at all levels.

Unit- 7 Trends in Educational Management

7.1 Decision Making – Nature, division of work, Centralization action and Decentralization of decision making, their merits and limitations.

7.2 Organizational compliance.

7.3 Organizational Development.

7.4 PERT

7.5 Modern trends in Educational Management.

Unit 8 Finance Management-

8.1 National budget of Education

8.2 Principles of Educational finance

8.3 Methods of Financing Education

8.4 Source of Income Govt, Private and co-operative patterns of investment in education- past, present and future.,

8.5 Grant – in-aid principles, practices, types and procedure in- respect of University level.

8.6 Cost of Education.

Unit- 9 Quality Management in Education

- 9.1 Meaning and importance of Quality
- 9.2 Quality in Higher Education
- 9.3 Accreditation Concept- Meaning, parameters.
- 9.4 Role of NAAC

Unit – 10 Educational Supervision and inspection –

- 1.1 Meaning and Nature of Educational Supervision
- 1.2 Supervision as service activity
- 1.3 Supervision as process and functions
- 1.4 Supervision as educational leadership
- 1.5 Modern Supervision ,New trends and techniques and planning, controlling in service training
- 1.6 Functions of a supervisor, Defects in existing system of supervision, Remedies,.

Practical – Any one

- (1) Educational Survey of any state educational Institution.
- (2) Report on an Institutional Planning of any one Educational Institute.
- (3) Report on an Educational Institute on Quality Management...

List of reference books

1. SaOxaiNak vyavasqaapna va p`Saasana : Da^. ArivaMd dunaaK Da^ homalata parsanalsa naUtna p`kaSana puNao.
2. School Organisation and Administration- M.S. Sachdeva
3. Management in Education- Namita Roy chaudhary A. P.H. Publishing corporation, New Delhi.
4. Educational Planning and Management Premila Chandrasekaran, sterling Publication Pvt. Ltd.
5. Educational Administration and Management – S.S. Mathur
6. Theory of Educational Administration- S.R. Vashost
7. Efficient School Management and Role of Principals- Alka Karla
8. Administrative Strategy and Decision making- Hardwick Landuyt
9. Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House
10. Educational Administration Planning and Supervision- T.P. Lambal, V.R. Saxena, V.Murthy, Delhi Daoba house
11. School Organisation and Administration- U.S. Sidhu
12. Administration of Education in India- S.N. Mukharji
13. Educational Administration Principles and Practices- S.S. Mathur

Optional Paper- II Comparative Education

OBJECTIVES :

- (1) To acquaint the student with concept, scope, Need, History and development of Comparative Education.
- (2) To acquaint the student with the methods of Comparative Education
- (3) To study the Problems of Education in World perspective.
- (4) To understand the factors and forces influencing practice of Education.
- (5) To create awareness and develop understanding of system of Education in developing and developed countries.
- (6) To develop the sense of international understanding.
- (7) To acquaint the students with the current trends and problems in world in world Education.

SECTION I

Unit- 1

- (a) Concept, scope, Purpose, and Need of Comparative Education.
- (b) History and Development of comparative Education.
- (c) Types of Comparative Studies in Education.

Unit-2 Methods of Comparative Education

- (A) (i) Area Studies (Descriptive and Interpretation)
- (ii) Comparative Study (Description of Educational System Juxtra position Comparison)
- (iii) Distinction between Comparative education and International Education.

(B) Interpretative and Explanatory Methods

- (i) historical Approach
- (ii) Sociological Approach
- (iii) Philosophical Approach
- (iv) Scientific Approach (Quantities).

Unit- 3 Education in Developing and Under Developed countries with reference to following problems

- (i) Universal compulsory Education
- (ii) Higher Education
- (iii) Adult Education
- (iv) Finance

Unit -4 Problems to be studied in world Perspective

- (i) Women Education
- (ii) Teacher Education and Teachers' Status
- (iii) Education of Exceptional Children
- (iv) Technical & Vocational Education

SECTION II

Unit – 5 Factors and Forces Influencing theory and Practice of Education in Country.

- (i) Racial
- (ii) linguistic
- (iii) Technological

(iv)Scientific

(V)Historical

(VI)Sociological

(VII)Political

(VIII)Economical

(IX)Religious

Unit- 6 Study of education in Developed Countries- U.K., U.S.A. and Australia with reference to the following problems:

- (i)historical Background and Geography of the country.
- (ii) aims and objectives of Education.
- (iii) Administration of Education.
- (iv) Present system of primary, Secondary and Higher Education.
- (v)Influence of Culture on Education
- (vi) Distance education

Unit-7 Study of Education in Developing Asiatic Countries

Japan, China, Pakistan and India with reference to above mentioned six points from Unit-6

Unit-8 Current trends and problems in Education to be Studied in world perspective.

Practical Work:

Study the effect of any one of the following factors on educational atmosphere in one of the schools with students have visited.

- (i)Linguistic
- (ii)Technological
- (iii)Scientific
- (iv)Historical
- (v)Sociological

Reference Books Recommended

1. Education in New Era- I.L Kandel
2. Comparative Education – Moehteman and Roucek
3. Comparative Methods in Education – George,2 F., Berday Holt, Rinehard and Wistoninc, New York.
4. Education in China priestlay K.E.
5. Education in Communist China-Price
6. Education in Japan-School-Down S.W.
7. Education for New Japan- Hall R.K.
8. UNESCO- Developing of Education in Asia, Unesco/Mineda's/Paris,1971.
9. Contemporary education – J.F. Cramer and C.S. Browne
10. Introduction of American Public education – De- Young, Mac-Graw Hill.
11. Education in Great Britain – W.O. Lister smith
12. Education in India To-day
13. Education in Japan, school and Society-Downx S.W.
14. Educdt.1.on in Japan (1901)- Ministry of Education
15. Education in China- J.B. Priestlay
16. Education in communist China- price
17. Search engine
18. www.google.com
19. www.attavista.com
20. www.aj.com
21. www.weberawler.com

22. www.britanica.com

23. Education in Israel – by Equal Brothers

24. Tulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale, Dr, Nalini Pichad

Optional Paper- III Teacher Education

Objectives:

To enable the students

- (1) To understand the concept of teacher Education
- (2) To develop necessary skills
- (3) To develop insight into the problems of teacher Education at different levels.
- (4) To develop experimental attitude in teacher Education
- (5) To understand new trends, and techniques in teacher Education.

SECTION – 1

Unit- 1 Historical development of teacher Education in India

1.1 Historical development of Teacher Education

1.2 Teacher education as distinguished from teacher training.

1.3 The need and importance of Teacher Education

Unit-2 Concept and structure of teacher Education

2.1 Meaning, Nature, Scope of Teacher education

2.2 Aims and Objectives of teacher Education at different level

2.3 Need for pre-service and in service professional education of teachers at different levels in the present Indian situation.

2.4 Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.

2.5 Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational, Technical and work experience.

2.6 Teacher Education by Open and Distance Learning.

Unit - 3 (A) Content of Teacher Education

- i. Theory of teacher education and its duration.
- ii. Practical activities to be conducted during the training Course
- iii. Relationship and weightage given to theory and practical work.
- iv. Evaluation – Internal and external

(B)Instructional Methods in Teacher Education

- I. Lecture and discussion
- II. Seminars
- III. Work shops
- IV. Symposium
- V. Group Discussion
- VI. Supervised study
- VII. New Methods- Microteaching, Macro-teaching, programme learning, Models of teaching, Content-cum methodology approach.
- VIII. Virtual and e-mode

Unit-4 Practice teaching in Teacher Education

- 4.1 Demonstrations
- 4.2 Experimentation
- 4.3 Practice teaching and observations
- 4.4 Significance and Supervision of Practice teaching
- 4.5 Internship
- 4.6 Relationship of College of Education with Co-operating Schools

SECTION II

Unit-5 Evaluation procedures in Teacher Education

5.1) Internal Assessment

- (I) Aspect of Internal Assessment
- (II) Weightage for Internal assessment
- (III) New techniques of Evaluation

5.2) External Evaluation

- (I) Practice Teaching – Final Lesson
- (ii) Theory papers

Unit- 6 teaching as a profession:

6.1 Recommendations of various commissions on Teacher Education: Kothari Commission, National policy on Education, NCTE policy.

6.2 Professional organizations for various levels of teacher-types and their role & functions

6.3 Performance appraisal of teacher

6.4 Code of conduct and ethics of teaching profession.

6.5 Faculty improvement programme for teacher Education.

Unit-7 Research and Teacher Education

7.1 Need of Research in Teacher Education

7.2 Action Research for quality improvement in T.E.

7.3 Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification of Teacher behavior, School effectiveness.

Unit -8 Current problems of Teacher Education

8.1 Teacher Education and practicing schools

8.2 Teacher Education and UGC, NCTE, University.

8.3 Preparing teacher for special school

8.4 Preparing teacher for Inclusive classroom.

8.5 Integrating Technology in Teacher Education.

Unit- 9 Types of Teacher Education Programmes and Agencies:

9.1 In-service T.E. - Concept, Meaning, Need and nature

9.2 Preserves T.E. - Concept, Meaning, Need and nature

9.3 Orientation and Refresher courses

9.4 Agencies of T.E.-UGC, NCTERT, SCERT, Colleges of T. E., Open University.

Academic Staff colleges, University Department of Education and Teacher Organization.

Practical: A Critical Study of one teacher training College

OR

A Critical study of anyone Mentioned in 9.4 Unit

Books Recommended

1. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
2. William Taylor – Society and the Education of Teachers, Faber 7 Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
4. Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi
5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
6. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi- G
7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
8. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, Model Down, Delhi-9.
9. Investigations, Studies, and Projects Relating to Internship in teaching- N.C.E.R.T., New Delhi.
10. Report of the Committee on Teacher Education in Maharashtra State, Government of Maharashtra.
11. Richardson C.A. and others – Education of Teachers in France and U.S.A. Unesco, 1953.
12. Commission on teacher Education- The Improvement of teacher Education, Washington.
13. The process of Education-Burner S S The Education Harvard University Press 1961.
14. The future of teacher Education Edited by J.W. Tibble Routledge & Kegan Paul, London
15. Innovation in Teacher Education- J.J. Hayson & C.R. Sutton, M.C. Graw Hill book company(UL) Ltd.
16. Teachers Education in India (INSET)- Nizam Elahi.

17. Emerging Trends in Teacher Education- R S Shukla
18. Teacher Education modern Trends – Mohit Chakrabarti
19. Teacher education- Theory, Practice & Research – R.A. Sharma.
20. Education of Teachers in India- Volume I & II –S. N. Mukerji
21. Policy perspectives in Teacher education – Critique & documentation- NCTE, New Delhi
22. Teacher Education-Shashi Prabha Sharma ,Kanishaka Pub. New Delhi.

Optional Paper-IV: Education of Children with Special Needs

OBJECTIVES

- (1) To acquaint the learner with the historical perspective of special education
- (2) To promote in the learner an extensive purview of the knowledge about all exceptionalities and comprehend their inter-relatedness
- (3) To enable the learner to understand the policies and legislation in special Education in India.
- (4) To understand the current and future needs, trends and issues related to special education.
- (5) To develop awareness of researches in special education in India.

SECTION I

Unit-1 Historical Perspective of Special Education

- 1.1 Historical Development in India, U.K. and U.S.A.
- 1.2 Evolutionary Approaches in Attitudinal change towards persons with special Needs (nomenclature)
- 1.3 Philosophical Approaches to special Education
- 1.4 Psychological perspectives of Special education
- 1.5 Sociological Perspectives of Special Education

Unit-2 policy and Legislation for special Education in India

5.3 National Legislation :

(i) RCL Act, 1992

(ii) PWD Act, 1995.

(iii) National Trust Act, 1999.

5.4 National policy on Education: 1986

5.5 The Integrated Education Scheme 1992 (for children with disabilities)

5.6 The Programme of Action 1992

Unit-3 Overview of Different Disabilities and Exceptionalities

3.1 Concept, nature, characteristics and causes of Visual Impairment

3.2 Concept, nature, characteristics and causes of Hearing, Speech and Language Impairment

3.3 Concept, nature, characteristics and causes of locomotive and neuromuscular Disability.

3.4 Concept, nature, characteristics of

(i) Learning Disabilities

(ii) Behavioral and emotional Disorders

(iii) Intellectual Impairment

(iv) Giftedness

3.5 Concept, Nature, and Characteristics of Multiple Disabilities.

Unit-4 Identification of Children with Special Needs

5.1 Observable Symptoms

5.2 Psychological Testing

5.3 Medical Examinations

SECTION II

Unit 5 Agencies of Education

- 5.7 Family
- 5.8 Regular and Integrated schools
- 5.9 Special Schools
- 5.10 Vocational Guidance Institution and Clinics
- 5.11 Residential rehabilitation centers

Unit-6 aspect of Special Education

- 6.1 Curriculum
- 6.2 Methodology of teaching – Learning
- 6.3 Remedial Help
- 6.4 Teaching aids
- 6.5 Evaluation

Unit-7 Current Trends and Future Perspectives

- 8.6 Special education Normalization, Mainstreaming, Inclusion
- 8.7 Rehabilitation : Deinstitutionalization, Community based rehabilitation.
- 8.8 Cross disability approach
- 8.9 Open School Learning system : non-formal Education
- 8.10 Parent and Community involvement

Unit- 8 Research in Education of children with special needs

- 8.1 areas of Research in the Indian Context
 - (a) Curriculum and Instruction
 - (b) Management of Educational Environment
 - (c) Research in Assessment

8.2 Recent Development of research Focus in India

Practicals : Any one

1. Submission of report based on the visit to a special school
2. Papers on recent trends in research in Special Education.

Reference Book

1. Curickshank W. and Jonson O. (1965) Education of Exceptional Children, Prentice Hall.
2. Deno E (1973) – Instructional Alternatives for Exceptional Children Reston – VAE.F.
3. Dunn. L.M. (1963)- exceptional Children in the schools. Holt,Rinehart and Winston
4. Evans R.C. and Laughlin P.J. (1993) – recent advances in Special education and rehabilitation –Boston: Andover Medical Publishers.
5. Evans, P and Verma, V(Eds) – Special Education, Past,Present & Future- The Falmer Press (1990).
6. Frank M Hewett and Steven R. Forness- (1983) education of Exceptional Learners
7. Fogell, J and Long R.,(1997) – Emotional and Behavioral Difficulties – Stafford NASEN, ISEN 0906730937
8. Panda, K.C. (1997) – Education of Exceptional Children, New Delhi: Vikas publishing House.
9. Pandey,R.S. and Advani l.(1995) – Perspectives in Disability and Rehabilitation,New Delhi.Vikas Publishing House.
10. Hughes,. M (1986)- Children and Number – Oxford Black Well ISEN 0631135812
11. Montgomery, D. (1996) Educating the Able. London Cassell, ISEN 0304325872
12. Montgomery, D. (1998) – Reversing Lower Attainment London Falton ISEN 1853465615
13. Panda K.C. (1997)- education of exceptional Children, New Delhi: Vikas Publishing House.
14. Pandey, R.S. and Advani L., (1995) Perspectives in Disability and Rehabilitation. New Delhi. Vikas Publishing House.
15. Pollock, J and Waller, E (1997)- Day to Day Dyslexia in the Classroom. London, Routledge (Revised edition) ISAN 0415111323

16. Rechard J . Morris, Burrton Blatt,(1986) – Special Education Research and Trends.
Pergamon Press, New York, Beijing, Frankfurt.
17. Stephen, T.M. etal (1983) – Teaching main streamed students. New York: John Wiley.
18. Westwood, P (1997) – Commonsense Methods for Children with special needs (3 edition)
London, Routledge, ISEN 0415156238.
19. Da^ p` omalaa kaLo Apvaada%mak baalakacao iSaxaNa ma^jaoisTk
p`kaSana puNao
20. Da^ SarScaMd` gaaoKlao ApMgaacal hak

Optional Paper –V : Guidance and Counseling

OBJECTIVES:

To enable learners-

1. To develop understanding of bases meaning, need and types of guidance
2. To get acquainted with the tools and techniques of appraisal of an individual
3. To get acquainted with the need and various ways of collection and dissemination of occupational information.
4. To develop understanding of meaning characteristics and types of counseling
5. To get acquainted with process and techniques of Counselling.
6. To get acquainted with the importance of placement and follow up services.
7. To get acquainted with meaning, purposes and out-line of job-study.
8. To develop understanding about Counselling- research,issues and trends.

SECTION I

Unit- 1 Guidance

- 1.1 Bases of guidance Philosophical, Sociological, Pedagogical, Psychological
- 1.2 Concept of guidance Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance. Functions and purposes of Guidance.

- 1.3 Types of guidance. Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
- 1.4 Adjustive guidance, Identification of maladjusted children and the principles of dealing with them.

Unit – 2 Appraisal of an individual

- 2.1 Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories Interest, Inventories, Attitude Scale
- 2.2 Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study. Anecdotal Record, Autobiography.
- 2.3 Techniques of guidance- home visits, interview, observation.
- 2.4 Presenting, analyzing, interpreting and reporting the data

Unit- 3 Occupational Information

- 3.1 Collection-need, sources, method of classification of occupation information.
- 3.2 Dissemination of information about various Courses and occupation- career conference, Career exhibition, Visits, field trips, Career films etc.
- 3.3 Use of technology in the collection and dissemination of occupational information.

Unit 4 Job Analysis

- 4.1 Meaning and objectives of job analysis
- 4.2 Outline for job study
- 4.3 job profiles
- 4.4 Job satisfaction

Unit-5 Counselling

- 5.1 Meaning, need, characteristics, principles of Counselling

5.2 Process and types of Counselling

5.3 Counselling theories

- (i) Client Centered Therapy (Carl Rogers)
- (ii) Rational Emotive Therapy (Albert Ellis)
- (iii) Behavior Therapy (B.F. Skinner)
- (iv) Gestalt Therapy (Fredric Pearls)
- (v) Psychoanalytic Therapy (Sigmund Freud)

Unit- 6 Techniques of Counselling

6.1 Individual counseling : Counselling interviews- Meaning, purpose, conditions of interview, qualities and responsibilities of an interviewer, evaluation of an interview.

6.2 group Counselling : Meaning, purpose, importance types of group Counselling- regular subject classes, core curriculum classes, special groups, school assemblies, clubs.

6.3 Techniques for group Counselling – formal informal discussions Committee reports, lectures, dramatics question banks, Case Conference Methods.

6.4 Effective Counsellor, increasing need of School counselor in the present set up.

Unit-7 Placement and follow up

7.6 Aims and types of placement

7.7 Responsibility of the school and Community about the placement services

7.8 Importance and purposes of follow up services

Unit-8 Guidance and counseling

- Research
- Issues
- Trends

Practical Work (any one)

1. Job analysis of one occupation
2. Prepare an interview schedule for an effective Counselling
3. Visit a guidance Centre and Write a report about its organization and finctions.

Reference Books

1. J. Agrawal J.C. : Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatasi Anne : Psychological tesing, New York, Mac Millan 1982
3. Mennet M.E. : Guidance and Counselling in Groups, McGrow Hill book Company, 1963.
4. Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968
5. Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
8. Swedish Mohan : Readings for Careers Teachers, NICER 1985
9. Koceher SK : educational and Vocational Guidance in Secondary Schools, Sterling Publisher (p) Ltd. Delhi
10. Jones A.J. : principles of Guidance, McGraw Hill Book Co., New York.
11. Jayawal S.R. : Guidance and Counselling. Prakashan Kendra Lucknow.
12. Rogers C.R. : Client Centered Therapy, Mifflin
13. Rao, S.N: Counselling and Guidance, Tata McGra Hill, Delhi

14. Central Institute for Research and Training in Employment Service (C.E.D.G.E. & T), Ministry of Labour and Rehabilitation, Govt. of India, New Delhi,- Handbook in Vocational Guidance 1972
15. Sarswat. K.R. gaul, J.S. : Manual for Guidance Counsellors, NCERT, Delhi, 1993
16. p%kl Eal. maa. : vyavasaaya maaga-dSa-na AaiNa sallaa kaya- imailaMd p`kaSana AaOrMgaabaad
17. dunaaKo ArivaMd : vyavasaaya maaga-dSa-na va samaupdoSana.
18. vaJao nal e. : vyavasaaya maaga-dSa-na piblakoSansa p`ayavaoT ilaimaToD dadr mauMba[-
19. Da^ . maao.h. ipMpLKro va nailanal caaOQarl vyaavasaaiyak jalvanaacal p`vaoSaWaro Anaaqa ivaVaqaal- pkaSana puNao 1987

Optional Paper- VI : Testing, Measurement and Evaluation in Education

OBJECTIVES :

To enable the students to

- (1) to understand the meaning of testing, measurement and evaluation.
- (2) To understand the general principles of test constructions,
- (3) To understand the interpretation of test scores,
- (4) To plan, prepare, to administer and execute the teacher made test.
- (5) Understand the concept of Grading system

SECTION I

Unit- 1 Concept of Testing

- (a) Meaning and Concept of testing
- (b) Origin and development

- (c) Indian contribution
- (d) Need and uses of testing

Unit-2 Theories and Practices of Testing

1. Types of Tests
 - (a) Psychological
 - (b) Teacher made test, Standardized test
 - (c) Reference test- Criterion reference test/Norm reference test.
 - (d) Diagnostic test
2. Criteria of good test
Reliability, Validity, Objectivity, discriminative power adequacy, usability
3. Standardization of test-norms
4. Planning of different types of test
5. Steps of Construction, Administration and execution of different types of teacher made test.

Unit-3 Factors Influencing Test Scores

- (a) Nature of test
- (b) Psychological Factors
- (c) Environmental Factors

Unit- 4 Tests relating to teacher behavior and teaching situation

- (i) Testing of teacher effectiveness
- (ii) Testing of teacher process
- (iii) Testing of educational environment

SECTION II

Unit- 5 Measurement

- (a) Concept of measurement and evaluation with reference to educational process.
- (b) Functions of Measurement and evaluation in Education
- (c) Scaling Methods-ordinal, nominal, interval, ratio, rating.

Unit- 6 Statistical Concept in testing

- (a) Assessment of different tests
- (b) Test scores and their transformation – Z – scores, T-scores, Stannie Scores, Percentiles
- (c) Interpretation of Test Scores, qualitative and quantitative.
- (d) Item analysis and improvement of test.

Unit-7 Measurement of different aspects of an individual

Attitude, Intelligence, Interest, aptitude, motivation, personality values, creativity.

Unit-8 Grading

- (a) Meaning and Importance of Grade
- (b) Procedure of Grading System
- (c) Functions of Grade

PRACTICAL WORK

Preparation administration and reporting a teacher made test

List of Reference Books

1. Measuring Learning, outcomes-Bruce W. Turkman. Brace, Jovanovich
2. Theory and Practices of Psychological Testing-Frank S. Freeman, Holt Rinehart and Winston, New York.
3. Classroom Test Construction (1971) – Marshall and Hales, Addison Wesley Publishing Company, London.
4. Educational Psychology of Ancient Hindus (1949)- D.C. Dasgupta.
5. Measurement and Evaluation in Psychology and Education- Thorndike Hegen, John Wiley and Sons, London, New York.
6. In Introduction to Psychological Testing and Statistics- Prof. Dandekar and Prof.Rajguru, Sheth Publishers, Bombay.
7. Principles and Techniques of Unit testing- Dr. V.Z. Sali, National Publishing House, 23, Daryaganj, Ansari Road, New Delhi-110005.

8. iSaxaNaatIla prIxaNa AaiNa maapna p`a. saaO.maaiNak FaTk naUtna p`kaSana puNao
9. A Practical Introduction to Measurement and Evaluation- H.R. Remmers, Gage Rummel, Universal Book stall, New Delhi.
10. Measuring Educational Achievement- William Micheels, Ray Karnes, McGraw Hill Book Company, New Delhi.
11. Educational Measurement- Richard h. Lindeman. D.B. Tara. Taraporevala Sons & Co. Bombay.

OPTIONAL PAPER VII: CURRICULUM DEVELOPMENT

OBJECTIVES

- (1) To understand the concept and principles of curriculum development.
- (2) To understand and appreciate curriculum as a means of development of the individual.
- (3) To gain insight in to the development of new curriculum.
- (4) To understand the Foundations of curriculum development.
- (5) To appreciate the need for continuous Curriculum reconstruction.
- (6) To help the student to develop skills in framing curriculum for subjects of teaching, analysing curriculum for teaching-learning process and developing course contents in the subjects of teaching.

Unit – 1 Principles of Curriculum development

- (a) Meaning and Concept of Curriculum
- (b) Concept of Curriculum development
- (c) Stages in the Process of Curriculum development
- (d) Curriculum Syllabus and Units
- (e) Fusion integration inter-subject co-relation and Inter-subject co-relation.

Unit- 2 philosophical, Sociological and Psychological foundation of curriculum.

- (a) Philosophical theories and their implications to Curriculum.
- (b) Sociological needs and their implications for curriculum development.
- (c) Psychological needs their implications for curriculum development.

Unit-3 Curriculum and Course of Studies

- (a) Curriculum development and teaching-learning process.
- (b) Implementation of Course- full time, Part time, Correspondence, Open University, non formal and Continuing Education.

Unit-4 Curriculum Development

- (a) Need and Scope for Curriculum development, Criteria for Future Curriculum development and Characteristics of a good Curriculum.
- (b) Strategies of Curriculum development.
- (c) Guiding Principles for Curriculum development.

Unit- 5 Organization of Curriculum

- (a) Organization by subjects- Co-relation of different subjects, Indian, experiments on basic Education.
- (b) Organization by unit-Subject matter units, experiences units.
- (c) Core curriculum
- (d) Activity Curriculum
- (e) Interdisciplinary Curriculum

SECTION II

Unit-6 Selection of materials.

- (a) Individual capacities as productive member of Society Power of thought, Scientific attitude, Power of expression, Vocational and Practical Skills.
- (b) Fostering Moral, Spiritual and Aesthetic values, consideration of student Population of today and tomorrow.
- (c) Consideration of economic growth- greater efficiency in production and removal of poverty.

Unit-7 Procedure of organizing Content

(On the basis of maturity of learner, time allotment for different subjects, curriculum load, continuity and sequence of the content from class to class and organizing the suggested content within appropriate boundaries)

- (a) Formation of general objectives at School stage and their specification.
- (b) Formation of instructional objectives and their specifications
- (c) Terms of expected behavior changes in the students.
- (d) Suggesting appropriate content to fulfill the objectives.

Unit-8 Factors responsible for innovations in curriculum development.

- (a) Problems of curriculum reform.
- (b) Periodic revisions of curriculum in view of the knowledge.
- (c) Evaluation as an integral part of curriculum development.
- (d) Need for permanent curriculum research unit.

Unit-9 Evaluating the Curriculum

- (a) A frame work for evaluation
- (b) Planning for evaluation
- (c) Conducting the Programme evaluation
- (d) Evaluating the curriculum materials
- (e) Conducting the Curriculum material evaluation
- (f) Utilizing evaluation results for curriculum improvement.

Unit-10 Research in curriculum development

- (a) Pilot Project
- (b) Fundamental research
- (c) Action research

PRACTICAL WORK

1. Seminar on one of the topic assigned.
2. Critical analysis of the existing curriculum at various levels- primary/Secondary/Higher Secondary.
3. A report on the recent research on curriculum development
4. A Comparative study of two syllabi-state Government/ ICSE.

Books recommended

1. SaOxaiNak saMSaaoQana : mauLo]maazo
2. SaOxaiNak saMSaaoQanaacal \$proKa : Da^ iva. ra. iBaMtaDo
3. SaOxaiNak vyavasqaapna va p`Saasana :Da^ dunaako Da^ parsanalsa.
4. Curriculum Organisation and Design- Jack Walton, Great Briton
5. Curriculum and lifelong Education- Studies for UNESCO
6. School Curriculum- Mohmmad Sharif Khan- ASHISH Publishing House, New Delhi.
7. The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.
8. Curriculum reform – B.D. Bhatt, Kanishka Publishers, New Delhi
9. Developing the Core Curriculum 3/ 4 roland C. Faunce, Nelson L. Bossing, Prentice Hall of India, New Delhi

10. Evaluation and Research in Curriculum Construction- M.I. Khan I B.K. Nigam- Kanishka
Publisher, New York
11. Curriculum Development & Educational Technology Mamidj, S. Ravishankar- Sterling
Publishers.

OPTIONAL PAPER VIII:

HISTORY OF EDUCATION AND PROBLEMS OF EDUCATION

OBJECTIVES

- (1) To acquaint the students with the general development and progress of education prior to independence.
- (2) To acquaint the students with general development and progress of education after independence.
- (3) To enable the students to assess and evaluate various “Plan efforts” (V Year Plans) put into effect from time to time.
- (4) To enable the students to understand the concept and meaning of problems of Education (social, economic, political)

- (5) To enable the students to understand the various problems of education at different stage (Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped) with special reference to different Commissions and Committees.
- (6) To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
- (7) To enable the students to understand the problems related to the policies of Government and to find out remedies.

SECTION I

Unit -1 Progress of Education in Ancient Indian Education- Review of

- (a) Brahmanic (Vedic)
- (b) Buddhistic
- (c) Jain
- (d) Muslim-Islamic-(Education System during these periods)

Unit-2 Progress of Education in British Period

Review of British period of Education. With reference to :

- (a) Macaulay's Minutes
- (b) Woods Despatch
- (c) Sargent Commission

Unit -3 Progress of education after Independence

- (a) Constitutional Provision for Education
- (b) University Education Commission(1948)
- (c) Secondary Education Commission(1952-53)
- (d) Indian Education Commission (1964-66)
- (e) Policy of Education 1986
- (f) National Policy of Education1992

Unit-4 Needs of Education of free India, world New trends

- (a) Planned efforts of India for Education Plans (V Year Plans)
- (b) Assessment and Evaluation of development and progress of Education during plan

Unit-5 Problems of Education regarding

- (a) Social
- (b) Economical-Problem related to quality and quantity.
- (c) Administrative
- (d) Political
- (e) Role and impact of different organizations (private and public, Govt.) NCERT, UGC, NCTE.

Unit-6 Problem of Education at different stages-primary, Secondary, Higher Secondary, Higher Education, Vocational, Technical, Education of the Handicapped, Women Education.

Practicals

1. Identifying Social Problem and its solution for one B.Ed College

OR

1. Critical Study of National policy of Education (1986).

Books Recommended

1. Education in Ancient India – Dr. A.S. Altekar
2. Ancient Indian Education – R.K. Mikharji
3. A History of Education in India (during the British period) by J.P. Naik and Nurulla
4. A text Book in History of Education- Paul I Munroe.
5. N.C.E.R.T., NCERT- the First Year Book of Education 1961.
6. Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission
7. UNESCO- Economic and Social aspects of Educational Planning,1963
8. Naik J.P.- educational Planning in India 1965-allied Publishers

9. Problems of Higher Education in India- An Approach to Structural Analysis and Recognition.
10. Educational Recognition- Acharya Narendra Dev Committee (1939-1953)
11. History and Problems of Education Voi.I- Yogendra K. Sharma
12. History and problems of Education Voi. II- Yogendra K Sharma.

Optional Paper IX: Advanced Educational Statistics

OBJECTIVES :

To enable the students

- (1) To understand the role and use of advanced Statistics in educational research.
- (2) Select appropriate statistical methods in educational research
- (3) To understand various Statistical measures for interpretation of data.
- (4) To interpret the Statistical data.

SECTION I

Unit- 1 The Normal distribution

- 1.1 Properties of normal probability distribution
- 1.2 Defects in normality-1 Skewness, 2. Kurtosis
- 1.3 Applications of normal probability curve

Unit-2 Significance

- (1) Statistical Measures
 - (2) Difference between Statistical Measures
- 2.1 The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.
 - 2.2 The significance of difference, coefficient of correlation

Unit- 3 The scaling of tests

- 3.1 Sigma scaling and standard scores
- 3.2 T scaling
- 3.3 Stanine scaling
- 3.4 Percentile scaling

Unit 4 Analysis of Variance

- 4.1 Meaning of variance
- 4.2 Method of analyzing variance
- 4.3 Meaning of Covariance
- 4.4 Analysis of Co-variance

SECTION II

Unit 5 Testing of Experimental hypothesis by, non parametric tests.

- 5.1 Chi-square test
- 5.2 Sign test
- 5.3 Median test
- 5.4 Man whitney U test

Unit-6 Regression and prediction

- 6.1 Nature of Scatter- diagram
- 6.2 Meaning of regression
- 6.3 Regression equations
- 6.4 Application of regression equations in prediction

Unit – 7 Partial and Multiple correlation

- 7.1 Meaning of partial and multiple correlation
- 7.2 Simple applications of partial and multiple correlation
- 7.3 Biserial Correlation – Point biserial correlation
- 7.4 phi-correlation-contingency coefficient

Unit- 8 The reliability and validity of test-scores

- 8.1 reliability of test scores and methods of determining it.
- 8.2 Validity of test scores and determining validity
- 8.3 Item analysis

Unit- 9 Factor analysis

- 9.1 nature of factor analysis
- 9.2 Basic assumptions I factor analysis
- 9.3 Spearman's two factor theory
- 9.4 Graphical representation of correlation matrix
- 9.5 hierarchy, factor saturaturion and group factors
- 9.6 Methods of factor analysis – diagonal, Centroid , principle axes rotation.

Reference Books

1. H.E. gareth- Ststatistics on Psychology & edn, Longman Green & co., London
2. B. fruchter-Introd 1.1ction to factor analysis – D Van Hostrand & co., N.Y.
3. G Thompson – Frctoranalysis of human Ability, University of London Press
4. Albert Kurtz Semual Mayo –Statistical Methods in education and Psychological springer International student edition.

Optional Paper X: Educational Technology and E-learning

OBJECTIVES :

- 1) To enable the learner to become effective user of technology in Education
- 2) To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- 3) To make the student familiar with new trends, techniques in education along with e-learning.
- 4) To enable the student to become good practioner of Educational technology and e-learning.

SECTION – I

Unit – 1: Meaning & Scope of Educational Technology

- 1.1 Educational Technology as system approach to educator.
- 1.2 System approach in educational technology and its characteristics.
- 1.3 Components of Educational technology software and hardware.

Unit – 2 : Modalities of Teaching

- 2.1 Difference between teaching and Instruction, conditioning & training
- 2.2 Stages of teaching pre – active, interactive and post – active.
- 2.3 Teaching at different levels one way, understanding and reflective.
- 2.4 Modification of teaching behavior microteaching, Flander;s interaction analysis simulation.

Unit 3 – Instructional Design System

- 3.1 Formulation of instructional strategies
- 3.2 Task analysis
- 3.3 Designing of Instructional strategies, such as lecture, team teaching, discussion, panel discussion, seminars & tutorials.

Unit 4 – Communication Modes in education

- 4.1 Concepts and process of communication
- 4.2 Principals of communications
- 4.3 Communication and learning
- 4.4 Modes of communication
 - Speaking and listing < --- > Writing and reading < ---- > visualizing and observing
- 4.5 Basis model of communication – Sender – Message - Receiver and Devid Berlo’s

SECTION – II

Unit – 5: Integrating Multimedia in education

5.1 Multimedia concept and meaning text, graphics, animation, audio, video

5.2 Multimedia applications

- Computer based training
- Electronic books and references
- Multimedia application for educationist
- Information kiosks
- Multimedia www and web based training

Unit – 6 : Educational software applications

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software

Unit 7 – e-learning

7.1 E-learning definitions, scope, trends, attributes & opportunities

7.2 Pedagogical designs & e-learning

7.3 Assessments, feedback and e-moderation

Unit 8 – e-learning on line learning management

- 8.1 On line learning management system
- 8.2 Digital learning objects
- 8.3 Online learning course development models
- 8.4 Management and implementation of e-learning

Practical – Creating and presenting multimedia application (three)]

Reference Books

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology
2. Essentials of Educational Technology, Madan Lal, Anmol Publications
3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons
4. Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxfordb &

IBH Publishing company, New Delhi

5. Information and Communication Technology, N. Sareen, Anmol Publication
6. Communication and Education, D. N. Dasgupta, Pointer Publishers
7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia
9. Education and Communication, O. P. Dham

Optional Paper XI: Inclusive Education

Optional Paper- 11 Inclusive Education

Objectives:

- 1) To enable the learner to understand Inclusive, Integrated and special education, need of inclusive education and its practices.
- 2) To enable Diverse learner and Diverse Learner's needs and challenges related to Diverse Learners.
- 3) To develop awareness of learner towards inclusive education and its practices.

- 4) To enable the learner to understand inclusive instructional design and collaborative instruction to promote inclusion.
- 5) To enable the student to organize inclusive classroom.

Unit- 1 Inclusive Education:

- 1.1 Inclusive, Integrated and Special education- concept, meaning and difference.
- 1.2 Benefits of Inclusion.

Unit-2 Diversity in the classroom

- 2.1 Diversity- Meaning and definition.
- 2.2 Disability – Legal definition, discrimination.
- 2.3 Giftedness.

Unit-3 Attitudes and Inclusion

- 3.1 Attitudes
- 3.2 Values
- 3.3 Ideologies
- 3.4 Facing disability & Realizing plan.

Unit- 4 – Psychology & Teacher- based Assessment of exceptional students

- 4.1 Intelligence test
- 4.2 Achievement test
- 4.3 Teacher based assessments.

SECTION II

Unit- 5 Inclusive Instructional design

- 5.1 Inclusive – Curriculum
- 5.2 Linking individual objectives and the classroom curriculum.
- 5.3 Inclusive Lesson Planning.
- 5.4 Inclusive Instructional Strategies.

Unit-6 Collaborative instruction for Inclusion

6.1 Collaboration

6.2 Co-operative Learning.

6.3 Peer-mediated instruction and interventions.

Unit- 7 Inclusive classroom

7.1 Physical Layout of Inclusive Classroom.

7.2 Special assistance to children.

7.3 Medication in the classroom.

Unit-8 Positive Behavior for Inclusion

8.1 Challenging Behavior

8.2 Violence & Touching

8.3 Class Meetings.

8.4 Developing action plan.

Reference Books

- 1) Loreman, Deppeler and Harvey- Inclusive Education, Allwen & Unwin Australia.
- 2) Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- 3) Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- 4) Mike Adams & sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
- 5) Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000.

6) Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton
Pub. `1

7) Integrated and Inclusive Education, Premavathy and Mittal, R C I, 2006.