

**Kavayitri Bahinabai Chaudhari  
North Maharashtra University, Jalgaon**



**SYLLABUS**  
**for**  
**Master of Education (M. Ed.)**

*Choice Based Credit System*  
*(Outcome Based Curriculum)*

**Department of Education, School of Education**  
**Kavayitri Bahinabai Chaudhari North Maharashtra**  
**University Jalgaon 425 001 (M.S.)**

**2019 - 2020**

**Summary of Distribution of Credits under CBCS Scheme  
for  
M.Ed.  
at  
School of Education  
[at University Campus under Academic Flexibility w.e.f. 2019-20]**

<b>Sr. No</b>	<b>Type of course</b>	<b>Sem I</b>	<b>Sem II</b>	<b>Sem III</b>	<b>Sem IV</b>
01	Core	<b>08</b>	<b>08</b>	<b>08</b>	<b>08</b>
02	Skill based	<b>04</b>	<b>04</b>	<b>04</b>	<b>---</b>
03	School Elective/ Specialization	<b>04</b>	<b>04</b>	<b>04</b>	<b>04</b>
04	Project/ Practical	<b>04</b>	<b>04</b>	<b>04</b>	<b>02</b>
05	Seminar/ Self Development/ Research Report	<b>04</b>	<b>04</b>	<b>04</b>	<b>08</b>
06	Internship			<b>04</b>	<b>04</b>
07	Audit	<b>02</b>	<b>02</b>	<b>02</b>	<b>02</b>
	<b>Total Credits</b>	<b>26</b>	<b>26</b>	<b>30</b>	<b>28</b>

<b>Subject Type</b>	<b>Core</b>	<b>Skill based</b>	<b>School Elective</b>	<b>Project</b>	<b>Seminar/ Research work</b>	<b>Audit</b>	<b>Internship</b>	<b>Total</b>
<b>Credits</b>	<b>32</b>	<b>12</b>	<b>16</b>	<b>14</b>	<b>20</b>	<b>08</b>	<b>08</b>	<b>110</b>

**Total Credits =110**

**Master of Education (M.Ed.) Syllabus**  
**(02 Years Pattern with effect from, June, 2019)**

**Semester I**

Course Type	Course Code	Paper name	Contact hours/ week			Internal Exam	External	Total	Credits
			Th	Pr	Total				
Perspective courses	ED 001	Sociological Foundation of Education	04	--	04	40	60	100	04
	ED 002	Psychology of Learning –and Development	04	--	04	40	60	100	04
Tool Course/ Skill Course	ED 003	Introduction to Educational Research	04	--	04	40	60	100	04
Specialization course  ( Select any one)	EDS 001	1) Teaching and Learning process in Elementary Education	04	--	04	40	60	100	04
	EDS 002	2) Teaching and Learning process in Secondary and Higher Secondary Education							
Practical	EDP 001	Practical and Assignment work	---	08	08	100	---	100	04
Seminar	EDP 002	Seminars with PPT ( related to above papers)		08	08	100	---	100	04
AC-101	Audit Course	Practicing Cleanliness		04	04	100	--	100	02
<b>Total</b>			<b>16</b>	<b>20</b>	<b>36</b>	<b>460</b>	<b>240</b>	<b>700</b>	<b>26</b>

## Semester II

Course Type	Course Code	Paper name	Contact hours/ week			Internal Exam	External	Total	Credits
			Th	Pr	Total				
Perspective courses	ED 004	Philosophy of Education	04	--	04	40	60	100	04
	ED 005	Teacher Education ( Part I)	04	--	04	40	60	100	04
Tool course/Skill Course	ED 006	Life Skill Education	04	--	04	40	60	100	04
Specialization course ( Select any one)	EDS 003	1) Educational Management and Administration	04	--	04	40	60	100	04
	EDS 004	2) Curriculum Studies							
Practical s	EDP 003	Practical and Assignment work	---	08	08	100	---	100	04
	EDP 004	Research Proposal Writing And Presentation	----	08	08	50+50	---	100	04
#Audit Course	AC 201- A AC 201 –B AC201- C AC201- D	Choose one out of four (AC-201( A) / AC-201( B)/ AC-201( C)/ AC-201( D) (Personality and Cultural Development Related) #	--	04	04	100	---	100	02
<b>Total</b>			<b>16</b>	<b>20</b>	<b>36</b>	<b>460</b>	<b>240</b>	<b>700</b>	<b>26</b>

#AC-201( A) : Soft Skills

AC-201( C) : Yoga

AC-201 ( B): Sports Activities

AC-201( D) : Introducing to Indian Music

### Semester III

Course Type	Course Code	Paper name	Contact hours/ week			Internal Exam	External	Total	Credits
			Th	Pr	Total				
Perspective courses	ED 007	Education Studies	04	--	04	40	60	100	04
	ED 008	Advanced Educational Psychology	04	--	04	40	60	100	04
Tool Course / Skill Course	ED 009	Advance Educational Research and Statistics	04	--	04	40	60	100	04
Elective Course ( Select any one)	EDE 001	1) Environmental Education	04	--	04	40	60	100	04
	EDE 002	2) Women Education							
	EDE 003	3) Open and Distance Education ( Part I)							
Practical	EDP 00 5	Practical and Assignment work	---	08	08	100	---	100	04
	EDP 006	Practical for Self Development	--	08	08	100	---	100	04
Audit Course	AC-301 A/B/C/D	Choose one out of four AC-301 A/B/C/D (Technology + value added course) ***		04	04	100	---	100	02
<b>Total</b>			<b>16</b>	<b>20</b>	<b>36</b>	<b>460</b>	<b>240</b>	<b>700</b>	<b>26</b>

\*\*\*AC-301(A): Computer Skill

AC-301( B): Cyber Security

AC 301 (C): Data Analysis: Educational Research

AC: 301(D): Technology for Teaching and Learning

Inter Semester Break (Practical)	ISB 001	Internship at teacher Education Institution (2 Weeks)	--	50	50	50	---	50	04
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## Semester IV

Course Type	Course Code	Paper name	Contact hours/ week			Internal Exam	External	Total	Credits
			Th	Pr	Total				
Perspective courses	ED010	Inclusive Education	04	--	04	40	60	100	04
	ED011	Teacher Education ( Part II)	04	--	04	40	60	100	04
Elective Course ( Select any one)	EDE 004	Educational Tecnology	04	--	04	40	60	100	04
	EDE 005	Educational Assessment Measurement and Evaluation							
	EDE 006	Open and Distance Education ( Part II)							
Internship	EDP 07	Internship( 2 Weeks)	--	50	50	50	--	50	04
Practical	EDP 008	Practical and Assignment work		06	06	75	--	75	02
Practical	EDP09	Research Repot	--	16	16	30	30	60	06
		Viva-voce				20	20	40	02
Audit Course	AC-401A/B/C/D	AC- 401A/B/C/D **		04	04	100	---	100	02
<b>Total</b>			<b>12</b>	<b>70</b>	<b>82</b>	<b>395</b>	<b>230</b>	<b>625</b>	<b>28</b>

**\*\*AC-401( A) : Human Rights**

**AC-401( B): Current Affairs**

**AC- 401 (C): Experimental Psychology**

**AC-401( D): Education for P w D (Person with Disability)**

## **M.Ed. Syllabus at a glance:**

Name of the program (Degree)	: M. Ed.
Faculty	: Interdisciplinary
Duration of the Program	: Two years (four semesters)
Medium of Instruction	: Marathi
Exam Pattern	: 60 : 40 (60 marks University exam and 40 marks continuous internal departmental exam/assessment)
Passing standards	: 50% in each exam separately (separate head of passing)
Evaluation mode	: CGPA
Total Credits of the program	: 110

### **Programme Specific Objectives of M.Ed. Course :**

- To prepare Professional personnel required for staffing the colleges of education.
- To prepare personnel for various educational services such as Psychological and Achievement testing and production of instructional material.
- To prepare personnel with research out-look for various field.
- To broaden the Philosophical, Sociological, Psychological outlook of the students.

### **Programme Specific Outcomes**

**After the completion of this course students are able to:**

<b>Program Specific Outcome (PSO) No.</b>	<b>Program Specific Outcome</b>	<b>Cognitive Level</b>
<b>PSO.01</b>	<b>Administer or heading or perform the duties at colleges of Education</b>	<b>06</b>
<b>PSO.02</b>	<b>Perform the roles such as Counsellor, curriculum Developers, Designer of the learning Materials , Researcher etc.</b>	<b>03</b>
<b>PSO.03</b>	<b>Develop innovative Research for the benefits of the Society.</b>	<b>06</b>
<b>PSO.04</b>	<b>Solve contemporary Social, psychological problems of the society.</b>	<b>05</b>



## Semester-I

### Course: ED-001 SOCIOLOGICAL FOUNDATION OF EDUCATION

**Credit: 04**  
**Internal-40)**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+**

#### Objectives:

- To develop the understanding of Sociology of Education
- To develop understand of interrelationship between Sociology, culture and Education.
- To understand the Education as a process of Socialization
- To understand the modern trends in Education from sociological point of view

#### • Course Outcomes

After completion of this course students will be able to:

PSO No.	PSO	Cognitive level
ED001.O1	Explain the concepts of Sociology of Education	3
ED001.O2	Co-relate the interrelationship between Sociology and Education, Culture and Education	3
ED001.O3	develop understand of interrelationship between culture and Education	3
ED001.O4	Apply the abilities to solve the educational and social problem	6

#### Unit: I Sociology And Education

- 1.1 Educational sociology: Meaning, Nature, Scope of Educational Sociology
- 1.2 Educational Sociology and Sociology of Education
- 1.3 Relationship between sociology and education with special reference to aims of education, methods, and curriculum
- 1.4 Functions of Education from Sociological Point of view

#### Unit :II Education & Society

- 2.1 Education as a process of Socialization: concept and agencies of socialization
- 2.2 Process of Socialization and acculturation of the child- Critical appraisal of the role of School, Parents, Peer group and Community
- 2.3 Social organization and social groups: concept, nature and characteristics
- 2.4 Constitutional provisions of education and equality in educational opportunity.

#### Unit :III Culture and Education

- 3.1 Concept, Nature and Need of Cultural understanding
- 3.2 Reconciliation of Traditional and Technological culture

- 3.3 Concept of Multicultural Education and Education in multicultural society.
- 3.4 Objectives and need and challenges of multicultural education

#### **Unit-IV Modern Trends in Education.**

- 4.1 Education for Liberalization, Privatization & Globalization.
- 4.2 Education for peace: Knowledge, skills, values and attitudes
- 4.3 Education for Sustainable Development: concept, need, aims, curriculum, teaching learning and role of the teacher
- 4.4 Role of Social Networking in Education

#### **Practical Work and Assignment work: (Total 50 Marks)**

##### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

##### **B) Practical Work( Any one) ( 15 marks)**

- 1) Write a report on current scenario of education in rural/ tribal area.
- 2) Visit to old people's home/ remand home/ Orphan's home and write a detail report.

##### **C) Seminar ( 25 Marks)**

Preparation and presentation of seminar on any one topic from the above units  
(Presentation-015 + Written Records-10 = 25 Marks)

#### **Reference:**

- Adrian M. Dupuis- Philosophy of Education in Historical Perspective Thomas Press Indian Ltd (New Delhi , 1972)
- Dr. S.S. Mathur : A sociological Approach to Indian Education. Vinod Pustak Mandir Dr. Rangeya Raghav Marg, Agra -2 (1980)
- A.S. Altekar - Education in Ancient India.
- S.K. Murthy - Philosophical and Sociological Foundations of Education ( Tandon Publication)
- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
- Winch, C. (1986). Philosophy of human learning, Routledge, London.
- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4thed.) Boston: Alynand, Becon.

**Course: ED-002**  
**PSYCHOLOGY OF LEARNING –AND DEVELOPMENT**

**Credit: 04**

**Hours: 50 Max.    Marks: 100 (Theory: 60+ Internal-40)**

**Objectives:**

**To enable the students:**

- 1) To understand the process and theories of teaching and learning and its educational implications.
- 2) To understand nature and theories of human development.
- 3) To follow the principles of individual differences in day to day teaching.
- 4) To use the educational implications of learning theories and developmental theories in teaching.
- 5) To understand the concept of cognition and motivation.
- 6) To apply the educational implication of Maslow's theory of Self actualization theory.
- 7) To understand the process of transfer of training.
- 8) To understand the Meaning, Nature, process, factors and theories of Creativity.
- 9) To understand the Meaning, Nature and theories of Intelligence.

**Course Outcomes**

After completion of this course students will:.

PSO No.	PSO	Cognitive level
ED002.O1	Explain nature and theories of human development.	1
ED002.O2	Apply the principles of individual differences in day to day teaching.	3
ED002.O3	Apply the educational implications of learning theories and developmental theories in teaching.	3
ED002.O4	Apply the process of transfer of training in day today life.	3
ED002.O5	Evaluate the Theories of Intelligence, Creativity, Teaching and Learning theories	5

**Unit :I Teaching and Learning**

- 1.1: Concept and Nature of Teaching and Learning
- 1.2: Theories of Learning:
  - i) Constructivist Theory of Learning by Jerome Bruner, Piaget and Vygotsky
  - ii) Connectivism Theory of Learning by George Siemens: Educational Implications
  - iii) Meaningful Learning Theory by Asubel : Educational Implications
- 1.3: Learning Styles and related Teaching Methods
- 1.4: Factors affecting Learning

**Unit :II Human Development**

- 2.1: Nature and Concept and Educational Implications of human Growth and Development
- 2.2: Theories of Development:
  - Piaget's Cognitive development
  - Freud's Psycho-sexual development
  - Erikson's psycho-social development
  - Kohlberg's moral development

2.3: Individual Differences: Concept , Need, Educational Implications of Psychology of Individual Differences, Provisions of Individual Differences in School

2.4 : Importance of Environment and Heredity in the development of the child

### **Unit :III Cognition and Motivation**

3.1: Nature and concept and Stages of Cognition

3.2: Process of Cognition: Perception, Attention, Memory, Logical reasoning, Problem Solving, Concept formation

3.3: Motivation and Learning: Intrinsic and extrinsic motivation, Approaches to Motivation: Humanistic approach; cognitive approach

3.4: Transfer of Learning: : Types, Theories of transfer of training: Identical Elements, Theory of Generalization, Transposition Theory of Transfer

### **Unit : IV Creativity and Intelligence**

4.1: Meaning , Nature and factors affecting of Creativity

4.2: Process, Identification and Guidance to Creative Children

4.3 : Meaning , Nature and factors affecting of Intelligence

4.4: Theories of Intelligence: Cattell, Sternberg's Gardner Multiple Intelligence

### **Practical Work and Assignment work ( Total 50 Marks)**

#### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

#### **B) Practical Work( Any one) ( 15 marks)**

- 1) Write a article on comparative study of Learning theories/ Developmental theories/ Motivational theories or Intelligence theories.
- 2) Find out the Characteristics and suitable teaching – learning Methods Childhood / Adolescent

#### **C) Seminar: ( 25 Marks)**

Preparation and presentation of seminar on any one topic from the above units  
(Presentation-15 + Written Records-10 = 25 Marks)

### **References:**

- 1) Mangal, S.K.(2007). Advanced Educational Psychology. Second Edition. PHI learning Private Limited: New Delhi .
- 2) Kulshreshtha, S.P.( 2007).Educational psychology. R. Lall Book Depot: Meerut.
- 3) Mangal, S.K. (1964). *Psychological Foundations of Education*. Ludhiana : Prakash Publishers.
- 4) Chahan S.S.Advanced Educational Psychology. Vikas Publishing House.
- 5) Bourne, L. E. (1985). Psychology: Its Principles and Meaning. Holt, Rinehart and Winston :New York.

### **ED003: INTRODUCTION TO EDUCATIONAL RESEARCH**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-40)**

### **Objectives:**

#### **To enable the students**

- 1) To develop a thorough understanding of the fundamental concepts of educational research.
- 2) To understand the meaning, concept, nature and types of educational Research.
- 3) To understand the Meaning, Characteristics and Steps Scientific Research Method.

- 4) To select the proper research problem for Dissertation.
- 5) To develop the skill of designing a research proposal .
- 6) To frame the Objectives, Assumptions, Hypothesis for research proposal.
- 7) To differentiate the Qualitative, Quantitative and Mix Research approaches.
- 8) To understand the concept, characteristics and steps of different methods of Qualitative, Quantitative and Mix Research
- 9) To select the proper sample by using proper sampling methods for research study.

### Course Outcomes

After completion of this course students will be able to .

PSO No.	PSO	Cognitive level
ED003.01	Describe the meaning, concept, nature and types of educational Research..	1
ED003.02	Develop proposal for Educational Research.	6
ED003.03	Frame the Objectives, Assumptions, Hypothesis for research proposal.	3
ED003.04	Explain the concept, characteristics and steps of different methods of Qualitative, Quantitative and Mix Research.	3
ED003.05	Apply proper sampling methods for research study.	3

### Unit: I Research in Education

- 1.1 Meaning, Concept, Nature of Research
- 1.2 Scientific Method: Meaning, Characteristics and Steps
- 1.3 Meaning, Concept , Nature , Purpose and Importance of Educational Research
- 1.4 Types of Research according to Purpose, Methods and Data collection

### Unit: II Research Proposal Writing

- 2.1 Selection and Identification of a research topic: Sources and Need
- 2.2 Review of related literature: Need, Importance and Styles of writing
- 2.3 Conceptual and operational definition of the terms, Scope and Limitations of the Research, Objectives, Assumptions
- 2.4: Hypothesis: Meaning, Characteristics of good Hypothesis, types of Hypothesis: Research hypothesis: Directional, Non Directional, Null Hypothesis

### Unit :III Research Methods

- 3.1 Approaches of Educational Research: Qualitative, Quantitative and Mix Research: Meaning, Characteristics and Differences among them
- 3.2 Quantitative Research Methods: Meaning, Characteristics and Steps:
  - a) Experimental Method: research Variables
  - b) Survey Method
  - c) Co relational Method
  - d) Comparative and Casual Comparative Method
- 3.3 Qualitative Research Method: Meaning, Characteristics and Steps
  - a) Ethnographic Research
  - b) Phenomenological Research
  - c) Grounded Theory
  - d) Case Study

#### **Unit : IV Sampling and tools of Research**

- 4.1 Concept of Population and Sample; Characteristics of good sample
- 4.2 Methods of Sampling: Probable and Non probable sampling
- 4.4 Characteristics of good research tools and Techniques
- 4.5 Concept, Types and uses: Observation ,Questionnaire, , Interview, Psychological Tests and projective techniques

#### **Practical Work and Assignment work ( Total 50 Marks)**

##### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

##### **B) Practical Work( Any one) ( 15 marks)**

- 1) Find out the areas of Educational research and write research problems based on above areas.
- 2) Write the abstract of any 5 research papers with the help of following points: Title, objectives, sample, sampling techniques, method and conclusion.

##### **C) Seminar: ( 25 Marks)**

Preparation and presentation of seminar on any one topic from the above units  
(Presentation-15 + Written Records-10 = 25 Marks)

#### **References:**

- 1) Best, J. W. (1999). Research in Education, New Delhi : Prentice Hall of India Pt. Ltd. Borg,
- 2) Lokesh (1984). Methodology of Educational Research. New Delhi : Vikas Publications.
- 3) Kerlinger, F. N. (1986). Foundations of Behavioural Research. Fort Worth. TX : Harcourt Bmce Jovanovich.
- 4) Kirkpatrick, D. L. (2005). Evaluating Training Programmes : The Four Levels. San Francisco :Brett- Kochle

### **EDS 001: TEACHING AND LEARNING PROCESS IN ELEMENTARY EDUCATION**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-40)**

#### **Objectives:**

##### **To enable the students:**

- 1) To understand the developmental characteristics of elementary level students.
- 2) To acquaint with the objectives of elementary education.
- 3) To Understanding of principles of early childhood education, based on child development.
- 4) To know the historical perspective of elementary education.
- 5) To develop the insight into Right to Education.
- 6) To know the issues of Millennium development Goals (2000) and global monitoring report (UNESCO) 2007
- 7) To acquaint with the objective, impact and present status of universalization of elementary education.
- 8) To Gain knowledge and develop skills and attitudes about teaching and learning process of elementary education..

## Course Outcomes

After completion of this course students will be able to:

PSO No.	PSO	Cognitive level
EDS001.001	Explain, describe the various concepts related to teaching and learning process in Elementary Education.	3
EDS001.02	Comments on the issues of Millennium development Goals (2000) and global monitoring report (UNESCO) 2007	5
EDS001.03	Plan the activities or programmes for universalization of elementary education	5
EDS001.04	Develop skills and attitudes about teaching and learning process of elementary education.	6

### Unit :1 Introduction to Elementary Education:

- 1.1 Elementary Education: Nature, Scope, function and
- 1.2 General objectives of Elementary Education and system of Elementary Education.
- 1.3 Status of Elementary Education in Pre – post Independence Era.
- 1.4 Developmental characteristics and norms-physical, cognitive process and abilities of Elementary level Students.

### Unit –2: Development of Elementary Education:

- 2.1. Relevance of elementary educational thought of Tarabai Modak, Gigubhai Badheka, Montessariand Frobel.
- 2.2 Elementary Child Care Education (ECCE) in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National plan of action for children: 1992 and 2005, Recommendation of NCF for elementary education 2005
- 2.3: Millennium development Goals (2000) and global monitoring report (UNESCO) 2007 – Concerns and issues.
- 2.4 Right to education as fundamental right: provision in Right to Education (RTE) Act and related issues.

### Unit :3 Universalization of Elementary Education

With special reference to objective, impact and present status

- 3.1 Attendance scholarship for girls and SC/ST children.
- 3.2 Provision of Mid Day Meal Scheme
- 3.3 Early childhood Care and Education (ECCE)
- 3.4 Sarva Siksha Abhyan (SSA)

### Unit 4: Teaching and Learning Process

- 4.1 General principles of Curriculum of elementary level
- 4.2 Preparation and use of different types of curricular material
- 4.3 Teaching methods and Techniques at Elementary level
- 4.4Evaluation procedure at elementary level

### Practical Work and Assignment work ( Total 50 Marks)

- A) Assignment work ( 10 Marks)

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

**B) Practical Work( Any one) ( 15 marks)**

- 1) Write a report on challenges in Elementary Education.
- 2) Find our recent schemes, policies for a universalization of elementary education and write a critical report.

**C) Seminar: ( 25 marks)**

Preparation and presentation of seminar on any one topic from the above units  
(Presentation-015 + Written Records-10 = 25 Marks)

**References:**

- 1) Allied Publishers Limited, (1997), Primary Education in India
- 2) AmarjeetSinha, 1998, Primary Schooling in India, Vikas Publishing House Pvt Ltd.
- 3) Colette Gray and Sean Macblain, (2012), Learning Theories in Childhood , Sage Publications
- 4) J.C Aggarwal, S.Gupta, 2007, Early Childhood Care and Education, Shipra Publications
- 5) J.G. Aggarwal,( 2005), Recent Developments and Trends in Education, Shipra Publication
- 6) Lyn Overall, Margaret Sangester , (2006), *Primary Teacher's Handbook* , Continuum Pub.
- 7) M. SakkuBhavya, (2007), Early Childhood Education, Kalpaz Publication
- 8) Mahesh Verma , 2006, Early Childhood Education, MurariLal& Sons.
- 9) S.P. Naik, (2004), Education for Twenty First Century ,Anmol Publications

**EDS 002**

**TEACHING AND LEARNING PROCESS IN SECONDARY AND HIGHER  
SECONDARY LEVEL**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+  
Internal40)**

**To enable the students:**

- 1) To develop an understanding of the nature, and scope of secondary and Higher secondary education
- 2) To understand the problem and challenges related to secondary and Higher secondary education
- 3) To understand the programmes and policies for expansion of secondary and Higher secondary education.
- 4) To develop a proper understanding of the problems and issues of secondary and higher secondary school teachers.
- 5) To develop ability to critically examine the role and contribution of various Bodies and support institutions for improving quality of secondary and Higher secondary Education.
- 6) To develop proper attitude to understand Global Perspectives and new trends of Secondary and Higher Secondary Education.

PSO No.	PSO	Cognitive level
EDS002. 1	Explain, describe the various concepts related to teaching and learning process in Higher and Higher Secondary Education.	3
EDS002.02	Comments on the issues of Secondary and Higher Secondary Education	5



EDS002.03	Plan the activities or programmes for Secondary and Higher Secondary Education	5
EDS002.04	Develop skills and attitudes about teaching and learning process of Secondary and Higher Secondary Education	6

**Unit :I Introduction to Secondary and Higher Secondary Education:**

- 1.1 Secondary and Higher Secondary Education: Nature, Scope, function and system.
- 1.2 General objectives of Secondary and Higher Secondary Education.
- 1.3 Status of Secondary and Higher Secondary Education in pre and post Independence Era.
- 1.5 Characteristics of adolescence: Physical, Social Emotional, Psychological and Cognitive development

**Unit :II Development of Secondary and Higher Secondary Education in India**

- 2.1 Types of school in India :Central Board of Secondary Education (CBSE),Secondary State Board (SSB), Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and Other Types of Schools: International Baccalaureate (IB),National Open Schools , Special-Needs Schools and Alternate Schools in India
- 2.2 : System and Structure of Education in India: Aided- Unaided, Private, International and Issues related to School Education in India at Secondary and Higher Secondary Education level.
- 2.3: Policies and Programmes: National Policy of Education(1992),n Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and New Education policy
- 2.4 Role and functions of S.C.E.R.T, N.C.E.R.T,

**Unit: III Curriculum Development and Teaching Learning Process at Secondary Education:**

- 3.1 Curriculum development: concept, components and determinants of secondary Education Curriculum.
- 3.2: Curriculum: objectives and evaluation of Language, Mathematic, Environmental studies, sciences, social science in Secondary Education
- 3.3 Teaching and Learning Methods at secondary and Higher Secondary level
- 3.4 New Trends in Evaluation system of Secondary and Higher Secondary Leve

**Unit : IV Global Perspectives and new trends of Secondary and Higher Secondary Education**

- 4.1 Secondary and Higher Secondary Education in ,Finland , USA,
- 4.2 National Mission of ICT- Objectives and Functioning
- 4.3 Innovations in Teaching learning at Secondary and Higher Secondary Education- Blended Learning, Competency Based teaching, Project based learning, scenario based learning, Brain based Learning
- 4.4 Challenges / issues and Remedies to improve the Quality of secondary and Higher secondary level

**Practical Work and Assignment work ( Total 50 Marks)**

**A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

**B) Practical Work( Any one) ( 15 marks)**

- 1) Write a report on challenges of Secondary and Higher Secondary Education.

Find our recent schemes, policies for a universalization of elementary education and write a critical report.

- 2) Write a critical analysis on schemes provided by state and central government for Girls' child

**C) Seminar: ( 25marks)**

Preparation and presentation of seminar on any one topic from the above units  
(Presentation-015 + Written Records-10 = 25 Marks)

**References:**

- 1) Agrawal. S. P., &Agrawal, J. C. (1994). *Third Historical Survey of Educational Development inIndia*. New Delhi: Concept Publications.
- 2) Andrey& Howard Nicholls. *Developing Curriculum- A Practical Guide*. George Allen and Unwin, London, 1978
- 3) Brangled, T. (1968).*Japan Culture, Education and change in two communities*. New York: Holt Rinchart and Winston Publications.
- 4) Craner, I.F. & Brown.G.S. ;*Contemporary Education: A Comparative Study of National System*.Harcourt Brace & Company, New York, 1965.
- 5) Denis Lawten. *School Curriculum Planning* Hodder and Stoughton.London, 1986.
- 6) Dunkin, J. Michcal (1987) *The International Encyclopedia of Teaching and Teacher Education*,Pergamon Press.
- 7) GatkallRanjana (2003). *Madhymik and UchhamadhyamikShikshannachaVikas*, Prajakt Publication, Nasik.
- 8) Husen, Torsten&Postlethwaite (Eds.) (1994), *The International Encyclopedia of Education* Pergamon Press, New York, Vol. 1-12.
- 9) Ministry of Education 1964-66, *Education and National Development Report of Indian Education Commission*, Govt. of India, New Delh.
- 10) NCERT (1987) *In service Training Package for Secondary Teachers* MHRD, New Delhi.
- 11) Hughes, J. M. (1962). *Education in America*. New York: Harper and Row Publishers.

**AC-101: Practicing Cleanliness**

**(Compulsory; Campus-levelAudit Course; Practical; 2 Credits)**

**Course Objectives (CObs):**

- To make students aware of Clean India Mission and inculcate cleanliness practices among them.
- Awareness program on
  - Swachh Bharat Abhiyan (Clean India Mission)
  - Clean Campus Mission
  - Role of youth in Clean India Mission
- Cleaning activities inside and surroundings of Department buildings.
- Tree plantation and further care of planted trees
- Waste (Liquid/Solid/e-waste) Management, Japanese 5-S practices
- Planning and execution of collection of Garbage from different sections of University campus
- Role of youth in power saving, pollution control, control of global warming, preservation of ground water and many more issues of national importance.
- Cleanest School/Department and Cleanest Hostel contests
- Painting and Essay writing competitions

**Course Outcomes (COs):**

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

<b>CO No.</b>	<b>CO</b>	<b>Cognitive level</b>
<b>AC101.1</b>	Identify need at of cleanliness at home/office and other public places.	<b>2</b>
<b>AC101.2</b>	Plan and observe cleanliness programs at home and other places.	<b>4</b>
<b>AC101.3</b>	Practice Japanese 5-S practices in regular life.	<b>3</b>

## Semester-II

### Course: ED-004 PHILOSOPHY OF EDUCATION

**Credit: 04      Hours: 50 Max.      Marks: 100 (Theory: 60+ Internal-40)**

#### Objectives:

- To understand the nature, need, Importance and functions of philosophy of education.
- To develop understand and appreciation of interrelationship between Philosophy and education.
- To develop the understanding of Basic tenets, principles and practices of the major schools of Indian and Western Philosophy.
- To develop critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.

#### Course Outcomes

**After completion of this course students will be able to:**

PSO No.	PSO	Cognitive level
ED004.O1	Illustrate the nature, need, Importance and functions of philosophy of education.	1
ED004.O2	Apply in day today teaching The Principles of Education and Philosophy.	3
ED004.O3	Compare the Basic trends, principles and practices of the major schools of Indian and Western Philosophy.	2
ED004.O4	Develop critical appraisal of contributions made to education by prominent educational thinkers- Indian and western	6

#### UNIT –I Philosophy and Education

- 1.1 Philosophy: Meaning , Nature, Need and Importance of Philosophy
- 1.2 Relationship between Philosophy and Education
- 1.3 Functions of Philosophy in Education: Speculative, Normative, and Analytical
- 1.4 Branches of Philosophy: Metaphysics, Epistemology and Axiology

#### Unit II : Indian Schools of Educational Philosophy

- 2.1 Introduction of Indian Schools of Philosophy in brief
- 2.2 Vedic Philosophy and Education
- 2.3 Buddhist Philosophy and Education
- 2.4 Jain Philosophy and Education

(These philosophies are to be studied considering following Points: Aims of Education, Curriculum, methods of teaching, teacher- pupil relationship and its impact on the present society)

#### UNIT –III: Western Schools of Educational Philosophy

- 3.1 Introduction of Western Schools of Philosophy in brief
- 3.2 Realism:

### 3.3 Pragmatism:

3.4 Existentialism: Its contribution to Education with special reference to information, Knowledge and wisdom

(These philosophies are to be studied considering following Points: Aims of Education, Curriculum, methods of teaching, teacher- pupil relationship and its impact on the present society)

## Unit-IV Educational Contribution of Great thinker

4.1 Swami Vivekananda

4.2 Rabindranath Tagore

4.3 Paulo Freire

4.4 Plato

4.5 John Dewey

(These philosophers are to be studied considering following Points: Aims of Education, Curriculum, methods of teaching, teacher- pupil relationship and its impact on the society)

## Practical Work and Assignment work ( Total 25 Marks)

### A) Assignment work ( 10 Marks)

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

### B) Practical Work( Any one) ( 15 marks)

- 1) Prepare self developed power point presentation on any one school of Indian Philosophy/ western Philosophy / Educational thinkers, present and submission of the report.
- 2) Prepared self learning material on comparative study of any one school of Indian Philosophy and any one western Philosophy

## References –

- Allen E.A. : Existentialism from within, Rond K. Poul Londn 1953 Adrian M. Dupuis- Philosophy of Education in Historical Perspective Thomas Press Indian Ltd ( New Delhi ,1972)
- Brubacher John : Modern Philosophies of Education New York, M.C.
- Granthill Blocker H.G.Hannaford William - Introduction to Philosophy University of Colorado Bombay, Himalaya Publishing House. (1985)
- Pedagogy of the oppressed - Paulo Freary
- Bhanu Pratap Sing : Aims of Education in India( Vedic Buddhist, medieval, British and post independence Ajanta Publications India)
- Smith Philip : Philosophy of Education, New York, Harper and Row. (1957) Sodhi T.S.Sondhu G.S. and Singh S. B:
- Philosophical Dimensions of Education , Ambala Contt. The Indian publications. (1990)
- Dr. S.S. Mathur : A sociological Approach to Indian Education. Vinod Pustak Mandir Dr. Rangeya Raghav Marg, Agra -2 (1980)
- T.M.P. Mahavdan : Invitation to Indian Philosophy Arnold Heineman Publishers Pvt. Ltd. New

**ED 005**  
**TEACHER EDUCATION ( PART I )**

**Credit: 04**  
**40)**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-**

**Objectives:**

**To enable the students:**

- 1) To understand Concept, nature , objectives and agenesis of Teacher Education.
- 2) To understand concept, nature, objectives and scope of Pre-service Teacher Education.
- 3) To understand the modes of pre and In service teacher education.
- 4) To understand the functions and roles of various state and national level agencies for Teacher education.
- 5) To know the challenges of teacher Education.
- 6) To find out the remedies on these problems.

**Course Outcomes**

**After completion of this course students will be able to :**

<b>PSO No.</b>	<b>PSO</b>	<b>Cognitive level</b>
ED005.O1	Explain, describe Concept, nature, objectives and agenesis of Teacher Education.	1
ED005.O2	Explain, describe concept, nature, objectives and scope of Pre-service Teacher Education and In service teacher education	1
ED005.O3	Perform the duties in the teacher educational institutions.	5
ED005.O4	Apply the abilities, capacities and skills to solve or find out the solutions for the problems of teacher Education	3

**Unit I: Introduction of of Teacher Education**

- 1.1 Concept and nature of Teacher Education
- 1.2 Evolution of Teacher Education in India
- 1.3 Recommendations of major commissions, committees and policy document on Teacher Education
- 1.4 Objectives of Teacher Education at Elementary, Secondary and higher Secondary level

**Unit 2: Pre-service Teacher Education**

- 2.1 Pre-service teacher education – concept, nature, objectives and scope
- 2.2 The structure of teacher education curriculum: Elementary, Secondary and Higher Secondary
- 2.3 Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations
- 2.4 Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas

### **Unit 3: In-service Teacher Education**

- 3.1 In-Service Teacher Education- Concept, Objectives, Importance
- 3.2 Strategies of in-service teacher education: seminars, workshops, Symposium, panel discussion, group discussion, open learning etc
- 3.3 Agencies and Institutions of In-service Teacher Education at District, State and National Levels Institutions (SSA, RMSA, SCERT, NCERT, NCTE and UGC),
- 3.4 Modes of in-service teacher education : Face to face, distance, Online and mixed Mode

### **Unit 4 : Challenges of Teacher Education**

- 4.1 Teacher education and practicing schools
- 4.2 Preparing teachers for special schools
- 4.3 Isolation of teacher education institutions from schools and TEIs working at different levels
- 4.4 Commercialization of teacher education and Low social esteem of teaching profession

### **Practical Work and Assignment work ( Total 25 Marks)**

#### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

#### **Practical Work( Any one) ( 15 marks)**

- 1) Prepare , administer self made questionnaire on attitude of Teachers/ Students – teachers/ Educators towards Education profession and write a report.  
( 5 teachers/ 10 students)
- 2) Write a detail report on structure , functions and role of state and national level agencies of teacher education.

### **References:**

- 1) Chaurasia, G. (1967). New Era in Teacher-Education. New Delhi: Sterling Publishers Pvt. Ltd.
- 2) Chaurasia, G. (1977). Innovations and Challenges in Teacher Education. Agra: Vikas Publication.
- 3) Corey, S. (1962). In-service Education of Teachers and Administrators. Chicago: University of Chicago Press.
- 4) Gupta, A.K. (1984). Teacher Education: Curriculum and Prospects. New Delhi: Sterling Publishing Private Ltd.
- 5) Henry, N. B. (Ed). (1967). In-service Education of Teachers, Supervisors, Administrators. Chicago: University of Chicago Press
- 6) Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Private Limited.
- 7) Mukerjee, S. N. (Ed.). (1968). Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co.
- 8) NCERT (2005) National Curriculum Framework. New Delhi: NCERT.
- 9) NCTE (1998) Curriculum Framework for Teacher Education. New Delhi: NCTE.
- 10) NCTE (1998) Policy Perspectives in Teacher Education. New Delhi: NCTE.
- 11) Nikose, R. L. (2012). Teacher Education- Issues & Challenges. New Delhi: APH Publishing Corporation.
- 12) Shukla, R. S. (1984). Emerging Trends in Teacher Education. New Delhi: Sterling.
- 13) Panda, B. N. And Tiwari, A. D. (1997). Teacher Education. New Delhi: APH Publishing Corporation.

- 14) Singh, L. C. (1979). Experimentation and Innovation in Schools: A Handbook. New Delhi: NCERT.
- 15) Smith, B. O. (1971). Research in Teacher Education: Symposium. New Jersey: Prentice Hall Inc.

### **ED 006 : LIFE SKILLS EDUCATION**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-40)**

#### **Objectives**

- 1) To understand the concept, need and importance of life skills.
- 2) To understand the role of parents, teachers and peers in developing life skills,
- 3) To develop various types of life skills.
- 4) To understand Thinking and Coping Skills
- 5) To apply the Life skills for social harmony.
- 6) To apply the life skills for personality development.

#### **Course Outcomes**

After completion of this course students will be able to:

<b>PSO No.</b>	<b>PSO</b>	<b>Cognitive level</b>
EDOO6.O1	Inculcate the required life skills in his/her life and the students lives.	3
EDOO6.O2	Apply the proper life skills in the different situations of the life.	3
ED006.O3	Perform the role of guide/ counsellor in developing life skills.	6

#### **Unit 1 : Introduction of Life Skills Education**

- 1.1 Meaning, and Importance of Life Skills
- 1.2 Meaning, Importance and Need of Life Skills Education
- 1.3 Pillars of Education and Life Skills: Learning to Know, Learning to Do, Learning to Live Together, Learning to Be
- 1.4 Types of Life Skill

#### **Unit 2: Thinking and Coping Skills**

- 2.1 Meaning Concept Elements of Thinking ; Types of Thinking
- 2.2 Concept of Critical Thinking, Problem Solving, Decision Making
- 2.3: Strategies to develop thinking and coping skills and role of parents , teacher , peer groups in developing life skills
- 2.4 Coping with stress, Emotions

#### **Unit 3 Life skills in social context**

- 3.1 Life skills for disaster preparedness
- 3.2 Life skills for handling differently able
- 3.3 Life skills for successful team work, social harmony and National unity
- 3.4 Different Methods for developing life skills

#### **Unit 4: Life Skills and Personality**

- 4.1 life skills and self development: Self concept, self esteem, self confidence
- 4.2 Life skills for positive thinking and thinking out of the box
- 4.3 Life skills and decision-making
- 4.4 Life skills for successful life



**Practical Work and Assignment work ( Total 25 Marks)****B) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

**Practical Work( Any one) ( 15 marks)**

- 1) Write a report on Self SOWT analysis.
- 2) Find out various life skills and write its Educational Implications

**References:**

- Life skill education and CCE. Central Board of Secondary Education. New Drelhi.
- Life skill in India, Cetral Sqare foundation (2016)
- Lifeskill and life long learning. UNICEF, 2013

**Course: EDS-003**  
**EDUCATIONAL MANAGEMENT AND ADMINISTRATION**

**Credit: 04****Hours: 50 Max.****Marks: 100 (Theory: 60+ Internal-40)****Objectives:**

- To enable the learner to become effective manager of teaching /Administration of Education.
- To enable learner to become & agents of change in various aspects of education i.e.classroom management, curriculum construction, examination systems, Educational policies.
- To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.
- To acquaint the learner with the Central and State machinery for educational administration and management.
- To make the students understand about the finance, management of Education.
- To make the student familiar with the new trends and techniques of Educational Management.
- To enable the students to get some insight into supervision, inspection and know trends of development.

**Course Outcomes****After completion of this course students will be able to:**

<b>PSO No.</b>	<b>PSO</b>	<b>Cognitive level</b>
EDS003.O1	Become effective manager of teaching /Administration of Education\	6
EDS003.O2	become an agents of change in various aspects of education i.e.classroom management, curriculum construction, examination systems, Educational policies.	5
EDS003.O3	Administer / manage the educational Institutions	3

**UNIT –1: Introduction to Educational Management**

- 1.1 Educational Management: Concept
- 1.2 Principles and functions of Educational Management

- 1.3 Educational Manager: Functions, Role, Competencies and Skills and Managerial Ethics
- 1.4 Efficiency, Effectiveness and Performance of a Manager and Head Master as a School Manager

#### **UNIT –II Educational Administration**

- 2.1 Educational administration: Concept, Need and functions
- 2.2 Similarities and Differences between Management and Administration
- 2.3 Structure of Educational Administration at District Level, State Level and Central Level
- 2.4 Role of Personnel in Educational Administration: Head Master, Cluster Head, Block Development officer and Education Officer

#### **Unit-III Leadership in Educational Administration**

- 3.1 Leadership : Meaning, Nature, and Approaches of leadership
- 3.2 Characteristic of leadership: Knowledge, Skill and Attitude.
- 3.3: Models of Leadership: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory
- 3.4: Educational Supervision: Concept, Functions of a supervisor, Defects in existing system of supervision, Remedies

#### **Unit-VI Quality Assurance in Education Management**

- 4.1 Concept of quality and Quality in Education
- 4.2 Indian and International perspective on quality in education
- 4.3 Evolution of Quality: Inspection, Quality Control, Quality assurance, Total Quality Management (TQM), Six Sigma
- 4.4 International and National quality Assurance Agencies and their functions, Roles and Initiatives such as NAAC, QCI, INQAAHE.

#### **Practical Work and Assignment work ( Total 25 Marks)**

##### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

##### **B) Practical Work( Any one) ( 15 marks)**

- 1) Write a report on Modern Trends in Educational Management .
- 2) Arrange an interview about Educational Administration and Management from Head Master/ Cluster Head/ Block Development officer/ Education Officer/ Principal

#### **References:**

- School Organisation and Administration – M.S. Sachdeva.
- Management in Education – Namita Roy Chaudhary A.P.H. Publishing Corporation, New Delhi.
- Educational Planning and Management PremilaChandrasekaran, Sterling Publication Pvt.Ltd.
- Educational Administration and Management – S.S. Mathur.
- Theory of School Management Administration – S.R. Vashost.
- Efficient School Management and Role of Principals – Alka Karla.
- Administration and Management of Education – Dr. S.R. Pandya, Himalaya Publishing House.

- Educational Administration Planning and Supervision – T.P.Lambal, V.R.Saxena, V. Murthy, Delhi Daoba house.
- School Organisation and Administration – U.S.Sidhu.
- Administration of Education in India – S.N.Mukharji.
- Educational Administration Principles and Practices – S.S.Mathur.

### **ED 004: CURRICULUM STUDIES**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-40)**

#### **Objectives:**

##### **To enable the student:**

- 1) To acquaint the students with the basic concept of curriculum.
- 2) To develop an understanding about different perspectives on curriculum.
- 3) To develop understanding about bases of curriculum development.
- 4) To acquaint students with various forms of curriculum.
- 5) To enable the students to understand the construction and development of curriculum..

#### **Course Outcomes**

**After completion of this course students will be able to;**

<b>PSO No.</b>	<b>PSO</b>	<b>Cognitive level</b>
ED004.O1	Develop the curriculum at different levels of Education.	6
ED004.O2	Explain, describe the various concepts of curriculum studies	1

#### **Unit: 1: Curriculum Studies and Curriculum Development**

- 1.1 Concept and Principles of Curriculum
- 1.2 Curriculum Development: Concept, Stages and Strategies
- 1.3 Foundation of Curriculum Planning: Philosophical base, Sociological base, Psychological base
- 1.4: Role of UGC, NCTE and Universities in curriculum development

#### **Unit 2: Models of Curriculum Design**

- 2.1 Traditional and Contemporary Models
- 2.2 Discipline Based Model, Competency Based Model
- 2.3 Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model
- 2.4 Outcome Based Integrative Model , Intervention Model, C I P P Model (Context, Input, Process, Product Mode)

#### **Unit 3: Curriculum Transaction and Evaluation**

##### **3.1: Concept of Curriculum transaction**

- 3.2: Instructional Media, Instructional Techniques and Material in enhancing Curriculum Transaction

- 3.3 Evaluation of Curriculum: Meaning , Concept and Approaches

- 3.4: Models of Curriculum Evaluation: Tyler's Model, Stakes' Mode Scriven's Model, Kirkpatrick's Model

#### Unit 4: Curriculum Change

4.1 Curriculum Change: Concept and types

4.2 Factors affecting curriculum change

4.3 Role of students, teachers and educational administrators in curriculum change and Improvement

4.4: Scope of curriculum research and Types of Research in Curriculum Studies

#### Practical Work and Assignment work ( Total 25 Marks)

##### A) Assignment work ( 10 Marks)

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

##### B) Practical Work( Any one) ( 15 marks)

- 1) Comparative study of any one state university of Maharashtra's B.Ed. curriculum and any one out of state university's B.Ed. curriculum.
- 2) Develop self learning material( Print or Digital form) on Curriculum, Curriculum Development, Curriculum Design , Models of Curriculum and Curriculum Change

#### References:

- Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.
- Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers
- Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers.
- Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
- Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
- Jenkins, D., & Shifnran, D. M. (1976). *Curriculum an introduction*. London: Pitman Publishing House.
- Jhompson, K., and White, J. C. (1975). *Curriculum development*. London: Pitman Publishing

#### AC-201(A): Soft Skills

(Personality and Cultural Development Related Audit course; Practical; 2 Credits)

(Optional: Campus-level)

	AC-201(A): Soft Skills (Personality and Cultural Development Related Audit course; Practical; 2 Credits) (Optional: Campus-level)	
	<b>Course Objectives (COs):</b> <ul style="list-style-type: none"><li>• To inculcate different soft skills among students.</li></ul>	
<b>Unit 1</b>	<b>Introduction to soft skills</b> Formal definition, Elements of soft skills, Soft vs. Hard skills, Emotional quotient, Goal setting, life skills, Need for soft skills, Communication skills, Etiquettes & Mannerism.	<b>2 hrs.</b>
<b>Unit 2</b>	<b>Self-Assessment</b> Goal setting, SWOT analysis, attitude, moral values, self-confidence, etiquettes, non-	<b>4 hrs.</b>

	verbal skills, achievements, positive attitude, positive thinking and self-esteem. Activity: The teacher should prepare a questionnaire which evaluate students in all the above areas and make them aware about these aspects.	
<b>Unit 3</b>	<b>Communication Skills</b> Types of communication: Verbal, Non-verbal, body language, gestures, postures, gait, dressing sense, facial expressions, peculiarity of speaker (habits). Rhetoric speech: Prepared speech (topics are given in advance, students get 10 minutes to prepare the speech and 5 minutes to deliver, Extempore speech (students deliver speeches spontaneously for 5 minutes each on a given topic), Storytelling (Each student narrates a fictional or real-life story for 5 minutes each), Oral review (Each student orally presents a review on a story or a book read by them) Drafting skills: Letter, Report & Resume writing, business letters, reading & listening skills Activity: The teacher should teach the students how to write the letter, report and build resume. The teacher should give proper format and layouts. Each student will write one formal letter, one report and a resume.	<b>8 hrs.</b>
<b>Unit 4</b>	<b>Formal Group Discussion, Personal Interview &amp; Presentation skills</b> Topic comprehension, Content organization, Group speaking etiquettes, driving the discussion & skills. Preparation for personal interview: dress code, greeting the panel, crisp self-introduction, neatness, etiquettes, language tone, handling embarrassing & tricky questions, graceful closing. Activity: Each batch is divided into two groups of 12 to 14 students each. Two rounds of a GD for each group should be conducted and teacher should give them feedback. Mock interview are to be conducted.	<b>4 hrs.</b>
<b>Unit 5</b>	<b>Aptitude and analytical skills</b> Quantitative aptitude, Numerical reasoning, verbal reasoning, diagrammatic test, situational tests, logical thinking. Analytical skills: Definition, Types, problem solving	<b>8 hrs.</b>
<b>Unit 6</b>	<b>Life skills</b> Time management, critical thinking, sound and practical decision making by dealing with conflicts, stress management, leadership qualities Activity: The teacher can conduct a case study activity to train students for decision making skills. The teacher should conduct a session on stress management and guide students on how to manage stress. The teacher may conduct a stress relieving activity in the class. He/she may counsel students individually to know their problems and guide them on dealing with them effectively.	<b>4 hrs.</b>
<b>Suggested readings:</b> <ol style="list-style-type: none"> <li>1. Basics of Communication In English: Francis Sounderaj, MacMillan India Ltd.</li> <li>2. English for Business Communication: Simon Sweeney, Cambridge University Press</li> <li>3. An Introduction to Professional English and Soft Skills: Das, Cambridge University Press</li> <li>4. Quantitative Aptitude: R.S. Agrawal</li> </ol>		

#### Course Outcomes (COs):

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

CO No.	CO	Cognitive level
<b>AC201A.1</b>	Identify their lacunas about some soft skills and try to overcome the same.	<b>2</b>
<b>AC201A.2</b>	Practice learned soft skills in real life and do their jobs more effectively.	<b>3</b>

AC-201(B): Practicing Sports Activities (Personality and Cultural Development Related Audit course; Practical; 2 Credits) (Optional: Campus-level)				
<b>Course Objectives (CObs):</b> <ul style="list-style-type: none"> <li>To motivate students towards sports and provide them required training.</li> </ul>				
SR NO.	NAME OF THE SPORT/GAME (Select ONE of the Following )	SYLLABUS OF THE COURSE	TIMING (02 Hours in a Week)	SEMESTER
1	Volleyball	<ul style="list-style-type: none"> <li>General Fitness</li> <li>Basic Fitness</li> <li>Specific Fitness</li> <li>History of the Game</li> <li>Basic Skill of the Game</li> <li>Major Skill of the Game</li> <li>Technique &amp; Tactics of the Game</li> <li>Game Practice</li> </ul>	Morning : 07 to 09 AM  OR  Evening : 05 to 07 PM	Total 30 Hours in Each Semester
2	Athletics			
3	Badminton			
4	Cricket			
5	Basketball			
6	Handball			
7	Kabaddi			
8	Kho-Kho			
9	Table-Tennis			
10	Swimming			

**Course Outcomes (COts):**

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

CO No.	CO	Cognitive level
AC201B.1	Identify one or more sports of their choice and develop more interest to participate at University/National level sport events.	2
AC201B.2	Practice the learned sports activities regularly in real life.	3

**AC-201(C): Practicing Yoga**

**(Personality and Cultural Development Related Audit course; Practical; 2 Credits)**

**(Optional: Campus-level)**

**Course Objectives (CObs):**

- To motivate students towards yoga and provide them required training.

**Course Outcomes (COts):**

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

CO No.	CO	Cognitive level
AC201C.1	Identify and practice some Yoga asanas regularly in their life to remain healthy.	2
AC201C.2	Provide guidance and practice about Yoga to their friends, parents and relatives.	3

	<ul style="list-style-type: none"> <li>• Yog: Meaning, Definition &amp; Introduction, Objectives</li> <li>• Primary Introduction of Ashtanga Yoga</li> <li>• Preparation of Yogabhyas</li> <li>• Omkar Sadhana, Prayer, Guru Vandana</li> <li>• Sukshma Vyayamas</li> <li>• Suryanamaskar (12 Postures)</li> <li>• Asanas : <ul style="list-style-type: none"> <li>▪ Sitting (Baithaksthiti) - Vajrasana, Padmasana, Vakrasana, Ardha-Pashchimotanasana</li> <li>▪ Supine (Shayansthiti) - Uttan Padaasan(Ekpad/Dwipad), Pavanmuktasana, Viparitarani Asana, Khandarasan, Shavasana</li> <li>▪ Prone (Viparishayansthiti) - Vakrahasta, Bhujangasana, Saralhasta Bhujangasana, Shalabhasana(Ekpad/Dwipad), Makarasana</li> <li>▪ Standing (Dhandsthiti) - Tadasana , TiryakTadasana, Virasana, Ardh Chakrasana</li> </ul> </li> <li>• Primary Study of Swasana: Dirghaswasana, Santhaswasana, JaladSwasana - 6 Types</li> <li>• Pranayama : Anuloma-viloma, Bhramari</li> </ul>
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<b>AC-201(D): Introduction to Indian Music</b> <b>(Personality and Cultural Development Related Audit course; Practical; 2 Credits)</b> <b>(Optional: Campus-level)</b>	
	<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• To motivate students towards Indian music and provide them minimum required training.</li> </ul>
	<ul style="list-style-type: none"> <li>• Definition and brief about generation of Swar, Saptak, Thaata, Raaga, Aavartan, Meend, Khatka, Murkee, Taal, Aalaap etc.</li> <li>• Taal and its uses - Treetaal, Daadraa, Zaptal, Kervaa.</li> <li>• Information of Badaakhyaal, Chhotaakhyaal (one), Sargam, Lakshangeet (information)</li> <li>• Detailed information of Tambora</li> <li>• Detailed information of Harmonium and Tablaa.</li> <li>• Five filmy songs based on Indian Classical Music (Theory and Presentation)</li> <li>• Sound Management - Basic information of Sound Recording (including Practicals)</li> <li>• Composition of Music as per the Story</li> <li>• Preparing news write-ups of the Seminars, Library Musical Programmes held at the nearest Akashwani, by personal visits.</li> </ul>

#### Course Outcomes (COs):

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

CO No.	CO	Cognitive level
AC201D.1	Identify different types of Indian music.	3
AC201D.2	Develop more interest to learn and practice Indian music.	4

## Semester-III

### Course: ED-007 EDUCATIONAL STUDIES

Credit: 04

Hours: 50 Max.

Marks: 100 (Theory: 60+ Internal-40)

#### Objectivises:

- To analyze and differentiate Education as Interdisciplinary Knowledge
- To study the Theoretical Perspectives of Education as a Discipline.
- To study the contemporary challenges of education in India.
- To analyze and differentiate Education as Interdisciplinary Knowledge
- To study and evaluate Changing Political context of education (School Context) and Support Systems of Education.
- To study the Indian Constitutional provisions of education & Equality in educational opportunity.

#### • Course Outcomes

- After completion of this course students will be able to:

PSO No.	PSO	Cognitive level
ED007.O1	Analyze and differentiate Education as Interdisciplinary Knowledge	4
ED007.O2	Apply the remedies for contemporary challenges of education in India.	3
ED007.O3	Evaluate Changing Political context of education (School Context) and Support Systems of Education	5

#### UNIT I : Educational as Interdisciplinary Knowledge

- 1.1 Education as Discipline and Concept of Interdisciplinary
- 1.2 Relationships of Education with others disciplines such as Philosophy, psychology, Sociology, Management etc.
- 1.3 Contribution of science and technology to education and challenges ahead
- 1.4 Axiological issues in Education: role of peace and other values

#### Unit II : Theoretical Perspectives of Education

- 2.1 Concept of Quality and excellence in Education
- 2.2 School Education: Contemporary Challenges
- 2.3 Dynamics relationship of education with the political Process
- 2.4 National values as enshrined in the Indian constitution-Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

#### UNIT III: Changing context of Education

- 3.1 Multiple Schools Contexts: rural/urban, tribal, Schools affiliated to different boards.
- 3.2 Changing role of personnel's in School Management: teachers, headmasters, and Administrators.



- 3.3 Participation of different stakeholder in school education: role of Media, use of Technology, NGO's, Civil Society groups, teacher organization, family and local community.
- 3.4 Right to Education and Equality in Educational opportunity

#### **Unit-IV Social and cultural context of Education:**

- 4.1 Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.
- 4.2 Impact of Liberalization ,privatization and globalization on Education
- 4.3 Interrelationship between education and sustainable development
- 4.4. Multicultural Society and Education

#### **Practical Work and Assignment work ( Total 50 Marks)**

##### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

##### **B) Practical Work( Any one) ( 15 marks)**

- 1) Read the Maharashtra University Act 2016 and write an abstract.
- 2) Visit to Rural/ Urban/ Tribal School and write a report on curriculum and co-curriculum activities of the school

##### **C) Practical on Self Development ( 25 Marks)**

- 1) Sports / Games: Organize / participate in school/ college/ university level sports activities or competition and submit its report.

#### **References :**

- Tilak (2010) Education, Society and Development: National and International Perspectives.  
New Delhi: APH Publishing Corporation.
- Dash, B.N. (2008) Trends & Issues in Indian Education. New Delhi: Dominant Publishers and Distributors.
- National Curriculum Framework for Teacher Education (NCTE, New Delhi, 2009)

### **ED 008: ADVANCE EDUCATIONAL PSYCHOLOGY**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-40)**

#### **Objectives:**

- 1) To understand the concept, importance and need of Mental health and defence Mechanisms.
- 2) To understand the concept, types, reasons of conflicts.
- 3) To find out better solution over conflicts.
- 4) To live healthy mental life.
- 5) To absorb the educational implications of different personality' theories.
- 6) To understand the importance of forgetting, relearning and memory.
- 7) To use the different methods of memorization.
- 8) To apply the educational implications of Modern learning theories.

## Course Outcomes

After completion of this course students will be able to:

PSO No.	PSO	Cognitive level
EDOO8.O1	Live and make other to live mentally healthy, stress free and happy life.	3
ED008.O2	Apply the educational implications of Modern learning theories.	3
ED008.O3	Perform the role of guide and counsellors.	6

### Unit1 : Mental Health and Social Development

- 1.1 Mental health: Meaning and importance of mental health, Defence Mechanisms, Types of Defence Mechanisms, importance of Defence Mechanisms in the life
- 1.2 Concept of adjustment and maladjustment; Factors responsible for maladjustment
- 1.3 Concept of Conflicts: Concept, Types, Reasons, Remedies
- 1.4 Depression,: Concept, Reasons , Remedies and coping strategies

### Unit :2: Personality

- 2.1 Meaning and Nature of Personality
- 2.2 Psycho analytical approach: Freud, Adler and Jung
- 2.3 Learning Approach: Dollard and Miller; Social Learning: Bandura
- 2.4 Assessment of Personality: Subjective, Objective and Projective

### Unit 3: Memory: Remembering and Forgetting

- 3.1 Concept of Memory, Remembering and Forgetting
- 3.2 Models of Memory: Storage and Transfer Model, Levels of Processing Model
- 3.3 Types of Memory: Short term, Long term, Episodic and Semantic Memory, Photographic Memory and Paranormal memory
- 3.4 Methods of Memorizing: Recitation method, Whole and Part Method, Spaced and Un spaced method, Use of SQ 4 R Method, Use of Mnemonics
- 3.5 Types of Forgetting, Theories of Forgetting

### Unit-4 Morden Theories of Learning

- 4.1 Meaning, Concept and Classification of Learning theories
- 4.2 Lewin's Field or Topological Theories: Components, Factors, Educational Implication
- 4.3 Guthries Theories of Substitution: Basic Elements, Educational Implication
- 4.4 Tolman's theory of Purposivism: Educational Implication

### Practical Works and Assignment work ( Total 50 Marks)

#### A) Assignment work ( 10 Marks)

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

#### B) Practical Work( Any one) ( 15 marks)

- 1) Develop self learning material on Behaviouristic, Cognitive and Social theories of learning
- 2) Make a PPT presentation on Memory techniques submit the report.

#### C) Practical on Self Development ( 25 Marks)

**Creative Writing:** Write your own Poem/ Essay/ Story/ Drama/ street play/ one act play on any one topic submit it.

## References

- 1) Mangal, S.K.(2007). Advanced Educational Psychology. Second Edition. PHI learning Private Limited: New Delhi .
- 2) Kulshreshtha, S.P.( 2007).Educational psychology. R. Lall Book Depot: Meerut.
- 3) Mangal, S.K. (1964). *Psychological Foundations of Education*. Ludhiana : Prakash Publishers.
- 4) Chahan S.S.Advanced Educational Psychology. Vikas Publishing House.
- 5) Bourne, L. E. (1985). Psychology: Its Principles and Meaning. Holt, Rinehart and Winston :New York.
- 6) Dandapani, S. (2001) Advanced Educational Psychology, (2nd edition)., New Delhi, Anmol Publications Pvt. Ltd
- 7) Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic book.
- 8) Herbert J. (1985). Educational Psychology. Harper and Row, Pub. New York.
- 9) Maslow, A. H. (1970). Motivation and Personality (2nd Edition). New York :
- 10) Harper & Row. Meyers, D.G. Social Psychology. Tata McGraw Hill. VIII Edition.
- 11) Piaget, J. and Inhelden, B. (1969). Psychology of the Child. New York : Basic Books.
- 12) Guilford, J. P. (1967). Nature of Human Intelligence, New York: McGraw Hill

## ED 009: ADVANCE EDUCATIONAL RESEARCH AND STATISTICS

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-40)**

### Objectives:

#### To enable the students

- 1) To help students understand relationship between types of research tools and the nature of data..
- 2) To understand the process of hypothesis testing.
- 3) To apply the descriptive statistics for research data.
- 4) To apply the Inferential statistics for research data.
- 5) To enable students to discriminate between Parametric and Non Parametric Statistical techniques.
- 6) To apply the principles of Normal probability curve foe research data analysis.
- 7) To enable students analyze, interpret and generalise the Statistical data for drawing inferences.
- 8) To empower students in skills of computer applications for analyzing and interpreting research data.

### Course Outcomes

**After completion of this course students will be able to**

PSO No.	PSO	Cognitive level
ED009.O1	Modify teaching learning process by solving educational problem.	6
ED009.O2	Apply the statistical techniques for the data analysis and drawing the conclusion.	3

ED009.O3	Solve the social problems by using scientific method.	3
ED009.O4	Develop research proposal and write research thesis	6

### **Unit 1: Experimental Research Design**

- 1.1 Experimental Validity: Internal Validity and External Validity
- 1.2 Experimental Design
  - a) Pre- Experimental Designs
  - b) True Experimental Designs
  - c) Quasi Experimental Designs
  - d) Factorial Designs
- 1.3 Testing of Hypothesis: Type I Error, Type II Error, One tail test and Two tail Test
- 1.4: Report writing of quantitative Research

### **Unit 2: Basic Statistical techniques for data analysis**

- 2.1 Measuring Scales: Nominal, ordinal, Interval and Ratio
- 2.2 Measures of Central Tendency: Mean, Median, Mode
- 2.3 Measures of Variability: Range, Quartile deviation and Standard Deviation
- 2.4 Correlation: Spearman's Rank order, Pearson's Product Moment Coefficient of Correlation
- 2.5 Normal Probability Curve: Meaning, Characteristics and Practical application of the Normal curve, Concept of Parametric and Non Parametric Tests

### **Unit 3: Advance Statistics for Data Analysis**

- 3.1 t –test: Independent, Dependent and small group
- 3.2 Chi square test : Equal probability and Normal probability
- 3.3 ANOVA : one way analysis:
- 3.4 ANCOVA; meaning and concept
- 3.5 Wilcoxon Signed Test

### **Unit 4: Qualitative Research**

- 4.1 Structure of qualitative research
- 4.2 Collection of qualitative data: 1) Interview 2) Focus group 3) Secondary sources
- 4.3 Analysis of qualitative data
- 4.4 Report writing of qualitative data

### **Practical Work and Assignment work ( Total 50 Marks)**

#### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

#### **B) Practical Work( Any one) ( 15 marks)**

- 1) Solve NET/ SET exam papers and submit the solutions. .
- 2) Descriptive and Inferential data analysis of given examples.

#### **C) Practical on Self Development ( 25 Marks)**

1) **Academic Writing:** Write a Research paper or Research Article on any one topic.

**OR**

**Participate in State/ National / International level Seminar/ Workshop / Symposia and present the research paper.**

**OR**

**Participate and present the research work in the AVISKAR Competition**

**References:**

- 1) Garrett, H. E. (1981). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd
- 2) Best, J. W. (1999). Research in Education, New Delhi : Prentice Hall of India Pt. Ltd. Borg
- 3) Kuriz Albert J and Samuel T. Mayo (1981), *Statistics in Education and Psychology*, Narousa Publishing House.
- 4) Aggrawal, Y. P. (1990). Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishing Private Limited.
- 5) Asthana, H.S. & Bhushan, B. (2007). Statistics for Social Sciences. New Jersey: Prentice Hall of India.
- 6) Freedman, D., Pisani, R. And Purves R. (2011). Statistics (4<sup>th</sup> Edition). Viva Books.
- 7) Freedman, D. A. (2009). Statistical Models Theory and Practice. Cambridge: Cambridge University Press.
- 8) Furlong, Nancy E. And Others (2000). Research Methods and Statistics – An Integrated Approach. Fort Worth: Harcourt College Publishers.
- 9) Gage, N.L. (1963). Handbook of Research on Teaching. Chicago: Rand McNelly and Co.

**EDE 003: ENVIRONMENTAL EDUCATION**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-40)**

**Objectives:**

**To enable the students:**

- 1) To gain a variety of experiences in and acquire a basic understanding of the environment and its associated problems.
- 2) To help students acquire a set of values and feelings of concern for the environment Protection.
- 3) To motivate students for active participation in environmental improvement Programmes.
- 4) To acquire skills for identifying and solving environmental problems.
- 5) To help students to evaluate environmental protection measures and education programmes.

**Course Outcomes**

After completion of this course students will be able to:

PSO No.	PSO	Cognitive level
EDE003.O1	Design programme or activities to solve problems related to Environment.	6
EDE003.O2	Actively participate in environmental improvement Programmes.	3
ED00.O3	acquire skills for identifying and solving environmental problems.	3
EDE003.O4	Evaluate environmental protection measures and educational programmes.	6

## **Unit 1: Environment Education**

- 1.1 Meaning and Concept of Environment Education
- 1.2 Scope of Environmental Education
- 1.3 Goals of Environment Education
- 1.4 Teaching – Learning Strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Role Play, Dramatization and Games.

## **Unit 2 – Aspects of Human Environment**

- 2.1 Population: Growth, Crisis and problems of unplanned population.
- 2.2 Natural Resources: Type-renewable and non-renewable uses and recycling of natural resources. Depletion of natural resources
- 2.3 Food and Nutrition: Food production, types, quality and supply.
- 2.4 Health and Hygiene: Individual, Family and community health, Health hazards.

## **Unit 3: Pollution**

- 3.1 Meaning of Pollution
- 3.2: Types of Pollution: Water, Air, Soil and Sound pollution
- 3.3 Pollution of pesticides, chemicals and waste disposals of Industries
- 3.4 Causes, Effects and Remedies on Pollution

## **Unit 4: Environmental Issues:**

- 4.1 Environmental Issues: Population, Climate Change, Global Warming, Deforestation , Overpopulation, Industrial and Household Waste, Acid Rain, Ozone Layer Depletion, Genetic Engineering, Urban Sprawl.
- 4.2 Solutions of Current Environmental Issues.
- 4.3 Role of Teachers to overcome Environmental Issues.
- 4.4 Role of society in Environmental Issues.

## **Practical Work and Assignment work ( Total 50 Marks)**

### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

### **B) Practical Work( Any one) ( 15 marks)**

- 1) Prepare and administrate the Environment awareness scale and writ its conclusion.
- 2) Develop the Environment awareness programme for society.

### **C) Practical on Self Development ( 25 Marks)**

- 1) Develop activities for Environment awareness for Children and submit the report.
- 2) Participate in environment awareness activities such as : Tree plantation/ Campus cleanness/ prepared Best from Waist

## **References:**

- Arunkumar (1999) , Environmental Problems and control ( Vol II) , Anmol Publications Pvt. Ltd. New Delhi.
- 2) Henvietta Feck (1981) , Introduction to Nutrition to Macmillon Publisher & Company, New York.
- 3) Comboj N.S. (1999) , Control of noise pollution, Deep and Deep Publications, New Delhi.
- 4) Kailash Tahkur (1977), Environmental Protection , Law and Policy in India, Deep and Deep Publications, New Delhi.
- 5) Yeole, Cima (1998), Environmental Education, Deptt.of Education, Shivaji Uni., Kolhapur.

- 6) Sharma R.C. , Environmental Education, Metropolitan Book Company Pvt. Ltd. New Delhi (1986) 7) Saxena M.M. Environmental Analysis, Water, Soil and air, Agro Botanical Publishers, Bikaner.
- 8) Kohli V.K. Kohli Vikas, Environmental pollution and management, Vikas Publishers, Ambala City, 1995

## **EDE 004**

### **WOMEN EDUCATION**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-40)**

#### **Objectives:**

- 1) To understand the meaning, concept , Importance of women education.
- 2) To compare the past and present position of women education..
- 3) To understand the health issues of women.
- 4) To acquaint the women's law and protection of women.
- 5) To understand the role of women as entrepreneur.

<b>PSO No.</b>	<b>PSO</b>	<b>Cognitive level</b>
EDE004.O1	Develop right attitude towards women.	6
ED004.O2	Guide the women about the health issues.	3
ED040.O3	Aware the women about law and protection of women.	3
ED004.O4	Motivate the women as entrepreneur	6

#### **Unit 1: Introduction to women education**

- 1.1 Women education: meaning, concept and characteristic
- 1.2 Need and Importance of Women Education
- 1.3 Historical perspectives of Women Education: Vedic Period, Buddha Period,
- 1.4 Present position of the women Education in India

#### **Unit 2: Women and Health**

- 2.1 Health issues of the women: Physical, Social and Psychological
- 2.2 Health issues of Urban, Tribal and Rural women: Sex ratio and mortality, Early Marriage, Teenage Pregnancies, Malnutrition
- 2.3 Government policies for health of Girls and Women
- 2.4 Women health and Blind beliefs

#### **Unit 3: Laws and Policies**

- 3.1 Rights guaranteed under Indian Constitution
- 3.2 Laws related to Women and IPC
- 3.3 Human Rights and Women Development
- 3.4: Policies, Schemes of the Government for augmentation of Women Education

#### **Unit 4: Women and Entrepreneurship**

- 4.1 Meaning, definitions and Concept of Entrepreneurship
- 4.2 Women Leadership at different places: Education, Politics, Social, Science and Technology, Sports, Business etc

4.3 Need and Importance of Women Entrepreneurship

4.4 Challenges and Remedies

### **Practical Work and Assignment work ( Total 50 Marks)**

#### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

#### **B) Practical Work( Any one) ( 15 marks)**

- 1) Write a report on various Government schemes for women entrepreneurship.
- 2) Survey of health/ Educational issues of girls/ women.

#### **C) Practical on Self Development ( 25 Marks)**

**Organize a programme/ competition for Girls.**

### **References:**

1. Bank, B.J. (2007): Gender and Education: An Encyclopedia. Praeger, Westport, London.
2. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi:
3. Kanishka. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,
4. Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
5. Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
6. Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.
7. Sadavinich, A.R. (2007): Sociology of Education. Rutledge, New York.

### **Open and Distance Education (ODL) Part-1**

#### **Course Objectives**

##### **To develop an understanding of**

- Concept, nature, scope of Open and Distance Learning (ODL)
- Growth and Development of Distance Education in National & International Level
- Learner Support Systems in Open and Distance Education
- Instructional Techniques and Materials in Open and Distance Education
- Approaches in Teaching –Learning

#### **Course Outcomes**

After the completion of the course the students are able to:

<b>PSO No.</b>	<b>PSO</b>	<b>Cognitive level</b>
EDE004.01	Develop material for Open and Distance learning.	6
EDE004.O2	Understand the importance of Distance Learning	3

### **UNIT-1 Overview of Open and Distance Learning (ODL)**

- 1.1 Distance Education vis-à-vis Traditional Education
- 1.2 Concept, nature and Scope of ODL
- 1.3 Significance of ODL in the Indian Context



#### 1.4 Structure of Open and Distance Learning Instituted and Universities in India

### **UNIT-2 Growth and Development of Distance Education**

- 2.1 Historical Perspective of Distance Education in India
- 2.2 Growth and Development of Distance Education in National and International Level
- 2.3 Policies and Provisions for Open and Distance Education in India
- 2.4 Future of Open and Distance Education in India

### **UNIT-3 Approaches of Teaching and Learning**

- 3.1 Concept, Need and Types of Learner Supports System in Distance Education
- 3.2 Characteristics of Distance Learners and Factors Affecting the Provision of Support Services
- 3.3 Various Strategies of Teaching and Learning in Distance Education
- 3.4 Role of Teacher Education in Distance Education

### **UNIT-4 Instructional Techniques and Materials in ODL**

- 4.1 Concept and Importance of Instructional Design in ODL
- 4.2 Steps and Process of Designing an Instructional System
- 4.3 Concept and Characteristics of Self Learning Materials (SLM)
- 4.4 Importance, Types and Criteria for Evaluation of SLM in OD

### **Practical Work and Assignment work ( Total 50 Marks)**

#### **A) Assignment ( 10)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment

#### **B) Practical: ( 15)**

- 1. Make a survey report on issues of Distance Learner
- 2. Make an evaluative report on policies & provisions of ODL

#### **C) Practical for Self Development ( 25)**

Conduct an interview of students taking education in distance mode and in regular mode

### **REFERENCES**

- Bradley J and Yates C (Eds.) (2000): *Basic Education at a Distance*, World Review of Distance Education and Learning, London: RoutledgeFalmer
- Butcher, N., 2001, Reflecting on Educational Technology in Souther Africa. In *Open Learning Through Distance Education*.
- Caldar, J. (1994) *Programme Evaluation and Quality: A Comprehensive Guide to Setting up an Evaluation System*, London: Kogan Page Limited
- Chandra Mehrotra, C. David Hollister Lawrence McGahey 2001, *Distance Learning- Principles for Effective Design, Delivery, and Evaluation*- Sage Publication
- Daniel, John S. et al (1982) *Learning at a Distance: A World perspective*, Athabasca, Athabasca University Press.
- Deshpande, P. M. and Mugride I. (1994) *Perspectives on Distance Education quality assurance in Higher Education*, Vancouver: The Commonwealth of Learning.
- Garg, S., Panda Santosh, Puranik, C, Venkaiah (2010), *Four Decades of Distance Education in India*, Viva Publications, New Delhi.
- Goad, L. H. (1984) *Preparing Teachers for Lifelong Education*, New York: Pergan Press
- Hausa, H. (1997) *Global Learning: The Paradigm Shift of Open and Distance Learning*.
- Holmberg, Börje (2005). [\*The evolution, principles and practices of distance education\*](#) London, Routledge.
- IGNOU, Delhi Distance Education Books Published

- Jason Allen SnartPraeger, 2010,[Hybrid Learning: The Perils and Promise of Blending Online and Face-to-Face Instruction in Higher Education](#) Perraton, H. (2006). *Open and distance learning in the developing world* (2nd ed.). London: Routledge.
- Jo Bradley,[The Open Classroom: Distance Learning in and out of Schools](#) Kogan Page, 2003
- Katrina A. Meyer; Adrianna J. KezarJossey-Bass, 2002[Quality in Distance Education: Focus on On-Line Learning](#)
- Macdonald J. B. (1965) "Educational Models for instruction," in Macdonald, J. B. and Leeper, Robert, R. (eds). *Theories of Instruction*, Washington, D. C.
- Michael Grahame Moore, William C. Diehl ,*Handbook of Distance Education*, 4<sup>th</sup> Edition, (2018), Routledge, New York.

### **AC-301(A): Computer Skills**

**(Technology + Value added Audit course; Practical; 2 Credits)**

**(Optional: Campus + Program level)**

#### **Course Objectives (CObs):**

- To inculcate different daily useful computer skills among students.

#### **Course Outcomes (COts):**

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

<b>CO No.</b>	<b>CO</b>	<b>Cognitive level</b>
<b>AC301A.1</b>	Identify their lacunas about some computer skills and try to overcome the same.	<b>2</b>
<b>AC301A.2</b>	Practice the learned computer skills in real life and do their jobs more effectively.	<b>3</b>

<b>Unit 1</b>	<b>Elements of Information Technology</b> 1.1 Information Types: Text, Audio, Video, and Image, storage formats 1.2 Components: Operating System, Hardware and Software, firmware 1.3 Devices: Computer, Mobile Phones, Tablet, Touch Screen, Scanner, Printer, Projector, smart boards 1.4 Processor & Memory: Processor functions, speed, Memory types: RAM /ROM /HDD /DVD-ROM/Flash drives, memory measurement metrics	<b>2 hrs</b>
<b>Unit 2</b>	<b>Office Automation-Text Processing</b> 2.1 Views: Normal View, Web Layout View, Print Layout View, Outline View, ReadingLayout View 2.2 Working with Files: Create New Documents, Open Existing Documents, SaveDocuments to different formats, Rename Documents, Close Documents 2.3 Working with Text: Type and Insert Text, Highlight Text, Formatting Text, Delete Text, Spelling and Grammar, paragraphs, indentation, margins 2.4 Lists: Bulleted and Numbered Lists, 2.5 Tables: Insert Tables, Draw Tables, Nested Tables, Insert Rows and Columns, Moveand Resize Tables, Moving the order of the column and/or rows inside a table, TableProperties 2.6 Page Margins, Gutter Margins, Indentations, Columns, Graphics, Print Documents, 2.7 Paragraph Formatting, Paragraph Attributes, Non-printing characters 2.8 Types of document files: RTF, PDF, DOCX etc.	<b>5 hrs</b>

<b>Unit 3</b>	<b>Office Automation-Worksheet Data Processing</b> 3.1 Spreadsheet Basics: Adding and Renaming Worksheets, Modifying Worksheets, 3.2 Moving Through Cells, Adding Rows, Columns, and Cells, Resizing Rows and Columns, Selecting Cells, Moving and Copying Cells 3.3 Formulas and Functions: Formulas, Linking Worksheets, Basic Functions, AutoSum, Sorting and Filtering: Basic Sorts, Complex Sorts, Auto-fill, Deleting Rows, Columns, and Cells 3.4 Charting: Chart Types, drawing charts, Ranges, formatting charts	<b>5 hrs</b>
<b>Unit 4</b>	<b>Office Automation- Presentation Techniques and slide shows</b> 4.1 Create a new presentation, AutoContent Wizard, Design Template, Blank Presentation, Open an Existing Presentation, PowerPoint screen, Screen Layout 4.2 Working with slides: Insert a new slide, Notes, Slide layout, Apply a design template, Reorder Slides, Hide Slides, Hide Slide text, Add content, resize a placeholder or textbox, Move a placeholder or text box, Delete a placeholder or text box, Placeholder or Text box properties, Bulleted and numbered lists, Adding notes 4.3 Work with text: Add text and edit options, Format text, Copy text formatting, Replace fonts, Line spacing, Change case, Spelling check, Spelling options 4.4 Working with tables: Adding a table, Entering text, Deleting a table, Changing row width, Adding a row/column, Deleting a row/column, Combining cells, Splitting a cell, Adding color to cells, To align text vertically in cells, To change table borders, Graphics, Add clip art, Add an image from a file, Save & Print, slide shows, slide animation/transitions.	<b>6 hrs</b>
<b>Unit 5</b>	<b>Internet &amp; Applications:</b> 5.1 Computer Network Types: LAN, PAN, MAN, CAN, WAN, Defining and describing the Internet, Brief history, Browsing the Web, Hypertext and hyperlinks, browsers, Uniform resource locator 5.2 Internet Resources: Email, Parts of email, 5.3 Protecting the computer: Password protection, Viruses, Virus protection software, Updating the software, Scanning files, Net banking precautions. 5.4 Social Networking: Features, Social impact, emerging trends, issues, Social Networking sites: Facebook, Twitter, LinkedIn, Orkut, online booking services 5.5 Online Resources: Wikipedia, Blog, Job portals, C.V. writing 5.6 e-learning: e-Books, e-Magazines, e-News papers, OCW (open course wares): Sakshat (NPTEL) portal, MIT courseware	<b>4 hrs</b>
<b>Unit 6</b>	<b>Cloud Computing Basics</b> 6.1 Introduction to cloud computing 6.2 Cloud computing models: SAS, AAS, PAS 6.3 Examples of SAS, AAS, PAS (DropBox, Google Drive, Google Docs, Office 365 Prezi, etc.)	<b>3 hrs</b>
<b>Suggested readings:</b> <ol style="list-style-type: none"> <li>1. TCI, "Introduction to Computers and Application Software", Publisher: Jones &amp; Bartlett Learning, 2010, ISBN: 1449609821, 9781449609825</li> <li>2. Laura Story, Dawna Walls, "Microsoft Office 2010 Fundamentals", Publisher: Cengage Learning, 2010, ISBN: 0538472464, 9780538472463</li> <li>3. June Jamrich Parsons, Dan Oja, "Computer Concepts Illustrated series", Edition 5, Publisher Course Technology, 2005, ISBN 0619273550, 9780619273552</li> <li>4. Cloud computing online resources</li> </ol>		

## AC-301(B): Cyber Security

(Technology + Value added Audit course; Practical; 2 Credits)

(Optional: Campus + Program level)

### Course Objectives (COs):

- To make students aware of different daily useful cyber security skills/rules.

### Course Outcomes (COs):

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

CO No.	CO	Cognitive level
AC301B.1	Practice learned cyber security skills/rules in real life.	3
AC301B.2	Provide guidance about cyber security skills/rules to their friends, parents and relatives.	2

Unit 1	<b>Networking Concepts Overview</b> Basics of Communication Systems, Transmission Media, ISO/OSI and TCP/IP models, Network types: Local Area Networks, Wide Area Networks, Internetworking, Packet Formats, Wireless Networks: Wireless concepts, Advantages of Wireless, Wireless network architecture, Reasons to use wireless, Internet	3 hrs
Unit 2	<b>Security Concepts</b> Information Security Overview, Information Security Services, Types of Attacks, Goals for Security, E-commerce Security, Computer Forensics, Steganography. Importance of Physical Security, Biometric security & its types, Risk associated with improper physical access, Physical Security equipments. Passwords: Define passwords, Types of passwords, Passwords Storage – Windows & Linux.	7 hrs
Unit 3	<b>Security Threats and vulnerabilities</b> Overview of Security threats, Hacking Techniques, Password Cracking, Types of password attacks, Insecure Network connections, Wi-Fi attacks & countermeasures, Information Warfare and Surveillance. Cyber crime: e-mail related cyber crimes, Social network related cyber crimes, Desktop related cyber crimes, Social Engineering related cyber crimes, Network related cyber crimes, Cyber terrorism, Banking crimes	7 hrs
Unit 4	<b>Cryptography</b> Understanding cryptography, Goals of cryptography, Types of cryptography, Applications of Cryptography, Use of Hash function in cryptography, Digital signature in cryptography, Public Key infrastructure	5 hrs
Unit 5	<b>System &amp; Network Security</b> System Security: Desktop Security, email security: PGP and SMIME, Web Security: web authentication, Security certificates, SSL and SET, Network Security: Overview of IDS, Intrusion Detection Systems and Intrusion Prevention Systems, Overview of Firewalls, Types of Firewalls, VPN Security, Security in Multimedia Networks, Fax Security.	3 hrs
Unit 6	<b>OS Security</b> Security Vulnerabilities updates and patches, OS integrity checks, Anti-virus software, Design of secure OS and OS hardening, configuring the OS for security, Trusted OS.	2 hrs
Unit 7	<b>Security Laws and Standards</b> Security laws genesis, International Scenario, Security Audit, IT Act 2000 and its amendments.	3 hrs
<b>Suggested readings:</b>		

1. Skills Factory, Certificate in Cyber Security, Text Book Special edition, Specially published for KBC NMU, Jalgaon
2. BPB Publication, “Fundamentals of Cyber Security”, Mayank Bhushan, Rajkumar Singh Rathore , Aatif Jamshed
3. CreateSpace Independent Publishing Platform, “Cyber Security Basics”, Don Franke, ISBN-13: 978-1522952190 ISBN-10: 1522952195
4. Online references

**AC:303: C:**  
**DATA ANALYSIS: EDUCATIONAL RESEARCH**

**Objectives:**

- 1) To understand the concept of Qualitative and Quantitative Data.
- 2) To represent the data in appropriate graphs by using computers.
- 3) To calculate the measures of central tendency, measures of variability, ANOVA, ANCOVA by using SPSS .

**Course Outcomes**

**After completion of this course students will able to :**

PSO No.	PSO	Cognitive level
AC:303:C:O1	Represent the data in appropriate graphs by using computer	3
AC:303:C:O2	Calculate the measures of central tendency, measures of variability, ANOVA, ANCOVA by using SPSS.	3
AC:303:C:O3	Analyses the data of Educational Research.	4

**Unit 1: Graphical Representation of data :**

- 1.1 Concept of Data, Types of Data: Qualitative and Quantitative
- 1.2 Tabulation of the Scores of the test,
- 1.3 Frequency Distribution of the Scores,
- 1.4 Graphic Representation of the Data Ungrouped Data : Bar Graph, Pie Graph, Pictograph, Line Graph
- 1.5 Grouped Data: Histogram, Frequency Polygon, Commutative Frequency Diagram, Ogive Curve

**Unit: 2 : ICT for Research**

- 2.1 ICT for Educational Research
- 2.2 Use of Excel for Qualitative and Quantitative Data analysis
- 2.3 Online Calculators for Data Analysis
- 2.5 APA system, writing references by using Computer

**Unit 3: Descriptive and Inferential Analysis of Data**

**Descriptive analysis of data**

- 3.1: Two- Tailed and One -Tailed tests of Significance

3.2 : t test: Dependent group and dependent group

3.3: Coefficient of Correlation :Person's r

#### **Unit 4: Data analysis by SPSS**

4.2 Analysis of Variance (ANOVA): concept and Uses

4.3 ANOVA and ANCOVA using SPSS

4.4 Analysis of co-variance: (ANCOVA) Concept and Uses

#### **References:**

- Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill. Gibbons.
- J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon.
- Guilford, J.P., and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage. Howell.

### **AC:303: D: TECHNOLOGY FOR TEACHING AND LEARNING**

#### **Objectives:**

- 1) To apply the educational technology in day today teaching process.
- 2) To apply the educational technology in learning process.
- 3) To use the online resources for teaching.
- 4) To develop digital content for teaching.

#### **Course Outcomes**

**After completion of this course students will:**

<b>PSO No.</b>	<b>PSO</b>	<b>Cognitive level</b>
AC:303:D:O1	Apply the educational technology in day today teaching process.	3
AC:303:D:.O2	Apply the educational technology in learning process.	3
AC:303:D:.O3	Use the online resources for teaching	3
AC:303:D:.O4	Develop digital content for teaching	6

#### **Unit 1: Introduction to Educational Technology**

1.1 Meaning of Education Technology

1.2 ICT and Education

1.3 Need of Application of Education Technology in Education

**Unit: 2 Educational Technology for Learning**

- 2.1: Traditional Vs Technological based Teaching
- 2.2 Use of Technology for Learning
- 2.3 Online Resources for Learning : Virtual Classroom, Smart Classroom and Massive Open Online Courses (MOOCs)
- 2.4: Use of E-Content for Learning

**Unit 3: Educational Technology for Teaching**

- 3.1 Use of Technology for Teaching
- 3.2 Online Resources for Teaching
- 3.3 Techno –Savvy Teachers
- 3.4 Online Courses and Role of Teachers

**Unit 4: Recent Innovations in Educational Technology**

- 4.1 Social Networking and Education
- 4.2 Development of Digital Content
- 4.3 Use of Blogs, YouTube and Digital Recourses for Education
- 4.4 Educational Website and it Application for Education

**References:**

- Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalay Publishing House, Ramdoot Dr.Bhalerao Marg, Bombay – 04.
- Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore
- Technology of Teaching. Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda. Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
- Ruhela S P (2001): Some Aspects of Educational Technology.
- Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP). Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

## Semester-IV

**Course: ED-010**

### **INCLUSIVE EDUCATION**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-40)**

#### **Objectivises:**

- To know about the nature and scope of Inclusive education.
- To know about the meaning and scope and objectives of special education in India.
- To understand the various suggestions given by different recent commissions of education of children with special needs.
- To grasp about the meaning, specific characteristics and modalities of identification of Various types of (students who are different then majority or are) exceptional learners.
- To understand various educational intervention programmes for meeting the needs of exceptional learners.
- To understand the special characteristics , Etiology and Prevention of each type of exceptional children.
- To describe the qualities and Role of the teacher for exception children.
- **Course Outcomes**
- **After completion of this course the students will be able to:**

PSO No.	PSO	Cognitive level
ED010.O1	Apply the various suggestions given by different recent commissions of education of children with special needs.	3
ED010.O2	Solve the problems of exceptional Children.	3
ED010.O3	Play the role of Guide, Counsellor and facilitator for exception children.	6

#### **UNIT –I Inclusive Education**

- 1.1 Inclusive Education : Concept, Nature, Scope , Need and Importance
- 1.2 Target Groups such as Diverse Learners, Including Marginalized group and Learners with Disabilities
- 1.3 Inclusive Education Under Sarva Shiksha Abhiyan (SSA)
- 1.4 Barriers and Facilitators in Inclusive Education

#### **UNIT –II Special Education**

- 2.1 Special Education :Concept , Objectives and Nature
- 2.2 Organization and Administration of Special Education In India
- 2.3 Legal Provisions : Policies and Legislations : National Policy of Education-1986, Programme of Action -1992,National Policy of Disabilities-2006, Persons with Disabilities Act-1995 and Persons with Disability Act-2016
- 2.4 Role of Rehabilitation council of India and National Institutes of Handicapped

#### **UNIT –III Education of the physically handicapped Children**

(Orthopedically Handicapped, Visually Impaired, Hearing Impaired)

- 3.1 Meaning, Characteristics
- 3.2 Etiology , Prevention
- 3.3 Role of The Teacher
- 3.4 Educational Programmes



## **UNIT –IV Educations for Gifted, Creative, Learning Disability and Mentally Retarded Child, Juvenile delinquent**

- 4.1 Meaning , Characteristics
- 4.2 Identification
- 4.3 Role of The Teacher
- 4.4 Educational Programmes

### **Practical Work and Assignment work ( Total 25 Marks)**

#### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

#### **B) Practical Work( Any one) ( 15 marks)**

**1)Visit to special school and write a detail report.**

**2) Write a report on provisions in ‘Person with Disability Act 2016’**

### **Reference**

- James R. L: New Directions in special education: Allyn and Baker, 1971
- Wilson : Diagnosis of learning difficulties : McGraw Hill, 1971.
- Dutch M: Social Class Rae and Psychological Development : Holt, Rinehart, and Winston, 1968.
- Sarson S.P. and Dorris J : Psychological problems in Mental deficiencies.
- Curickshank W. and Jonson O : Education of Exceptional children : Prentice Hall, 1965.
- Dunn L, M. : Exceptional children in the schools : Holt, Reinehart, Winston, 1963.
- Dr. Premala Kala : Apawadatmk Balkanche Shikshan, Majestic Prakashan .

**ED 0011**

### **TEACHER EDUCATION ( Part II)**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+**

**Internal-40)**

### **Objectives:**

#### **To enable the students:**

- 1) To Gain insight and reflect on the concept of teaching and the status of teaching as a Profession.**
- 2) To Understand the roles and responsibilities of teachers and teacher educators.**
- 3) To Critically examine the role and contribution of various Regulatory Bodies and support Institutions for improving quality of Teacher Education.**
- 4) To appreciate the various agencies working for quality improvement of teacher education.**
- 5) To accept and appreciate the New Paradigms in teacher Education.**
- 6) Critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.**

### **Course Outcomes**

**After completion of this course students will be able to:**

<b>PSO No.</b>	<b>PSO</b>	<b>Cognitive level</b>
ED0011.O1	Critically examine the role and contribution of various Regulatory Bodies and support	5

ED0011.02	Contribute for improving quality of Teacher Education.	3
ED0011.03	Appreciate the various agencies working for quality improvement of teacher education.	6

### **Unit 1 Profession and Professionalism**

- 1.1 Concept and characteristics of Profession
- 1.2 Professionalism in terms of Accountability, Commitment and Integration
- 1.3 State and National level agencies for professional development: Role and functions :NCTE, NCERT, UGC – ASC., NUEPA, ICSSR, RIEs, SBTE, DIET, IASEs, UTDs, CTEs,
- 1.4 Factors influencing teacher development: personal and contextual
- 1.5 professional Ethics

### **Unit 2: Researches in Teacher Education**

- 2.1 Areas and research problems in Teacher Education,
- 2.2 Research on effectiveness of teachers– characteristics of an effective teacher
- 2.3 Funding agencies in researches in teacher Education: Need, Importance
- 2.4 Trends of research in teacher education: review of a few recent research studies in Teacher education with reference design, findings and policy implications

### **Unit 3: Quality of Teacher Education**

- 3.1 Concept, Criteria and Functions of NAAC for quality assurance
- 3.2 Concept , Criteria and Functions of IQAC
- 3.3 Concept of Performance Based Appraisal System- Academic Performance Indicator (PBAS–API)
- 3.4 NCTE regulations 2014 and its amendment for quality improvement in TEI
- 3.5 Total quality management

### **Unit 4: New Paradigms in teacher Education**

- 4.1 Paradigm shift in teaching-learning process OF teacher centered, teacher-learner interaction, learner cantered, learner-centered interaction
- 4.2 e-learning & m-learning in teacher education
- 4.3 Constructivism in teacher education,
- 4.4 Interdisciplinary approach

### **Practical Work and Assignment work ( Total 25 Marks)**

#### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

#### **B) Practical Work( Any one) ( 15 marks)**

- 1) Prepare Innovative Teaching aid on any topic of M.Ed. syllabus.
- 2) Collect the information on various teaching –learning methods and make a booklet.

### **References:**

- 1) Chaurasia, G. (1967). New Era in Teacher-Education. New Delhi: Sterling Publishers Pvt. Ltd.
- 2) Chaurasia, G. (1977). Innovations and Challenges in Teacher Education. Agra: Vikas Publication.
- 3) Corey, S. (1962). In-service Education of Teachers and Administrators. Chicago: University of Chicago Press.
- 4) Gupta, A.K. (1984). Teacher Education: Curriculum and Prospects. New Delhi: Sterling Publishing Private Ltd.
- 5) Henry, N. B. (Ed). (1967). In-service Education of Teachers, Supervisors, Administrators. Chicago: University of Chicago Press

- 6) Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Private Limited.
- 7) Mukerjee, S. N. (Ed.). (1968). Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co.
- 8) NCERT (2005) National Curriculum Framework. New Delhi: NCERT.
- 9) NCTE (1998) Curriculum Framework for Teacher Education. New Delhi: NCTE.
- 10) NCTE (1998) Policy Perspectives in Teacher Education. New Delhi: NCTE.
- 11) Nikose, R. L. (2012). Teacher Education- Issues & Challenges. New Delhi: APH Publishing Corporation.
- 12) Shukla, R. S. (1984). Emerging Trends in Teacher Education. New Delhi: Sterling.
- 13) Panda, B. N. And Tiwari, A. D. (1997). Teacher Education. New Delhi: APH

**Course: EDE-005**  
**EDUCATIONAL TECHNOLOGY**

Credit: 04

Hours: 50 Max.

Marks: 100 (Theory: 60+ Internal-40)

**Objectives:**

- Understand the nature and scope of educational technology in Education
- Understand the forms of technology, Approaches of Educational Technology and Applications of Educational Technology in Education.
- To Understand the Systems Approach to Education .
- Know the instructional design and modes of development of self learning material develop the Develop basic skills in the production of different types of instructional material,
- Know the recent innovations and Emerging Trends in Educational Technology

**Course Outcomes**

- **After completion of the course Students are able to**

PSO No.	PSO	Cognitive level
EDE005.O1	Develop learning material based on Educational technology.	6
EDE005.O2	Apply the innovative technology in day today life.	3

**UNIT –I Educational Technology**

- 1.1 Concept of Educational Technology (ET)
- 1.2 Concept of Informational Technology ,Communication Technology, Information and Communication Technology (ICT) and Instructional technology
- 1.3 Forms of Educational Technology: teaching technology, Instructional Technology and Behaviour Technology
- 1.4 Approaches of Educational Technology : Hardware Approach and Software Approach
- 1.5 Applications of Educational Technology in formal, non formal Education

**UNIT –II Systems Approach to Education and Communication**

- 1.1 Concept of Systems
- 1.2 Systems Approach to Education
- 1.3 Components of Systems Approach: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies

- 1.4 Communication-Modes, Barriers and Process of Communication
- 1.5 Effective Communication in instructional system

### **UNIT –III Instructional Design**

- 1.1 Concept of Instructional Design
- 1.2 Systems Approach to Instructional Design
- 1.3 Process and stages of Development of Instructional Design
- 1.4 Nine Elements of Constructivist Instructional Design
- 1.5 Overview of Models of Instructional Design

### **UNIT –IV Emerging Trends in Educational Technology**

- 1.1 e-learning and Approaches to e-learning
- 1.2 Social Learning –Concept, Use of web 2.0 tools for Learning, Social Networking sites, Blogs, Video Conferencing, Discussion forum
- 1.3 Open Education Resources (Creative Common, Massive Open Online Courses: Concept and application)
- 1.4 Blended Learning and mobile learning
- 1.5 Use of ICT In Evaluation, Administration and Research

### **Practical Work and Assignment work ( Total 25 Marks)**

#### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

#### **B) Practical Work( Any one) ( 15 marks)**

- 1) Write a script for video/ prepared a video on any one topic of M.Ed. syllabus.
- 2) Develop Self E – learning material / create E- content/ create Educational blog

### **References:**

- Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalay Publishing House, Ramdoot Dr.Bhalerao Marg, Bombay – 04.
- Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi. 118
- Goldberg, Alvin and Carl E.;Larson: Group Communication, Prentice Hall, Inc. New Jersey.
- Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation,New York. Keith Hudson:
- Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall,London.
- Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author:
- Technology of Teaching. Patel I.J and other: A Hand Book of Programmed Learning, CASE,Baroda.
- Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York
- Ruhela S P (2001): Some Aspects of Educational Technology.
- Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot,Meerut.
- Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York

**EDE 006**  
**EDUCATIONAL ASSESSMENT, MEASUREMENT AND EVALUATION**

**Credit: 04**

**Hours: 50 Max.**

**Marks: 100 (Theory: 60+ Internal-40)**

**Objectives:**

1. To acquaint with the basic concepts and practices adopted in educational Assessment , measurement and educational evaluation.
2. To help the student understand relationship between measurement and evaluation in Education and the existing models of evaluation.
3. To orient the student with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in constructing and standardizing a test .
5. To make the students understand how various requirements of education are measure evaluated , interpreted and their results are recorded to help learners

**Course Outcomes**

After completion of this course students will be able to:

PSO No.	PSO	Cognitive level
EDE006.O1	Illustrate the basic concepts and practices adopted in educational Assessment, measurement and educational evaluation	1
EDE006.O2	Apply appropriate tools and techniques for measurement and evaluation.	3
EDE006.O3	Develop skills and competencies in constructing and standardizing tests.	6

**Unit – I: Assessment, Measurement and Evaluation**

- 1.1 Concept of Assessment measurement and evaluation with reference to educational process.
- 1.2 Difference between **assessment for Learning** and **assessment of Learning**
- 1.3 Types of evaluation – formal, informal, oral, written, formative and summative
- 1.4 Relationship between educational objectives, learning experiences and learning outcomes
- 1.5 Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

**Unit – 2: Tools of measurement and evaluation**

- 2.1 Subjective and objective tools of measurement.
- 2.2 Nature, characteristics, advantages and limitations of the tests: essay tests, Objective tests, and performance tests; Scales; Inventories; Questionnaires and Schedules.
- 2.3 Personality tests; Personality inventories; check list; adjustment inventories, Projective techniques, performance records.
- 2.4 Interest inventories Kuder, Strong, Cambell.
- 2.5 Aptitude and Attitude Scale

**Unit 3: Standardization of the Test**

- 3.1 Meaning and need for standardization of the test
- 3.2 Steps involved in standardization of the test.
- 3.3 Norms –referenced and Criterion - referenced tests

#### **Unit - 4) Educational statistics and interpretation of test scores**

- 4.1 Tabulation of data, Graphical Representation, Histogram, Frequency Polygon.
- 4.2 Standard Score-T scores and C scores
- 4.3 Percentile and Percentile Rank.
- 4.4 Normal Probability Curve-its properties and uses, Skewness and Kurtosis
- 4.5 correlation-Rank difference and Product Movement method.

#### **References:**

- 1) Chavan C.P.S.(1993), Emerging trends in Educational Evaluation, New Delhi: Commonwealth Publishers.
- 2) Ebel, Robert and Frisble, David (2003), *Essential of Educational Measurement*, New Delhi: Precentice Hall of India
- 3) *H.R. Remmers, Gage Rommel, A Practical Introduction to Measurement and Evaluation, Universal Book stall, New Delhi*
- 4) Dandekar, W.N. and Rajguru, M.S. (1988). An Introduction to Psychological Testing and Statistics: Sheth Publisher: Bombay

#### **Practical Work and Assignment work ( Total 25 Marks)**

##### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

##### **Practical Work( Any one) ( 15 marks)**

- 1) Prepare teacher made test on any subject of B.Ed. syllabus with Blue print and Model answer.
- 2) Administrate and analyses any psychological test and write interpretation of test scores.

### **Open and Distance Education (ODL) Part-II**

#### **Course Objectives**

##### **To develop an understanding of**

- Curriculum Planning and Programme Evaluation System
- Planning and management of open and distance learning (ODL)
- Trends of open and distance learning (ODL)
- Innovative Practices and its Educational Implications
- Research in open and distance learning (ODL)

PSO No.	PSO	Cognitive level
EDE006.O1	Describe the concepts of Curriculum Planning and Programme Evaluation System.	1
EDE006.O2	Conduct the research in ODL.	6

#### **Unit-1: Curriculum Planning and Programme Evaluation System for ODL**

- 1.1 Bases of Curriculum for ODL: Philosophical, Sociological, Psychological Foundations
- 1.2 Role of Theories of Learning and Communication in Curriculum Planning
- 1.3 Techniques & Tools of Evaluation
- 1.4 Purpose & functions, and Challenges of Course or Programme Evaluation

#### **Unit-2 Planning & Management of ODL**

- 2.1 Concept, Need and Importance of Planning and Management in ODL

- 2.2 Institutional Mechanisms for ODL: Academic, on Academic, Supportive Staff and other Administration
- 2.3 Quality Control and Service Management
- 2.4 Challenges and remedies in Planning and Management in ODL

### **Unit-3 Innovative Practices in open and distance learning (ODL)**

- 3.1 Concept, need, Importance of Innovative Practices in ODL
- 3.2 Online Resources in ODL
- 3.3 Role of ICT in ODL (Audio, Video, TV, Computers, Satellite Technology, Teleconferencing).
- 3.4 Feedback Mechanisms-Assignments/Practicals and Term End Exam and other

### **Unit-4 Research in Open and Distance Education**

- 4.1 Need and Importance of Research in ODL
- 4.2 Research Areas in ODL
- 4.3 Ethics & Good Characteristics of Researcher in ODL
- 4.4 Review of Conducted Researches in ODL

### **Practical Work and Assignment work ( Total 25 Marks)**

#### **A) Assignment work ( 10 Marks)**

Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.

#### **B) Practical Work( Any one) ( 15 marks)**

- 1) Write any 5 research reviews of researches conducted on Distance Education.
- 2) Collect the information about Open Universities and write a report.

### **References:**

- Moore, Michael G.; Greg Kearsley (2005). *Distance Education: A Systems View* (2nd ed.). Belmont, CA: Wadsworth
- Open University (1985) *Making Self-Instructional Material for Adults*, Milton Keynes: Open University Press
- Ornstein, A. C. (1988) *Curriculum foundations: Principles and Issues*, New Jersey: Prentice Hall
- Orr, D., Weller, M., & Farrow, R. (2017). *Models for online, open, flexible and technology enhanced higher education—Results of a global analysis*. Presentation at the World Conference on Online Learning. Toronto: International Council for Open and Distance Education.
- Santosh Panda, [Planning & Management in Distance Education](#), Kogan Page, 2003
- The Commonwealth of Learning And Asian Development Bank - An Overview of Open and Distance Learning
- Thomas M. Duffy; Jamie R. Kirkley Lawrence Erlbaum Associates, 2004  
[Learner-Centered Theory and Practice in Distance Education: Cases from Higher Education](#)
- Umesh Chandra Pandey, 2017, *Optimizing Open and Distance Learning in Higher Education Institutions*

	<b>AC-401(A): Human Rights</b> <b>(Professional and Social + Value Added Audit course; Practical; 2 Credits)</b> <b>(Optional: Campus-level)</b>	
	<b>Course Objectives (CObs):</b> <ul style="list-style-type: none"> <li>To make students aware about human rights and human values.</li> </ul>	
<b>Unit 1</b>	<b>Introduction to Human Rights</b> <ul style="list-style-type: none"> <li>1.1 Concept of Human Rights</li> <li>1.2 Nature and Scope of Human Rights</li> <li>1.3 Fundamental Rights and Fundamental Duties</li> <li>1.4 Interrelation of Rights and Duties</li> </ul>	<b>6 hrs.</b>
<b>Unit 2</b>	<b>Human Rights in India</b> <ul style="list-style-type: none"> <li>2.1 Meaning and Significance of : <ul style="list-style-type: none"> <li>1) Right to Equality 2) Right to Freedom, 3) Right against Exploitation, 4) Right to Freedom of Religion, 5) Cultural and Educational Rights, and 6) Right to Constitutional Remedies.</li> </ul> </li> <li>2.2 Constitutional Provisions for Human Rights</li> <li>2.3 Declaration of Human Rights</li> <li>2.4: National Human Rights Commission</li> </ul>	<b>8 hrs.</b>
<b>Unit 3</b>	<b>Human Values</b> <ul style="list-style-type: none"> <li>3.1: Meaning and Definitions of Values</li> <li>3.2: Importance of values in the life of Individual</li> <li>3.3: Types of Values</li> <li>3.4: Programmes for conservation of Values</li> </ul>	<b>8 hrs.</b>
<b>Unit 4</b>	<b>Status of Social and Economically Disadvantaged people and their rights</b> <ul style="list-style-type: none"> <li>: Rights of women and children in the context of Social status</li> <li>: The Minorities and Human Rights</li> <li>: Status of SC/ST and other Indigenous People in the Indian Scenario</li> <li>4.4: Human rights of economically disadvantaged Society</li> </ul>	<b>8 hrs.</b>
<b>Suggested readings:</b> <ul style="list-style-type: none"> <li>1. Human rights education – YCMOU, Nasik</li> <li>2. Value education – SCERT, Pune</li> <li>3. Human rights reference handbook – Lucille where</li> </ul>		

**Course Outcomes (COs):**

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

<b>CO No.</b>	<b>CO</b>	<b>Cognitive level</b>
<b>AC401A.1</b>	Practice the learned issues under human rights and human values in real life.	<b>3</b>
<b>AC401A.2</b>	Provide social justices to people around them and provide guidance about human rights to their friends, parents and relatives.	<b>5</b>



**AC-401(B): Current Affairs****(Professional and Social + Value Added Audit course; Campus-level; Practical; 2 Credits)****Course Objectives (CObs):**

- To make students updated about current affairs of India and world.

**Course Outcomes (COts):**

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

CO No.	CO	Cognitive level
AC401B.1	Identify important issues currently/recently happening in India or world.	5
AC401B.2	Summarize current affairs regularly.	6

	Title	Content	Hours
Unit 1	Politics & Economy	<ul style="list-style-type: none"> <li>National &amp; International Political Activity, Organization.</li> <li>Economy &amp; Business, Corporate world</li> </ul>	08
Unit 2	Awards and recognitions	<ul style="list-style-type: none"> <li>National &amp; International Awards and recognitions</li> <li>Books and authors</li> </ul>	07
Unit 3	Science & Technology	<ul style="list-style-type: none"> <li>Software, Automobile, Space Research</li> <li>New inventions and discoveries</li> </ul>	07
Unit 4	Environment & Sports	<ul style="list-style-type: none"> <li>Summit &amp; conference, Ecology &amp; Climate, Organization.</li> <li>National &amp; International Games, Olympics, commonwealth etc.</li> </ul>	08
<b>Suggested readings (Use recent years' data and current literature):</b> <ol style="list-style-type: none"> <li>India 2019, by Publications Division Government of India</li> <li>Manorama Year Book by Philip Mathew,</li> <li>India 2019, Rajiv Maharshi</li> <li>Quick General Knowledge 2018 with Current Affairs Update, Disha Experts</li> <li>General Knowledge 2018: Latest Who's Who &amp; Current Affairs by RPH Editorial Board.</li> </ol>			

**AC 401:C: EXPERIMENTAL PSYCHOLOGY****Objectives:**

- To understand the concept and nature of experimental psychology.
- To apply different methods of experimental psychology for analysis of the human behaviours.
- To understand the nature of psychological tests.
- To demonstrate various psychological the experiments.
- To administrate various psychological tests.
- To interpret psychological tests.

**Course Outcomes****After completion of this course students will:**

PSO No.	PSO	Cognitive level
AC401:CO1	Demonstrate various psychological the experiments.	3
AC401:CO2	Administrate various psychological tests with its interpretations. ..	6
AC401:CO3	Develop Psychological Tests.	6

## **Unit 1: Experimental Psychology**

- 1.1 Concept of Experimental Psychology
- 1.2 Nature of Experimental Psychology
- 1.3 Psychological test: Meaning, Concept Nature and Types
- 1.4 Importance and Characteristics of Psychological Tests

## **Unit 2: Administration and Interpretation of Psychological Tests**

- 2.1 Concept of Administration and Interpretation of the Psychological tests:
- 2.2 Steps involved in the administration of the psychological tests
- 2.3 Psychological tests: Administration and Interpretation
- 2.4 Educational Implication of the tests

## **Unit 3: Psychological Experiment**

- 3.1 Meaning, Need and Importance of Psychological Experiment
- 3.2 Importance of Psychological Experiment
- 3.3 Preparation of Psychological Experiments
- 3.4 Demonstration of Psychological Experiment :
- 3.5 Educational Implication of the Psychological Experiments

## **Unit 4: Psychological Counselling**

- 4.1 Need and Importance
- 4.2 Role of Psychological Counsellor
- 4.3 Counselling for Stress Management
- 4.4 New trends in Psychological Counselling
- 4.5 Educational Implementation of Counselling

## **References:**

1. Anastasi, A. & Urbina, S. (1997). Psychological Testing. N. D.: Pearson Education.
2. Chadha, N. K. (1996). Theory and Practice of Psychometry. N. D.: New Age International Ltd.
3. Cronbach L. J. (1984). Essentials of Psychological Testing (4th Ed)
4. Kaplan, R. M. & Saccuzzo, D. P. (2007). Psychological Testing: principles. Application and Issues. Australia: Thomson Wadsworth.
5. Singh, A. K. (2006). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bha

## **AC:401:D:**

### **EDUCATION FOR PwD (Person with Disability)**

#### **Objectives:**

1. To Understand the concept of Impairment, Disability and Handicap.
2. To Understand the Classification of Disability
3. To Understand the Need of PwD
4. To Understand Organization & Administration and Legal Provision for PwD.
5. To Understand Nature of Education of PwD.
6. To Understand Technological support of Education of PwD

CO No.	CO	Cognitive level
AC:401:D:O1	Use technology for PWD	3
AC:401:D:O2	Help PWD in Legal provision.	6

### **Unit 1: Person with Disability (PwD)**

- 1.1 Concept of Impairment, Disability and Handicap
- 1.2 Classification of Disability
- 1.3 Needs of The Disable Person
- 1.4 Objectives, Importance of Education of PwD
- 1.5 Identification of Disable Person

### **Unit: 2 Organization & Administration and Legal Provision**

- 2.1 RCI and Its Role
- 2.2 National Institutes for PwD
- 2.3 The Rights of Persons with Disability-2016
- 2.4 Law and Legal Provision for PwD
- 2.5 Role of Governments for PwD

### **Unit 3: Education of PwD**

- 3.1 Education for PwD
- 3.2 Duty of educational Institutions for Education of PwD
- 3.3 Supportive System and Environments in Education Institutions for PwD
- 3.4 Role of Teacher in Education of PwD
- 3.5 Learning Difficulties and Problems of Education of PwD

### **Unit 4: Technological support of Education of PwD**

- 4.1 Use of Technology for Education of PwD.
- 4.2 Assistive Technology in the Classroom
- 4.3 Use of Social Media for Awareness Campaigns
- 4.4 Technology for Teaching and Learning of PwD.

### **Reference:**

- The Rights of Persons with Disabilities Act, 2016, Ministry of Law and Justice, (No. 49 of 2016)
- Mangal S.K. (2009). Educating Exceptional Children: An Introduction to Special Education, PHI Learning Pvt. Ltd., New Delhi.

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