

Part A**Faculty: Interdisciplinary Studies****Programme: Master of Education (M.Ed.- Two Year Course)****POs:**

1. To train teacher trainees to develop their positive attitude, teaching skills which will enable them to become a multi facet personality shining in any chosen field.
2. To prepare them to go for higher level studies and pursue research.
3. To Enhance Logical reasoning skills, aptitude skills, communication skills, self-confidence for better employability.
4. To introduce the secondary and elementary education to strengthen the student's knowledge.
5. To Investigate teaching-learning problems and solutions in a variety of contexts related to psychology, science, technology, philosophy, special education, and illustrate these solutions using different methods.
6. To Apply the knowledge of teacher education to address real life problems of students at all levels.
7. To Gain the knowledge of advanced psychology which will be useful in Research.
8. To Acquire the strong foundation of knowledge which will benefit to them become a good teacher.
9. To Qualify various competitive exams like NET, SET, SLET, MPSC, UPSC, etc.

Programme Specific Outcomes (PSO):

1. To enhance self-learning and improve classroom teaching performance.
2. To perform research in conjunction with others as well as individually.
3. To imbibe effective teaching skill and confidence level.
4. To develop problem solving skills, thinking and creativity.
5. To produce next generation researchers in education.

- **Employability Potential of the M.Ed. Program:**

M.Ed. or Master of Education is a higher-level course in education. M.Ed. is pursued after completing Bachelor of Education (B.Ed.). In M.Ed. course, candidates get to learn various teaching skills. It helps candidates in enhancing skills like teaching aptitude, research skills and much more. M.Ed. course focuses on various other aspects of teaching like counseling, technology, education, information technology and more. The duration of M.Ed. course is of two years and it is offered in different specializations.

Teaching is a noble profession that allows you to shape the future through consistent engagement with bright, young minds. A teacher's job is very demanding, and they have to use a wide range of skills to perform their job well.

The followings are the desired skills that are required in an M.Ed. aspirants

1. Excellent communication skill
2. Collaboration and Cooperation
3. Teaching skills
4. leadership skill
5. Presentation skill
6. Adequate knowledge of subjects.
7. Knowledge of latest technologies used in Education
1. 8. Team-Work Management
2. 9. Interpersonal skills (Human Relation)
3. 10. Self-Management

- **Career opportunities after completing M.Ed.:**

After pursuing M.Ed., candidates can opt for both private and government jobs. Not just teaching, candidates can opt for other professions as well, like:

- Educational consultant
- Career Advisor
- Curriculum Developer
- Educational Researcher
- Online Educator
- Private Tutor
- Textbook writing
- Special Educator (for Children with special needs)
- Professor at Government or Private colleges
- Administrative Head at college or school.
- Primary and Secondary School teacher
- Headmaster of school or principal of college.
- Government Education department
- M.Ed. graduates can also go for higher education. Given below are some of the courses that M.Ed. graduates can pursue

i. Doctor of Philosophy (PhD): Doctor of Philosophy or PhD is a doctorate level degree that a candidate can pursue after M.Ed. In order to pursue PhD, candidate must have a M.Ed. or MA or M.Phil. degree with a minimum 55% marks.

ii. Masters in Philosophy (M.Phil.): Candidates can also opt for Masters in Philosophy (M.Phil.) course. To pursue M.Phil., candidates must have M.Ed. degree or equivalent degree from a recognized university. It is a 2 years duration course.

A commitment to learning is never a waste of time, and with the knowledge they acquire while pursuing a master's in education, they can become a better teacher. The combination of theoretical learning and practical experience molds students into an expert in their chosen specialization

An M.Ed. gives them a greater understanding in national discussions about education. They will be an educated expert with a depth of knowledge that can be trusted.

Part B
Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-101	PHILOSOPHY OF EDUCATION	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- Identify the relationship between Education and Philosophy.
- Explain the Speculative, Normative, and Analytical function of educational Philosophy.
- Compare the educational thought of Indian and Western schools of philosophy.
- Discuss the role of Bhagvadgeeta, Jainism, Buddhism in value formation.
- Analysis the contribution of Bhagvadgeeta, Jainism, Buddhism in education.
- Adapt the Methods of Acquiring Valid Knowledge.

Unit	Content
Unit I	<p>Introduction of Philosophy: 1.1 Meaning of Philosophy and Educational Philosophy. 1.2 Nature of Philosophy: Directive doctrine, and liberal discipline 1.3 Education and Philosophy: Aims, curriculum, methods of teaching, evaluation 1.4 Functions of educational Philosophy: Speculative, Normative, and Analytical (21 periods)</p>
Unit II	<p>Indian and Western Schools of Philosophy: Impact of philosophical suppositions on education made by some prominent school of Indian and Western Schools of Philosophy. 2.1 Western Schools of Philosophy. i. Idealism ii. Naturalism iii. Realism iv. Pragmatism v. Existentialism vi. Logical positivism 2.2 Indian Schools of Philosophy. i. Vedanta. ii. Sankhya iii. Charvak 2.3 A critical comparison of Indian and Western School of Philosophy with Reference to metaphysical implication of education (22 periods)</p>
Unit III	<p>Epistemology, Axiology and Education 3.1 Epistemology and Education: a) Concept and Meaning, Methods of Acquiring Valid Knowledge with reference to Analytical, Dialectical and Scientific approaches. b) Methods of acquiring valid knowledge with reference to i. Nyaya Darshan ii. Yoga Darshan 3.2 Axiology: Concept, Meaning, Value Formation and contribution to education with reference to i. Bhagvad Gita ii. Buddhism iii. Jainism iv. Islam (21 periods)</p>
Unit IV	<p>Educational Thought of Indian Thinkers: 4.1 Mahatma Gandhi 4.2 Swami Vivekananda 4.3 Rabindranath Tagore 4.4 Sri Aurobindo 4.5 J. Krishnamurthy (with special reference to aims, curriculum, methods of teaching, contribution in education and society) 4.6 Rashtrasant Tukdoji Maharaj: Educational thoughts, Social change, Life education, Women empowerment, and Gramonnati (rural development). Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis. (21 periods)</p>

	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Readings of original texts of Rabindranath Tagore/ Mahatma Gandhi /Sri Aurobindo / J. Krishnamurthy & presentation of various innovative concepts in the context of Teaching & Learning in schools followed by group discussions. 2) Study of the comparison between one western school & one Eastern school of Philosophy. 3) Reading Gramgita and write educational thought of Rashtasant Tukadoji Maharaj. 4) Making a power point presentation on different methods of acquiring knowledge and presentation / submission of its Report. 5) Organization group discussion on role of Bhagvadgita, Islam, Jainism and Buddhist in value formation and submit its report individually
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Programme: M.Ed.
Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-102	SOCIOLOGY OF EDUCATION	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- Illustrate the concept of social education.
- Describe the role of new technologies in the changing social content.
- Evaluate the relationship between culture, society and education.
- Analyze the relationship between education and social change with special reference. to modernization, privatization, liberalization and globalization.
- Describe the sociological thoughts of Rashtrasant Tukadoji Maharaj

Unit	Content
Unit I	<p>Sociology and Education:</p> <p>1.1 Educational sociology: Meaning, Nature, Scope of Educational Sociology.</p> <p>1.2 Relationship between sociology and education with special reference to aims of education ,methods, and curriculum.</p> <p>1.3 Social structure and social mobility: impact on educational process.</p> <p>1.4 Social Stratification</p> <p style="padding-left: 20px;">i. Concept and Meaning</p> <p style="padding-left: 20px;">ii. Forms and bases of Social Stratification Caste, Class, Gender, Race, Ethnicity and Disability.</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Education and Society:</p> <p>2.1 Education as a process in the social system with reference to following theories: structural functional School, conflict school, symbolic interaction</p> <p>2.3 Education as a process of socialization: concept and agencies of socialization.</p> <p>2.4 Social organization and social groups: Concept, Nature and Characteristics.</p> <p>2.5 Social Control: Concept and Role of Education in the process of social control.</p> <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Relation of Education with Social Change and Social Function:</p> <p>3.1 Social change: concept, process, pattern of social change (Linear, Fluctuating, Cyclical) and role of teachers in social change.</p> <p>3.2 The importance of technology and ICT in educational sociology. (Social Change)</p> <p>3.3 Social change and development through social networking. (Examples Whatsaap, Facebook, Tweeter etc.)</p> <p>3.4 Functions of educational sociology as directed by the socio-political ideology of Indian Society</p> <p>3.5 Culture of preservation of culture, transmission of culture and reinterpretation of culture</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Modern Trends in Education:</p> <p>4.1 Modernization, liberalization, privatization and globalization and its impact on education.</p> <p>4.2 Education as potential equalizing social force equality of educational opportunities.</p> <p>4.3 Educating the masses: the needy the disadvantage sections and women's education.</p> <p>4.4 Education for national and international understanding.</p> <p>4.5 De-schooling Society - Views of Evan Ilich.</p> <p>Transactional Mode:</p> <p style="padding-left: 20px;">Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =10 Marks) <ol style="list-style-type: none"> 1) Case study of any two children from varied sections of society. 2) Organization of program on any social issues related to education and submission of its reports individually. 3) Visit to Rural or Tribal school and observe the cultural activities and present its report. 4) Presenting a power point presentation on any of the above mentioned units followed by group discussion and presenting the report. <p>Development and implementation of program formational and international understanding and submission of its report</p>

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Programme: M.Ed.
Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-103	PSYCHOLOGY OF EDUCATION	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- Comprehend all the issues related to learning such as concepts of intelligence; multiple Intelligence; attitudes; values and interests.
- Analyze and apply the theories of Learning in teaching - learning process.
- Organize educational program by considering individual differences, mental health and adjustment ability of the students.
- Apply the techniques of motivation in teaching- learning process.
- Develop skill to provide guidance and counseling as per the needs of students.

Unit	Content
Unit I	<p>Human development and school of psychology:</p> <p>1.1 Human Development.</p> <ol style="list-style-type: none"> Concept, Meaning of Development Factors influencing on Development and their relative role General characteristics and problems of adolescence. <p>1.2 Schools of Psychology A historical view of different schools of psychology with specific reference to changing role of teacher and students.</p> <ol style="list-style-type: none"> Association Purposivism Behaviorism Structuralism Gestalt <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Psychology of Learning and Motivation:</p> <p>2.1 Learning</p> <ol style="list-style-type: none"> Learning: its meaning and nature. Theories of learning and instruction with reference to classroom practice. <ol style="list-style-type: none"> cognitive and behaviouristic learning theory cognitive learning theories Cognitive field theories Tolman's Sign. Verbal meaningful (Reception) learning theory - D. P. Ausubel Discovery learning - J. S. Bruner's Genetic epistemology and cognitive development – Piaget Social cognitive constructivist theory - Vygotsky Information processing theories. Brain base learning <p style="text-align: center;">Educational implication of learning theories with specific reference to - learning capacity, cognitive development</p> <p>2.2. Motivation</p> <ol style="list-style-type: none"> Motivation: meaning and importance. Factors related to motivation social factors, emotional, family, classroom ethos Theories of motivation: Maslow in the contents of learning and instruction. <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Personality Development and Group Dynamics:</p> <p>3.1 Personality development.</p> <ol style="list-style-type: none"> Meaning and dynamics of personality Theories of personality <ol style="list-style-type: none"> Type theory - Jung's classification Trait theory - Allport Psycho analytical theory - Freud Behaviouristic theory - Miller & Dollard Humanistic theory - Roger Methods of personality assessment projective and non-projective technique <p>3.2 Group Dynamics:</p> <ol style="list-style-type: none"> Group : Its definition; type of groups with illustration Meaning of Group Dynamics, Group Properties and Group Characteristics Group processes: Interaction, structure, cohesiveness, common motives and goals, standardization of behavior or norms. Class room as a group Different techniques to study groups <ol style="list-style-type: none"> Observation\ Sociometric techniques Questionnaires Cumulative Records Group conflicts and problem solving <p style="text-align: right;">(21 periods)</p>

Unit IV	<p>Individual Difference, Adjustment and Mental Health:</p> <p>4.1 Individual Difference.</p> <ol style="list-style-type: none"> i. Concept and meaning of individual differences. ii. Role of heredity and environment in individual differences. iii. Content of individual difference and its measurement. iv. Importance considering individual difference. v. Implication for individual difference for organizing educational programmes, classroom instruction. vi. Exceptional children: gifted, slow learner, disabled and guidance them <p>4.2 Adjustment and mental Health</p> <ol style="list-style-type: none"> i) Adjustment: Psychological process. ii) Concept of adjustment and maladjustment iii) Factors responsible for maladjustment. iv) Adjustment as art of living <p>4.3 Mental health: Meaning and importance of mental health.</p> <ol style="list-style-type: none"> i) Juvenile delinquency - remedial programme at school and community. ii) Role of guidance and counseling - Juvenile delinquency <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any two of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Conducting case study on one student who has difficulties in learning in primary years. 2) Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction. 3) Understanding group dynamics of higher secondary school students using different techniques and tools. 4) Administrations of personality test, its interpretation and report writing.

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Programme: M.Ed.
Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-104	METHODOLOGY OF EDUCATIONAL RESEARCH	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES

At the end of the course students will be able to,

- Identify different Sources of Knowledge, types and paradigms of Research.
- Elucidate meaning, purpose & characteristics of Educational Research.
- Formulate research proposal on an identified problem.
- Analyze research problem along with its specification in terms of objectives, hypothesis, definitions, variables and delimitations.
- Identify the types and methods of Educational Research
- Illustrate the concept of Population and Sampling.

Unit	Content
Unit I	<p>Introduction of Educational Research</p> <p>1.1 Basics of Educational Research</p> <ol style="list-style-type: none"> Sources of Knowledge: Inductive, Deductive, Scientific Method – Research – meaning, characteristics; Paradigms of Research – Quantitative, Qualitative and Mixed –Characteristics and Structure Educational Research – meaning, importance, characteristics, functions, Steps of Educational Research process and scope of Educational Research; areas of Educational research; Interdisciplinary research: Concept and nature <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Research Proposal</p> <p>2.1 Review of Research and Formulation of Research Proposal:</p> <ol style="list-style-type: none"> Review of Literature –meaning, purpose and need at different stages of research, Five steps of conducting a Literature Review – <ol style="list-style-type: none"> Identifying key terms Locating Literature Critically evaluate select the Literature, Organizing the Literature and writing of a Literature Review. Research Problem – Sources of a Research Problem, Identification and analyzing a Research Problem, Criteria for selection of Research Problem, Steps in the formulation of a Research Problem, Criteria for evaluation of a Research Problem. Objectives: Concept, nature and types. Research variable: Meaning and types Research Hypothesis – meaning, characteristics, Types of hypotheses. Research Design and Proposal – meaning, characteristics, context and format of a Research Proposal. Characteristics and steps of a good research design. <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Research Methods and Types:</p> <p>3.1 Types of research: Basic, Applied and Action Research</p> <p>3.2 Methods of research: Historical, Descriptive and Experimental.</p> <p>3.3 Qualitative Research: Case Study, Ethnography and Phenomenology.</p> <p>3.4 Experimental Research Design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only control group design and factorial design.</p> <p>3.5 Internal and external validity of results in experimental research.</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Sampling in Educational Research:</p> <p>4.1 Sampling in Educational Research:</p> <ol style="list-style-type: none"> Concept of population, sample, characteristics of good sample and size & errors of the samples. Techniques of sampling: Probable and Non-probable Sampling <ol style="list-style-type: none"> Probability sampling- <ul style="list-style-type: none"> Random sampling Stratified sampling Cluster sampling Systematic sampling Multistage sampling Non probability sampling- <ul style="list-style-type: none"> Convenient sampling Purposive sampling Quota sampling Snowball Sampling

	<p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any two of the following activities: (5 X1=5 Marks) <ol style="list-style-type: none"> 1) Formulation of research questions, objectives, hypothesis, delimitations for the selected topics. 2) Identify the steps of preparation, try out and finalization of a tool and submit a report. 3) Identification of variables of any one research study and their classification in terms of functions and level of measurement. 4) Critically examines reviews of related studies/literature.

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Programme: M.Ed.

Semester 1

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(Total Number of Periods)
CC-105	Practicum and Inter Semester Break COMMUNICATION SKILLS	68

Credits: 02 Hours: 68 Maximum Internal Marks: 50

COURSE OUTCOMES

At the end of the course students will be able to,

- Elucidate the conceptual information about communication skills.
- Develop the ability of communication skill.
- Adapt the skill of group interaction.
- Interact skillfully and ethically.
- Implement the knowledge of communication skill in classroom discussion and daily life.

Procedure: A short workshop is intended to enhance the ability of the graduates to listen, converse, speak, present, and explain ideas in groups and before an audience– as this is one of the essential expectations from all professionals in education. The workshops should also involve training in ICT and educational technology. Take Two day workshop on communication skill development.

In workshop:

- To help students to understand the conceptual information about communication skills. (Concept, Types)
- Arrange activities for students to develop the communication skills.
- Motivate students to complete project on communication skills.
- Focus on the speaking communication skills (English, Marathi and Hindi).
- Also focus on student teacher communication skill.

Sr. No.	Particular	Marks
1	Knowledge of communication skills	10
2	Project work	10
3	Group interaction	10
4	Examination	20
TOTAL MARKS		50

**Programme: M.Ed.
Semester 1**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(Total Number of Periods)
CC-106	Practicum and Internal Semester Break EXPOSITORY AND ACADEMIC WRITING	68

Credits: 02 Hours: 68 Maximum Internal Marks: 50

COURSE OUTCOME:

At the end of the workshop students will be able to,

- Write report on current evidences.
- Present views or perspectives on the topic.
- Demonstrate the ability to accurately structure an essay or topic.
- Present effective explanation of a topic.

Procedure: This type of writing can include essays, newspaper and magazine articles, instruction manuals, textbooks, encyclopedia articles, and other forms of writing, so long as they seek to explain. Students are supposed to write an expository writing with power point presentation.

In workshop:

- Motivate students to complete project on expository writing skill.
- Focus on the story writing, theme writing, self-experiences writing, report writing based on visits, writing about disasters, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various science, mathematics, history, geography, literature/language pieces) etc.

The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
1	Knowledge of expository and academic writing	10
2	Contents of the expository and academic writing	10
3	Presentation performance	05
4	Use of ICT for presentation	05
5	Examination	20
TOTAL MARKS		50

**Programme: M.Ed.
Semester 1**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(Total Number of Periods)
CC-107	Practicum and Internal Semester Break SELF DEVELOPMENT	68

Credits: 02 Hours: 68 Maximum Internal Marks: 50

COURSE OUTCOMES

After the successful completion of workshop students will be able to,

- Elucidate the knowledge of self-development.
- Analyze the process of self-identity.
- Learn the skills of communication; planning and organization of workshops.
- Imbibe time management skill and decision making ability.

Procedure: Arrange two day workshop on Self Development.

In workshop:

- To help students to understand the conceptual information about Self Development. (Concept, Components, Types with examples)
- Arrange activities for Self Development of students.
- Motivate students to complete a project on Self Development.
- Focus on the Inclusive Education, Life Skills, Interview preparation and Yoga skills etc.
- PowerPoint Presentation (PPT) is compulsory to present the information in workshop for Professors.

The Evaluation Structure is as follows:

Sr. No. Particular Marks	Sr. No. Particular Marks	Sr. No. Particular Marks
1	Knowledge of Self Development	10
2	Actively participation of self-development workshop	10
3	Report Writing	10
4	Examination	20
TOTAL MARKS		50

Part B
Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-201	Educational Studies	85
Credit: 04	Hours: 85	Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES :

At the end of the course students will be able to,

- Interpret the social, cultural, political, economic and technological factors influencing on education system.
- Analyze the relation between quality education and quality of life.
- Identify the dynamic relationship of education with the political process.
- Describe the relationship between education and development.
- Critically analyze the concept of equality in educational opportunity.
- Apply the process of knowledge construction.

Unit	Content
Unit I	<p>Conceptual Perspectives of Education as a Discipline</p> <p>1.1 Education as a socially contrived system influenced by social, cultural, political, Economical, and technological factors.</p> <p>1.2 Critical analysis of concepts, principles that are unique to education as discipline such as schooling, curriculum, Syllabus, text books, assessment, teaching-learning process and their linkage to pedagogy and practices.</p> <p>1.3 Procedure of bridging gap in the process of knowledge construction between :</p> <ol style="list-style-type: none"> Content knowledge and Pedagogy knowledge School knowledge and out of the school knowledge Experiential knowledge and empirical knowledge Knowledge on action and reflection on outcome of action Theoretical knowledge and practical knowledge Universal knowledge and contextual knowledge <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Need for a Vision of School Education and Teacher Education</p> <p>2.1 Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decisions, teaching-learning process and pedagogy for different stages of education, overall development of the children, assessment, school and classroom environment, role of the teachers, discipline and participatory management, etc.</p> <p>2.2 Multiple context of school: rural ,urban and tribal, school affiliated to different boards.</p> <p>2.3 Role of educational transformation in national development in the rights of the child.</p> <p>2.4 Concepts of quality and excellence in education- it's relation to quality of life.</p> <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Education as Interdisciplinary Knowledge</p> <p>3.1 Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.</p> <p>3.2 Contribution of science and technology to education and challenges ahead.</p> <p>3.3 Axiological issues in education:</p> <ol style="list-style-type: none"> Education for peace : Importance of peace, strategies for Developing peace among students, Towards Knowledge Societies : For Peace and Sustainable Development Aesthetics in education <p>3.4 Dynamic relationship of education with the political process.</p> <p>3.5 Interrelation between education and development.</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Social and cultural context of Education:</p> <p>4.1 Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict</p> <p>4.2 Social purpose of Education; Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society</p> <p>4.3 Role of Education in addressing the technological culture, privatization and</p>

	<p>globalization. 4.4 Equality in Educational opportunity- critical analysis of the ways in which schooling ,teaching-learning and curriculum contribute to social inequality; Right to Education 4.5 Education of socio-economically deprived groups and differential disabilities as seen in the society; Relevance of Education in social policy and policy of inclusion.</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and 2) interaction in a group. 3) Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State. 4) Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality. 5) Preparing a power point presentation on interdisciplinary nature of education and submission its report. 6) Survey of educational needs of disadvantages.

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Programme: M.Ed.
Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-202	Teacher Education-I	85
Credit: 04	Hours: 85	Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES-

A the end of the course students will be able to,

- Gain insight on concept, objectives and status of pre-service and in-service teacher education
- Acquaint student-teachers with historical background of teacher education in India.
- Evaluate the various recommendations of commissions in the post-independence era with reference to teacher education
- Evaluate the curriculum of teacher education.
- Examine the function of agencies of In-service training programme.
- Illustrate concept, nature, need, significance and scope-pre-service, in service teacher Education.
- Analyze Objectives of teacher education at elementary and secondary level.

Unit	Content
Unit I	<p>Concept of Teacher Education</p> <p>1.1 Teacher education: Concept, nature, need, significance and scope-pre-service, in service</p> <p>1.2 Difference between teacher training and teacher education.</p> <p>1.3 Objectives of teacher education at elementary and secondary level.</p> <p>1.4 In-service teacher education: Meaning, objectives, nature, and function.</p> <ol style="list-style-type: none"> Designing of in-service teacher education. Add New Topic Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Historical Development of Teacher Education in India</p> <p>2.1 Teacher education: A brief historical perspective of the development of teacher education – Ancient, Medieval and British period.</p> <p>2.2 A study of the various recommendations of commissions in the post-independence era with reference to teacher education</p> <ol style="list-style-type: none"> Radha Krishnan Commission Mudliar Commission Kothari Commission <p>2.3 National Policy of Education-1986</p> <ol style="list-style-type: none"> Add New Topic Yashpal Committee Report (2009) National Curriculum Framework for Teacher Education (2009) Justice Verma Committee Report (2012) National Knowledge Commission <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Curriculum of Teacher Education:</p> <p>3.1 Curriculum: Concept, Principles and Types</p> <p>3.2 The structure of teacher education curriculum documents of NCTE for D.T.Ed. and B.Ed.</p> <p>3.3 Curriculum Components</p> <ol style="list-style-type: none"> Foundation Course Pedagogy Course Engagement with field •Enhancing professional competence. <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Agencies of In Service Training Programme</p> <p>4.1 The nature and functions of -</p> <ol style="list-style-type: none"> National Council of Educational Research and Training University Grants Commission National Council of Teacher Education State Council of Educational Research and Training District Institute of Education Training. <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 = 05 Marks) <ol style="list-style-type: none"> 1) Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, evaluation. 2) Design, implementation and evaluation of a training input in any course of pre-

	service teacher education- mentored practicum.
	3) Study best practices of teacher education institutions.
	4) Critical study of an in-service teacher education program in terms of their need and relevance, duration, planning organization & out comes – document analysis.
	5) Studying the structure, modes and patterns of in-service programme.
	6) Studying the difference between practices and demand in preparation of teacher.

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**Programme: M.Ed.
Semester II**

Code of the Course/Subject Title of the Course/Subject (Total Number of Periods)

Course: CC-203 CURRICULUM STUDIES 85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

Course Outcome

At the end of the course students will be able to,

- Illustrate the need and importance of Curriculum structure.
- Outline a curriculum planning framework.
- Compare the process of curriculum planning at National, State and Institutional level
- Apply the various technique and method of Curriculum transaction
- Analyze the various models of Curriculum Evaluation.

Unit	Content
Unit I	<p>Introduction to Curriculum: 1.1 Concept, meaning and principles of curriculum. 1.2 History of curriculum development. 1.3 Components of curriculum: Objectives, contents, transaction mode and evaluation. d)Foundations of curriculum: Philosophical, Sociological, Psychological, Discipline Oriented.</p> <p style="text-align: right;">(22 periods)</p>
Unit II	<p>Curriculum Designing: 2.1 Curriculum Structure: Need and Importance. 2.2 Approaches of Curriculum Designing. i. Subject Centered ii. Problem solving centered curriculum. iii. Activity Centered iv. Competency based (including minimum levels of Learning) v. Learner - centered 2.3 Different Levels of Curriculum planning: National, State and Institutional level (relation and difference) 2.4Taba Model of curriculum development.</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Curriculum Transaction and Evaluation: 3.1 Requirement for Curriculum Transaction (Duration, Intake, Eligibility, content, Human Resource, Infra Structural Facilities) i. Instructional Systems, Media (Print, Electronic) Method, Techniques for Curriculum Transaction. ii. Enhancing Curriculum Transaction 3.2 Curriculum Evaluation: Concept, Nature and Purpose 3.3 Models of curriculum evaluation : i. Ralph Tyler ii. Staff self study -S.S.S model iii. Robert Stock Countenance model</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Improving Curriculum through Research: 4.1 Understanding of the research process in curriculum development. 4.2 Current researches on curriculum development. Studying one curriculum development project where research is an integral part. 4.3 Needs and importance of Research for curriculum development. 4.4 Techniques and Startigies for improvement in curriculum development.</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. • (Presentation-05 + Written Recods-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Evaluation of an institutional level curriculum for elementary education and submission of report. 2) Make an analysis of the NCF 2009 and submission of detail out its linking features. 3) NPE-1986 (modified version 1992) POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE and examine the documents with respect to various aspects of foundation and presentation in groups. 4) Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. 5) Design curriculum framework elementary of secondary education.

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Syllabus Prescribed for 2022Year PG Programme

Programme: M.Ed.

Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-204	HISTORY AND POLITICAL ECONOMY OF EDUCATION	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- Analyze the Vedic, Buddhist, and Islamic education system.
- Criticize the contributions of missionaries in Indian education system
- Explain the main recommendations of secondary education commission
- Describe the salient features of national policy of education 1968 and 1986
- Illustrate the concept, need and principles of educational finance.
- Compare the Central and state relationship in financing education.
- Compare the National and state budget: Critical appraisal of allocation of finance for education.
- Critical appraisal of educational policy planning and finance in contemporary India.

Unit	Content
Unit I	<p>History of Education: Ancient, Medieval Period:</p> <p>1.1 Education in Ancient India: Vedic, Buddhist, Islamic System of Education With special reference to their aims, curricula, methods of teaching practices and agencies of education.</p> <p>1.2 Education in Medieval India (1835-1947)</p> <ol style="list-style-type: none"> Missionaries contribution to education Policy of East India Company towards Indian Education- Macaulay Contribution. British Ruler – <ol style="list-style-type: none"> Magna Charta of Indian Education-1854 (Woods Dispatch) Indian Education Commission (hunter Commission) Indian Universities Commission 1902 Sadler Commission (The Calcutta University Commission The Hartog Committee Report 1929 Abbot- Wood Report 1936-37 <p>1.3 The indigenous system of education during the 19th century National Educational Movement , Introduction of Compulsory Primary Education- Gokhale’s Attempt, Basic Education - M. K. Gandhi.</p> <p style="text-align: right;">(22 periods)</p>
Unit II	<p>History of Education: Post Independence Period:</p> <ol style="list-style-type: none"> University education commission 1948 (Radhakrishnan Commission) The secondary education commission 1952-53 (Mudaliyar) Education commission 1964-66 (Kothari) National Policy of education 1968 Review committee on the curriculum-1977 (Ishwarbhai Patel Committee) National review committee on higher secondary education (Adisehiah Committee) 1978 Draft of national policy on education-1979 National policy on education 1986 Ramamurti review committee-1990 Report of central advisory board of education (Janardhana Committee) 1992 Revised national policy on education 1992 Report of Yashpal Committee – 1993 <p>With special reference to elementary and secondary education</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Education and Finance:</p> <ol style="list-style-type: none"> Educational Finance: Concept, Need and Principles Source of Economic growth in Education: Government Grant (Central, State, Local), tuition fees, taxes, endowments, Donation and Gifts. c. Investment in Education <ol style="list-style-type: none"> Demand in Education investment in education and challenges Profitability of investment in education. Input-Output analysis of investment in education Social demand criteria for public investment. Central and state relationship in financing education. Critical analysis of five year plans regarding expenditure on education. <p style="text-align: right;">(21 periods)</p>

Unit IV	<p>Conceptual and Theoretical aspect of political Economy of Education:</p> <p>4.1 Political ideologies and policy of education in democratic state. 4.2 Secularism concept, meaning and goal of secularism. 4.3 Constitutional responsibility for providing education. 4.4 Right to education act. 4.5 National and state budget: Critical appraisal of allocation of finance for education. 4.6 Critical appraisal of educational policy planning and finance in contemporary India.</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (total mark 20)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =5 Marks) <ol style="list-style-type: none"> 1) Reading the Report of any one of the pre-Independence period or post-independence period, education commission, so as to understand the history of Indian Education and presenting the report. 2) Interviewing the members of school management and Head Master/ Principal, so as to understand the problems of Education. (Management, organizational, finance, professional growth of education personnel, political problems.) 3) Reading appropriate sources, so as to trace out the need, significance and principles of Educational Financing and presenting the report. 4) Presentation on critical analysis of education system in ancient period and medieval period.

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**Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester II**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
PC-205	FORMULATION AND PRESENTATION OF RESEARCH PROPOSAL	68

Credits: 02 Hours: 68 Maximum Internal Marks: 50

COURSE OUTCOMES

After the successful completion of the course students will be able to,

- Formulate a research proposal
- Identify the research area or problem from various sources.
- Predict the research planning and tentative schedule for the implementation of research work
- Identify the research gaps in a field of interest and enumerate research questions.
- Evolve a research problem based on the research gaps and research questions.
- Prepare critical review of related studies for the selected research problem.

Each student is expected to prepare a draft research proposal in consultation with his/her guide and make a presentation before the seminar committee and the same committee will evaluate the presentation.

Procedure: One day workshop on formulation of research proposal will be organized under the guidance of research guide followed by power point presentation by researcher.

The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
1	Selection and justification of research title	05
2	Need, significant, objectives and methodology(population, sample and tools) of research topic.	10
3	Actual Research Proposal writing	05
4	Use of ICT for Presentation	05
5	REFERENCES and Bibliography	05
6	Examination	20
TOTAL MARKS		50

**Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester II**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
PC-206	INTERNSHIP IN A TEACHER EDUCATION INSTITUTION	136

Credits: 04

Hours: 136

Maximum Internal Marks: 100

COURSE OUTCOMES

At the successful completion of internship students will be able to,

- Manages and participates in the curriculum activities of the college.
- Integrate practical experience with classroom instruction for more complete learning process.
- Plan and demonstrate a micro lesson, macro lessons and models of teaching to pre-service teachers.
- Develop skill of planning and organizing team- teaching lesson to teach pre-service teachers.
- Critically analyze the functioning of a teacher education institution
- Acquire the skill of maintaining multi-media lab and computer center.
- Develop and expand professional competencies, skills, interest and expectations in preparing for a career in the field of teacher education

Internship:

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

- 10 classes in the TEI (B.Ed.) will be taken by the M.Ed. student under the supervision of faculty/mentor teacher.
10classes x4 marks = 40 marks.
- Observation of pupil teachers' ten lessons.
10 lessons x 2 marks = 20marks.
- Construction and standardization of an achievement test in one of the teaching subject.
1 test x 10 marks = 10 marks.
- Administration, Scoring and Interpretation of any two of the following:
Intelligent test b. Personality test c .Creativity test d. Study habits test e. Adjustment test
2 test x 10 marks = 20 marks.
- A Project related application of ICT
1 project x 10 marks = 10 marks

Part B
Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-301	TEACHER EDUCATION-II	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- Analyze the working and monitoring process and the influence of multi organization in teacher education .
- Evaluate the management process of demand and supply of teacher.
- Demonstrate the process of Continuous and Comprehensive Evaluation.
- Criticized the various challenges in professional Development teacher.
- Develop the skills required for professional development of teachers.
- Perform the professional ethics required for teachers.
- Evaluate the nature of research in Teacher education.

Unit	Content
Unit I	<p>Management of Teacher Education at Elementary and Secondary Level:</p> <p>1.1 Administrative Structure in Teacher Education at National and State Level Structure</p> <p>1.2 Management Issues in Teacher Education</p> <p>1.3 Planning and Designing in Teacher Education</p> <p>1.4 Executing the Instruction</p> <p>1.5 Multi-organizational Influences (University, State Government, UGC, NCERT and NCTE)</p> <p>1.6 Monitoring the Programme</p> <p>1.7 Management of demand and supply of teacher (22 periods)</p>
Unit II	<p>Recent Trends in Teacher Education:</p> <p>2.1 Competency-based Teacher Education</p> <p>2.2 Continuous and Comprehensive Evaluation/school-based evaluation</p> <p>2.3 Integrated Approach in Teacher Education</p> <p>2.4 Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes, and sufficiency of subject matter knowledge for teaching at the senior secondary level.</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Profession and Professional Development of a Teacher:</p> <p>3.1 Profession as teacher: Concept, nature and importance.</p> <p>3.2 Professional development of a teacher: Orientation, refresher, workshop, seminar and conference (meaning, objectives and nature).</p> <p>3.3 Professional ethics and code of conduct for teachers</p> <p>3.4 Enhancing and evaluating teacher effectiveness through Performance Appraisal of Teacher. (21 periods)</p>
Unit IV	<p>Research in Teacher Education:</p> <p>4.1 Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme.</p> <p>4.2 Researches in Teacher Education- Methodological Issues and Challenges</p> <p>4.3 Innovations in Teacher Education: Constructivist and Reflective Teacher Education</p> <p>4.4e-Teacher Education: Concept, Need and Significance</p> <p>Transactional Mode:</p> <p>Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Select any one current practice in teacher education & trace out the background of its formulation as a policy. 2) A review of researches in any one area of research in teacher education & write the policy implications. 3) A review of a research article in teacher education and write implications for the practioners. 4) Case study on innovative Institutions in teacher education. 5) Studying the opinions of the in-service teachers for strengthening teacher education. 6) Development and implementation programme for community awareness on certain cultural, social, environment and academic issues.

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Programme: M.Ed.
Semester III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-302	ADVANCE EDUCATIONAL RESEARCH & STATISTICS	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)
COURSE OUTCOMES

At the end of the course students will be able to,

- Enumerates the uses and limitations of different tools and technique of research.
- Elucidates the procedure of construction and validation of Tools and Technique.
- Illustrate the role and use of advanced statistics in educational Research.
- Identify statistical techniques to test the significance of difference between two means, interpret the results and draw generalizations.
- Evaluate Norms, format, language and technical rules of research.
- Formulates research report in the form of thesis, dissertation, synopsis and executive summary.

Unit	Content
Unit I	<p>Tools and Technique</p> <p>1.1 Tools and Techniques: Concept and characteristics of good tools & techniques</p> <p>1.2 Tools and Techniques: Interview; observation, sociometric, questionnaire, attitude scales- Thurston's & Likert's technique, and rating Scale.</p> <p>1.3 Standardization of various tools and techniques,</p> <p>1.4 Validity and Reliability of Research Tool:</p> <p>a) Validity – meaning, methods of establishing Validity, factors influencing Validity and Research tool; measures to increase the Validity of a tool.</p> <p>b) Reliability – meaning, methods of establishing reliability, factors influencing reliability of a research tool, measures to increase reliability of a test.</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Descriptive Statistics</p> <p>2.1 Scales of measurement- nominal, ordinal, internal & ratio-Meaning, Properties and uses</p> <p>2.2 Processing and graphical representation of data – Classification and tabulation of data, Graphical representation of Data- Frequency Polygon and Histogram.</p> <p>2.3 Measures of Central Tendency and Variability - Concept, Computation & Uses.</p> <p>2.4 Measures of Relative positions- Percentiles & Percentile Ranks – Concept and Computation</p> <p>2.5 Derived Scores – Z score, T score –Concept & Computation</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Inferential Statistics</p> <p>3.1 Concept of statistical terms – Parameter, statistic, sampling distribution, sampling error, standard error, Statistical inference – Meaning, Estimation, one tail and two tail tests</p> <p>3.2 Procedure of testing the hypothesis; Levels of significance, confidence limits – concept, computation (large and small sample), degrees of freedom, types of error: type I and type II, Tests of significance – Concept;</p> <p>3.3 Parametric Test –Meaning, Assumptions, Uses and Computation of “t” test - Testing the significance of Means for large and small Independent & correlated samples</p> <p>3.4 Non-Parametric test -; Chi Square.</p> <p>3.5 Analysis of Variance (ANOVA, ANCOVA) - Uses and Computation</p> <p style="text-align: right;">(22 periods)</p>
Unit IV	<p>Evaluation of Qualitative Research Report</p> <p>4.1 Evaluation of research report: Norms, format, language and technical rules</p> <p>4.2 Use of Computer for data analysis- Knowledge of different types of software for statistical analysis: SPSS and EXCEL</p> <p>4.3 Bibliography, Referencing, American Psychological Association Style (APA Style) and Appendix</p> <p>4.4 Ethics of qualitative research and quality of researcher.</p> <p>Transactional Method:</p> <p>Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =5 Marks) <ol style="list-style-type: none"> 1) Analysis of data using Statistical Packages 2) Evaluate the any one research dissertation 3) Preparation of research article on own research 4) Critically evaluate the research paper.

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Programme: M.Ed.
Semester III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
SC-303	ELEMENTARY SCHOOL LEVEL STATUS, ISSUES AND CONCERNS	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- Illustrate the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- design language development process of Elementary students
- critically examine the role and contribution of ECCE in India and world for improving quality of elementary Education.
- Evaluate the various programs organized under Sarva Shiksha Abhiyaan.
- Analyze social and emotional development of Elementary students
- Evaluate the development of elementary education in India since independence
- Develop awareness of strategies and programmes in elementary education
- Reflect on the relevance of the policy and programme of elementary education in Indian and Global Perspectives

Unit	Content
Unit I	<p>Perspectives and Context of Elementary Education:</p> <p>1.1 Elementary Education: Nature, Scope, function and system of Elementary Education.</p> <p>1.2 General objectives of Elementary Education.</p> <p>1.3 Status of Elementary Education in Indian Education System.</p> <p>1.4 Developmental characteristics and norms-physical, cognitive process and abilities of elementary level Students.</p> <p>1.5 Language development process of elementary students.</p> <p>1.6 Socio-emotional development during early and late childhood (only implications form theories to be referred).</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Development of Elementary Education:</p> <p>2.1 Nature and focus of elementary education after-independence</p> <p>2.2 Relevance of elementary educational thought of Tarabai Modak, Gigubhai Badheka, Montessori and Frobel.</p> <p>2.3 Right to education as fundamental right: provision in Right To Education (RTE) Act and related issues.</p> <p>2.4 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.</p> <p>2.6 ECCE in global perspective: United Nations convention on rights of the child (UNCRC, 1989), millennium development Goals (2000) and global monitoring report (UNESCO) 2007 – Concerns and issues.</p> <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Universalization of Elementary Education (UEE)- Objectives and Challenges:</p> <p>3.1 Concept, objectives, meaning and justification of UEE.</p> <p>3.2 Critical appraisal of current status of UEE (access enrolment, land retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.</p> <p>3.3 Access and enrolment of different types of learner-issues and challenges.</p> <p>3.4 Enrolment and dropout : meaning and assessment and related issues and dropout</p> <p>3.5 Achievement levels of different types of learners-status and issues.</p> <p>3.6 Differently abled children-types, access, issues and challenges; critical appraisal of inclusive educational as a solution.</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Strategies and Programmes in Elementary Education:</p> <p>4.1 Panchayatraj and community involvement in education planning and management related issues</p> <p>4.2 Participation of NGOs in achieving goals of UEE.</p> <p>4.3 Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multi grade contexts.</p> <p>4.4 District primary education programme-goals and strategies.</p> <p>4.5 Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention / participation and achievement, and monitoring, research and evaluation of mid-day meals, different incentive schemes and achievement.</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>

	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. • (Presentation-05 + Written Recods-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Critical study of existing elementary education curriculum of a state 2) Comparative study of one aided and non-aided elementary school. 3) Study of enrolment and drop-out problems in elementary education. 4) Critical analysis of Mid-day meal scheme.
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Programme: M.Ed.
Semester III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
SC-304	(B) ELEMENTARY SCHOOL LEVEL CURRICULLUM,PEDAGOGY AND ASSESMENT	85
Credit: 04	Hours: 85	Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES

At the end of the course students will be able to,

- Develop competency in students in development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment
- Analyze the underlying principles of curriculum development and evaluation at elementary Stage
- Classify the physical, cognitive, and socio-emotional dimension of curriculum.
- Illustrate the status, nature and existing practices of pre-service and in-service education of teachers and functionaries associated with elementary education
- Analyze the Training, Research & Evaluation in Elementary Child Care Education (ECCE)
- Develop Awareness of researches and the training programs in elementary education
- Acquire the skill to construct the achievement and diagnostic tests
- Administer the tests and interpret the best scores and its implication to students and parents

Unit	Content
Unit I	<p>Curriculum Development of Elementary Education:</p> <p>1.1 Curriculum development: concept, components and determinants of elementary education Curriculum.</p> <p>1.2 Principles of curriculum construction criteria for selection, organization of content, learning activities, different perspectives to curriculum and their synthesis - behaviorist, cognitive e and construction.</p> <p>1.3 Curriculum, objectives, planning organization and evaluation of language, mathematic, environmental, studies, natural science, social science in elementary Education.</p> <p>1.4 Preparation and use of different types of curricular material.</p> <p>1.5 The relevance National Curriculum Framework (NCF) 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.</p> <p style="text-align: right;">(22 periods)</p>
Unit II	<p>Curriculum Approaches and Recourses for Elementary Education:</p> <p>2.1 Curriculum for school readiness – physical, cognitive, socio-emotional dimension; characteristics of learning experiences and approaches</p> <p>2.2 Supports of workforce: teachers, parents and community supports in functioning of Elementary Child Care Elementary (ECCE) centre .</p> <p>2.3 General principles to curricular approaches – activity based / play – way, child – centered, theme based, holistic, joyful , inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as method in primary and early primary stages – meaning, rational, method of transaction in specific contexts.</p> <p>2.4 Local specific community resources – human and material & their integration to curricular activities; preparation & use of leaning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Training, Research & Evaluation in Elementary Child Care Education (ECCE):</p> <p>3.1 Need and significance of personnel involved in ECCE programme.</p> <p>3.2 Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems</p> <p>3.3 Areas of research studies in ECCE.</p> <p>3.4 Evaluation of ECCE programmes, methodology and implications</p> <p>3.5 Role of SCERT in elementary education</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Educational Evaluation – Tools and Techniques:</p> <p>4.1 Evaluation : Meaning, nature and function of evaluation, difference between measurement, and evaluation Type of (student) evaluation – formative, diagnostic and summative evaluation, continuous and comprehensive evaluation,</p> <p>4.2 Testing and non-testing tools of evaluation Types of achievement test - essay type, short answer and objective, non-testing tools - observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records question bank, grading</p> <p>4.3 Steps for Standardization of Test - Planning the Test, Selection the Content, Objectives, Blue Print, Item Writing, Pre Testing or Tryout, Item Analysis, Preparing the Final Form, Establishing the Reliability and Validity and Developing</p> <p>4.4 use of test and types of test: norm-referenced and criterion-referenced.,</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>

	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =5 Marks) <ol style="list-style-type: none"> 1) Case study of any one Elementary School 2) Study of present status of Elementary Education in a State//District 3) Writing of journal articles on different issues on Elementary Education 4) Survey of play materials and comparing with the socio-cultural set-up 5) Survey of child rearing practices in different cultures
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Programme: M.Ed.
Semester III

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
SC-305	A) SECONDARY SCHOOL LEVEL STATUS, ISSUES AND CONCERNS	85
Credit: 04	Hours: 85	Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES :

At the end of the course students will be able to,

- Illustrate the nature, scope and systems of secondary.
- Examine the status of development of secondary and senior secondary education in India after independence
- Discuss and analyze the problem and challenges related to secondary and senior secondary education
- Critically examine the interventions to solve the problems and issues related to alternative schooling at secondary schools..
- List and formulate co-curricular activities in secondary.
- Learn the skills required for managing co-curricular activities of secondary and higher secondary school education
- Appreciate the use of support system and innovation in secondary education.
- Develop research insight in various areas of research in secondary education

Unit	Content
Unit I	<p>Perspectives and Context of Secondary Education:</p> <p>1.1 Secondary Education: Nature, scope, function and system of secondary education.</p> <p>1.2 General objectives of Secondary Education.</p> <p>1.3 Status of Secondary Education in Indian Education System after National Education Policy 1986</p> <p>1.4 Developmental characteristics and norms-physical, cognitive process and abilities of Secondary level Students.</p> <p>1.5 Language development process of secondary students.</p> <p>1.6 Socio-emotional development of adolescent (only implications for theories to be referred)</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Problems and Challenges of Secondary Education:</p> <p>2.1 Problems and challenges related to secondary education.</p> <p>2.2 Problems and strategies of alternative schooling at secondary stage.</p> <p>2.3 Problems, challenges, strategies and interventions in relation to access enrolment, dropout, achievement equality of educational opportunities.</p> <p>2.4 Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problem.</p> <p>2.5 Classroom problems - discipline, under achievement, lack of motivation, slow learners, delinquency and maladjustment.</p> <p>2.6 Issues of quality in secondary education: management system of secondary education, department of education, directorate, inspectorate and private agencies</p> <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Co-curricular activities in Secondary and Higher Secondary Education:</p> <p>3.1 Place of Co-Curricular Activities in Secondary and Higher Secondary Education</p> <p>3.2 Objectives of Co-Curricular Activities;</p> <p>3.3 Principles underlying the Organization of Co-Curricular Activities</p> <p>3.4 Type of Co-Curricular Activities</p> <p>3.5 Management of Co-Curricular Activities</p> <p>3.6 Place of Co-curricular activities in CCE</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Support System and Innovation in Secondary Education:</p> <p>4.1 Support System: Interactive Technologies, Teleconferencing, E-learning, Designing of E-learning Content.</p> <p>4.2 Challenges and limitation of interactive technologies' of INSET</p> <p>4.3 Concept and importance of INSET, Challenges and limitation of interactive technologies' of INSET</p> <p>4.4 Areas of research in Secondary Education.</p> <p style="text-align: right;">(21 periods)</p> <p>Transactional Mode:</p> <p>Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p>

	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =5 Marks) • The students will undertake any one of the following activities: (5 X 1 =5 Marks) <ol style="list-style-type: none"> 1) Preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement 2) Preparing a report on the existing status of the teachers, method of recruitment of salary structure 3) Conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest improvement there of 4) Visits of different types of secondary schools and preparation of school profiles 5) Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
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Programme: M.Ed.
Semester III

Code of the Course/Subject SC-306	Title of the Course/Subject (B) SECONDARY SCHOOL LEVEL CURRICULUM, PEDAGOGY AND ASSESSMENT	(Total Number of Periods) 85
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Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- analyze the underlying principles of curriculum development and evaluation at Secondary Stage
- design various considerations for curriculum development
- illustrate the need and importance of work experience, art education, health physical education and working with the community.
- develop the capability of teaching of language, science and mathematics at secondary level
- acquire the skills to use effectively various methods and approaches of teaching learning of various subjects at secondary level
- develop research insight for curriculum development in secondary education.
- understand the nature and uses of different types of tools and techniques of evaluation in secondary education
- acquire the skill to construct the achievement and diagnostic tests
- administer the tests and interpret the best scores and its implication to students and parents

Unit	Content
Unit I	<p>Curriculum Development at Secondary Education:</p> <p>1.1 Curriculum development: concept, components and determinants of secondary Education Curriculum.</p> <p>1.2 Principles of curriculum construction criteria for selection, organization of content, learning activities, different perspectives to curriculum and their synthesis - behaviorist, cognitive e and construction.</p> <p>1.3 Curriculum objectives, planning organization and evaluation of language, mathematic, environmental studies, natural science, social science in Secondary Education.</p> <p>1.4 Preparation and use of different types of curricular material.</p> <p>1.5 The relevance National Curriculum Framework (NCF) 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.</p> <p style="text-align: right;">(22 periods)</p>
Unit II	<p>Language and Social Science Curriculum at Secondary Education:</p> <p>2.1 Language Curriculum: Focus on three (3) language formula emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction English needs to find its place along with other Indian languages - Multilingual character of the classroom.</p> <p>2.2 Social Science Curriculum:</p> <ol style="list-style-type: none"> Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on social issues At secondary stage social science comprise history, geography, sociology, political science and economics. <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Science and Mathematics Curriculum at Secondary Education:</p> <p>3.1 Science Curriculum:</p> <ol style="list-style-type: none"> Science as a composite discipline at secondary stage Systematic experimentation as a tool to discover / verify theoretical principles and working on locally significant projects involving science and technology. Introduction of science as separate discipline such as physics, chemistry, mathematics, biology etc. with emphasis on experiments / technology and problem solving. <p>3.2 Mathematics Curriculum:</p> <ol style="list-style-type: none"> Introduction of Mathematics as separate discipline. Co-relation of Mathematics with different secondary school subjects. <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Educational Evaluation – Tools and Techniques:</p> <p>4.1 Evaluation : Meaning, nature and function of evaluation, difference between measurement, and evaluation Type of (student) evaluation – formative, diagnostic and summative evaluation, continuous and comprehensive evaluation,</p> <p>4.2 Testing and non-testing tools of evaluation Types of achievement test - essay type, short answer and objective, non-testing tools - observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records question bank, grading</p> <p>4.3 Steps for Standardization of Test - Planning the Test, Selection the Content, Objectives, Blue Print, Item Writing, Pre Testing or Tryout, Item Analysis, Preparing the Final Form, Establishing the Reliability and Validity and Developing</p> <p>4.4 use of test and types of test: norm-referenced and criterion-referenced.</p> <p>Transactional Mode:</p> <p>Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>

	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =10 Marks) <ol style="list-style-type: none"> 1) Critical appraisal/analysis of existing syllabi and textbooks on secondary education developed by state government. 2) Evolving criteria for development of syllabi and textbooks 3) Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations) observed visited and analysis of the own experiences 4) Evaluation of syllabus related to secondary education (any one) viz. language, science, mathematics, and social science. 5) Critical analysis of a curriculum conducting continuous evaluation in scholastic and non-scholastic areas preparation, administration and interpretation of a diagnostic test
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**Programme: M.Ed.
Semester III**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(Total Number of Periods)
PC-307	INTERNSHIP RELATED TO SPECIALIAZATION COURSES	136

Credits: 04

Hours: 136

Maximum Internal Marks: 100

COURSE OUTCOMES,

On successful completion of the internship students will be able to:

- Evaluate the role of a teacher educator as a professional.
- Analyze community, school and class contexts and identify the need for planning;
- Plan, implement, manage, assess and evaluate teaching and learning in both short and long term in multiple contexts within the environment of the school;
- Develop the ability to communicate with students, colleague teacher, school staff and community members;
- Develop and adapt professional skills and ethics.

This part involves associating it with a field site relevant to the area of specialization. Following Activities may be completed during Internship

- Lesson Observation of School Teachers (Min. 02 Lessons)
- Observation of School Administration and Management
- Study of School Curriculum
- Observe and Study the Slow and Advance Learner (**Any one**)
- Work as a Teacher Educator/ Supervisor in School.

The Evaluation Structure is as follows:

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

Syllabus Prescribed for 2022Year PG Programme

**Programme: M.Ed.
Semester III**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
PC-308	REVIEWS OF RELATED LITERATURE. RESEARCHES AND ITS ANALYSIS	34

Credits: 01

Hours: 34

Maximum Internal Marks: 25

COURSE OUTCOMES:

At the end of the course students will be able to,

- Illustrate the purpose and need of reviews of related literature.
- Develop the research insight through the review of related literature.
- Acquaint the current knowledge in its related field.
- Develop the ability to find out its research gap in the related field.

Procedure:

A thorough review of the related literature is an integral part of the conduct of research study. Reviewing the literature is one of the sources of knowledge. Reviewing related literature and previous researches allows the investigator to acquaint him/herself with the current knowledge in the related field in which he is going to conduct his research. The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Planning for searching related literature and researches.	05
02	Noting the methodologies: method of research, population, sample size, research tools, statistical techniques	05
03	Use of ICT for searching related literature and researches	05
04	Uniqueness of selected topic	05
05	Presentation	05
TOTAL MARKS		25

**Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester III**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
PC-309	DISSERTATION – TOOLS DEVELOPMENT	34

Credits: 01

Hours: 34

Maximum Internal Marks: 25

COURSE OUTCOMES:

At the end of the course students will be able to,

- Identify Suitable Tool According To Research Methodology.
- Adopt Identified Tool
- Get An Idea About Development Of Tools
- Acquire The Knowledge & Skill In Using Ict For Development Of Research Tools.
- Develop The Ability To Select A Research Tools Relevant To The Content
- Learn The process of development of research tools

Procedure: Each student is expected to develop related research tools in consultation with his/her guide and make a presentation before the seminar committee and the same committee will evaluate the presentation. A separate orientation session shall be organized for development of research tools. The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge and understanding of research tools	05
02	Planning for development of research tools	05
03	Use of ICT for development of research tools	05
04	Content and selection of research tools	05
05	Pilot study or standardization of research tools	05
	TOTAL MARKS	25

Part B
Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-401	A) EDUCATIONAL PLANNING AND MANAGEMENT	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES –

At the end of the course students will be able to,

- Illustrate Concept and nature of Educational Planning.
- Evaluate the need, scope and purpose of educational planning and management in terms of national and community needs.
- Identify methods and techniques of planning.
- Determine objectives of planning and management on the basis of individual needs of the students.
- Criticize various approaches of educational planning.
- Analyse educational expenditure at elementary and secondary levels.

Unit	Content
Unit I	<p>Concept, Need and Process of Educational Planning:</p> <p>1.1 Concept and nature of Educational Planning. 1.2 Need and importance of Educational Planning. 1.3 Types of Educational Planning; Process of District level planning including Micro level planning exercise; Institutional planning. 1.4 Critical view of Educational Planning in India.</p> <p style="text-align: right;">(22 periods)</p>
Unit II	<p>Principles and Techniques of Educational Planning</p> <p>2.1 Guiding principles of educational planning 2.2 Methods and techniques of planning. 2.3 Approaches to Educational Planning: i. Social demand approach ii. Man-power approach iii. Return of Investment approach</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Educational Management:</p> <p>3.1 Concept of Educational Management 3.2 Nature and scope of educational management 3.3 Theories of Administration i. Scientific Management : F.W Taylor ii. Bureaucratic Model : Max Weber iii. Human Relations and Human Resources Model : Elton Mayo iv. Political and Decision making model v. Contingency Model</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Educational Expenditure:</p> <p>4.1 Educational Expenditure: meaning and types 4.2 Concept of Cost of Education and Expenditure on Education 4.3 The Determinants of Expenditure on Education 4.4 Grant-in-Aid Policy at Elementary and Secondary Education</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Recods-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Preparation of institutional plan. 2) Evaluation of management activities in secondary/ elementary school. 3) Preparation of plan for instructional management in a secondary school. 4) Critical analysis of an educational project.

Essential Readings

- Bell & Bell (2006): Education, Policy and Social Class. Routledge.
- Bottery Mike (ed.) (1992): Education, Policy & Ethics. Continuum, London.
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Part B
Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-402	LEADERSHIP AND HUMAN RESOURCES MANAGEMENT IN EDUCATION	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES –

A the end of the course students will be able to,

- Criticize the concept of leadership in educational management.
- Illustrate concept and types of leadership
- Justify the importance of the leadership behavior in educational management.
- Recognize the women role in the educational leadership.
- Discuss the concept of power and politics in leadership.
- Illustrate the concept and processes of Human Resource management in education.
- Analyse the process of recruitment and selection in educational organization.

Unit	Content
Unit I	<p>Leadership in Education: 1.1 Leadership: Concept and types. 1.2 Power and Politics in Leadership: Concept, bases and tactics of power 1.3 Leadership and Motivation: Motivation process and strategies of motivating educational personnel</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Women in Educational Leadership 2.1 Status of women in leadership 2.2 Status of women in educational leadership 2.3 Need and importance of women in Leadership positions 2.4 Barriers faced by women in leadership position 2.4 Strategies adopted by women administrators</p> <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Meaning and Concept of Human Resource Management: 3.1 Meaning and concept of Human Resource management 3.2 Nature of Human Resource management 3.3 Functions and objectives of Human Resource management 3.4 Skills for HR professionals: Meeting skills, Time management skills, Presentation skill and Team building skills.</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Educational Supervision: 4.1 Meaning and Nature 4.2 Functions of supervision 4.3 Supervision v/s inspection. 4.4 Planning, Organizing and Implementing Supervisory Program 4.5 Issues and challenges in Educational Supervision</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Recods-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) A study of the functioning contribution of PTA. 2) Study of conflict resolution studies adopted by heads in two schools. 3) Panel discussion on corporate punishment in schools. 4) Prepare a plan for the mobilization of different types of resources form the community. 5) Study of leadership qualities of Principal.

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- Pattnayak, B. (2005) Human Resource Management. New Delhi: Prentice Hall of India (Pvt.) Ltd.
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- Sandra Gupton (1996) Highly successful women administrators. California: Corwin press, Inc, sage publication company.
- Singh, N.K. (1999) Human Resource Management. New Delhi: Excel Books.
- Stephen P. Robbins(2009). Organisational Behaviour. India: Pearson Prentice Hall

Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-403	C) ISSUES IN PLANNING, MANAGEMENT AND FINANCING OF EDUCATION	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES –

A the end of the course students will be able to,

- Illustrate issues related to planning and management of education.
- Demonstrate the organizational behaviour in education.
- Reflect on the conflict and stresses in school organization and techniques of managing these.
- criticize Recruitment procedure at Elementary and secondary level
- Analyze the policies of educational finance and its implications of efficiency of the system,
- Interpret the process of recruitment and selection in educational organization.
- Examine the processes of performance management and performance appraisal within an educational organization.

Unit	Content
Unit I	<p>Organizational Behavior in Education:</p> <p>1.1 Organizational Behavior and Organizational effectiveness. 1.2 Factors influencing Organizational Culture in schools 1.3 Role of school Principal in creating school culture, leadership, decision making, human relations and communication. 1.4 Conflict and stress-conflict management, motivation and morale. 1.5 Critical review of educational planning in India. 1.6 Intra and Inter Personal Communication and group Dynamics</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Recruitment and selection of Human Resource:</p> <p>2.1 Sources of recruitment 2.2 Factors affecting recruitment 2.3 Recruitment procedure at Elementary and secondary level 2.4 Issues in recruitment 2.5 Selection : meaning and process of selection 2.6 Barriers to effective selection</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Performance Management and Performance Appraisal:</p> <p>3.1 Meaning and concept of Performance Management 3.2 Need and Importance of Performance Management 3.3 Performance Management Process 3.4 Meaning and concept of Performance Appraisal 3.5 Appraisal Process at elementary and secondary level 3.6 Appraisal Methods 3.7 Concept of Academic Audit</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Problems and Issues of Educational Finance:</p> <p>4.1 Tuition fees: merits and demerits of uniform tuition fees. 4.2 Additional resources for education. 4.3 Grant-in-aid policy of the state government with special reference to secondary education.. 4.4 The factors affecting increasing the financial burden on local governments. 4.5 Ways and means of controlling funds</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(22 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 = 05 Marks) <p>1. Cost benefits analysis of education at primary level. 2. Preparation of a plan of action for development of low cost equipment and apparatus in a primary school. 3. Evaluation of management of SSA activities in a district. 4. Evaluation of recruitment and selection criteria for teacher in aided and non-aided institutes</p>

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Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-404	A) SUSTAINABLE DEVELOPMENT AND ENVIRONMENT EDUCATION	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

A the end of the course students will be able to,

- Describe the concept and Dimensions of Sustainable Development
- Illustrate the role of Environmental education for Sustainable Development.
- Compare National and International initiatives towards Sustainable Development.
- Analyze the concept and ways of Conservation of Natural Resources
- Create awareness about Environmental movements.
- Describe the Role of Education in Conservation of Natural Resources

Unit	Content
Unit I	<p>Sustainable Development</p> <p>1.1 Sustainable Development : Meaning & dimensions (natural, social & economic) –</p> <p>1.2 Strategies for Sustainable Development: suggested in Agenda –</p> <p>1.3 Guiding Principles for Sustainable Development</p> <p>1.4 Mahatma Gandhi’s concept of Sustainable Development</p> <p>1.5 Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development</p> <p>1.6 Role of Environmental Education in Sustainable Development-Need of an Inter-disciplinary Approach.</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Committees on Sustainable Development:</p> <p>2.1 International commitments to Sustainable development: International conferences, Treaties and programmes across the Globe</p> <p>2.2 National initiatives: Governmental policies towards sustainable development</p> <p>2.3 Innovations for sustainable development</p> <p>2.4 Brutland commission on sustainable development</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Environmental Education</p> <p>3.1 Environmental Education : Meaning, need and scope</p> <p>3.2 Historical perspective of Environmental Education</p> <p>3.3 Need of Environmental Education for School Teachers and Teacher Educators</p> <p>3.4 Guiding Principles of Environmental Education</p> <p>3.5 Study of curriculum of Environmental Education at Primary & Secondary levels of Education currently implemented in Maharashtra : objectives, content Areas, teaching – learning and modes of Evaluation as prescribed in the curriculum</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Education for Conservation of Natural Resources</p> <p>4.1 Conservation of Natural Resources : Concept , need and Importance</p> <p>4.2 Ways of Conservation of Natural Resources : Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape</p> <p>4.3 Environmental Movements:-</p> <p style="padding-left: 20px;">i. Chipko, Apiko, Silent Valley, Narmada Bachao and Western Ghat Bachao</p> <p style="padding-left: 20px;">ii. Role of Environmental Movements in Environmental Conservation</p> <p>4.5 Environmental Acts :- Water Act (1974), Air Act (1981), Environmental Protection Act (1986), Code of Practice regarding Noise Pollution as given by Central Pollution Control board</p> <p>4.6 Role of Education in Conservation of Natural Resources.</p> <p>Transactional Mode:</p> <p style="padding-left: 20px;">Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(22 periods)</p>

	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =05 Marks) • Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =5 Marks) <ol style="list-style-type: none"> 1) Survey of water pollution at local level and submit the report. 2) Study about any one Environmental act for conservation of environment and submit the report. 3) Visit to an organization related to environment and presentencing the report. 4) Collecting information about environmental education for sustainable development and prepare report. 5) Conducting an interview of a renown environmental activist on sustainable development and submit the report.
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Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-405	B) DISASTER MANAGEMENT AND ENVIRONMENTAL MANAGEMENT	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- Critically analyze the various causes of Natural and Man- made Disaster.
- Develop and suggest the control measures program for Disaster Management.
- Implement the process of management for Land, Water and Waste.
- Perform control measure practices for Air Pollution, Land Pollution, Sound Pollution.
- Develop awareness about the conservation of Energy resources.

Unit	Content
Unit I	<p>Disaster Management:</p> <p>1.1 Disaster: Concept & Types 1.2 Disaster Cycle 1.3 Disaster Management 1.4 Disaster Preparedness 1.5 Role of National & International Agencies in Disaster Management</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Environmental Disasters and Disaster Management:</p> <p>2.1 Environmental Disasters: meaning, natural & manmade disasters and their management 2.2 Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood & Draught: their causes, effects and management 2.3 Pollution as a Manmade Disaster: Causes, effects & control of - Air pollution, Water pollution, Land pollution and Sound pollution.</p> <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Education for Environmental Management:</p> <p>3.1 Environmental Management : Meaning, need and importance 3.2 Systems Approach to Environmental Management 3.3 Land Management and Water Management 3.4 Management of Biotic Resources and Energy Resources 3.5 Management of Waste 3.6 Role of Education in Environmental Management.</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Training for Disaster Management:</p> <p>4.1 Government Institution of Disaster Management 4.2 Training at various levels of Education: Primary, Secondary and Higher Secondary 4.3 Awareness development for Disaster Management 4.4 E-Content Development for Disaster Management.</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Prepare the Multimedia presentation on Environmental Disaster Management. 2) Study about any one natural disaster and write project of it. 3) Identify and visit to the local agency of Environmental Management & prepare report. 4) Prepare the Awareness development programme for Disaster Management and submit it.

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Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-406	C) PEDAGOGY AND CURRENT ISSUES IN ENVIRONMENT	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- Critically analyze the various issues of Environment and their solutions.
- Compare the role of families, teachers, media and various agencies in Environmental Education.
- Justify the importance of Environmental health.
- Develop and Design the control measures of program for Environment.
- Adopt the various teaching strategies for Environmental Education.

Unit	Content
Unit I	<p>Introduction of Environment:</p> <p>1.1 Environment : Meaning & types</p> <p>1.2 Natural, Social & Economic environment : interdependence & interaction among them</p> <p>1.3 Relation between human and Environment</p> <p>1.4 Environmental Health – meaning and importance</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Teaching – Learning and Evaluation in Environmental Education:</p> <p>2.1 Teaching – Learning Strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Role Play, Dramatization and Games.</p> <p>2.2 Evaluation in Environmental Education Use of Observation, Self-reporting techniques (attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education.</p> <p>2.3 Training For Environmental Education – (Preparing an Environmental Education Teacher) Major components of the Training Programme.</p> <p>2.4 Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education curriculum framework for teacher and teacher educator given by NCTE.</p> <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Role of Various Agencies in Environmental Education:</p> <p>3.1 Role of Educational Institution & Role of a Teacher - Characteristics and Responsibilities of Environmental Education Teacher.</p> <p>3.2 Role of Family in Developing proper attitudes, values, skills and behavior patterns.</p> <p>3.3 Role of Central & State Government in Environmental Education</p> <p>3.4 Role of NGOs in Environmental Education (with reference to two National & two Local NGOs)</p> <p>3.5 Role of Media in Environmental Education – Print Media, Posters, Slides, Television, Radio and Computer (Internet).</p> <p>3.6 International Conferences for Environmental Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002).</p> <p>3.7 United Nations Environmental Programme (UNEP) – Objectives & Functions</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Environmental Issues:</p> <p>4.1 Environmental Issues: Population, Climate Change, Global Warming ,Deforestation, Overpopulation, Industrial and Household Waste, Acid Rain, Ozone Layer Depletion, Genetic Engineering, Urban Sprawl.</p> <p>4.2 Solutions of Current Environmental Issues.</p> <p>4.3 Role of Teachers about Environmental Issues. d) Role of Educational Institutions about Environmental Issues</p> <p>Transactional Mode:</p> <p>Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>

	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Preparation and Use of a strategy for teaching Environmental Education at school level / college level. 2) Planning & Conducting an Environmental Awareness Programme for a class (5th to 10th std.) in any one school and submission of its reports. 3) Identify local Issues of Environment and prepare report. 4) Collect the information about local Environment agencies work and prepare the report. 5) Analysis of any one text book from std. 5th to 10th with respect to environment.
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Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-407	A) SPECIAL EDUCATION AND PEDAGOGY	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- Explain the concept and nature of Special Education.
- Analyze current and future needs, trends and issues related to special education
- Create awareness of research in special education in India.
- Promote in the learner an extensive purview of the knowledge about all exceptionalities and comprehended their inter-relatedness.
- Illustrate the meaning, characteristics, types and causes of disabilities
- Describe various educational programmes for children with disabilities
- Illustrate prevention, identification and intervention of various disabilities.
- Describe rehabilitation of various types of special children.

Unit	Content
Unit I	<p>Concept and Nature of Special Education:</p> <p>1.1 Meaning & Scope of Special education 1.2 Needs & objectives of Special Education 1.3 Identification and Early Intervention Program for Special Education. 1.4 Modes of Special Education 1.5 Classification of exceptional children, relevance of special education. 1.6 Legal aspect of Special Education: Constitutional provisions and act, facilities for special education</p> <p style="text-align: right;">(22 periods)</p>
Unit II	<p>Education for children with Intellectual Impairment</p> <p>2.1 Meaning & Characteristics of children with Intellectual impairment 2.2 Causes and types of children with Intellectual impairment 2.3 Educational Program for children with Intellectual impairment 2.4 Prevention and Rehabilitation for children with Intellectual impairment 2.5 Teaching strategies for children with Intellectual impairment</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Education for Children with Visual Impairment</p> <p>3.1 Meaning & Characteristics of children with Visual Impairment 3.2 Types and Causes of children with Visual Impairment 3.3 Educational Program for children with Visual Impairment 1.4 Prevention and Rehabilitation for children with Visual Impairment 2.5 Teaching strategies for children with Visual Impairment</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Education for Children with Hearing Impairment</p> <p>4.1 Meaning & Characteristics of children with Hearing Impairment 4.2 Types and Causes of children with Hearing Impairment 4.3 Educational Program for children with Hearing Impairment 4.4 Prevention and Rehabilitation for children with Hearing Impairment 4.5 Teaching strategies for children with Hearing Impairment</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =5 Marks) • Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =5 Marks) <ol style="list-style-type: none"> 1) Visit to the special Education school and write a report 2) Study of Hearing Impaired students and submit the report. 3) Write your own views on Teaching strategies for Visually Impaired 4) Case study of a Mentally Retired student.

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Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
Course EC-408	B) INCLUSIVE STRATEGIES AND EDUCATION FOR CHILDREN WITH DIVERSE NEEDS	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

At the end of the course students will be able to,

- Describe concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Create awareness regarding the students' access inclusive classroom.
- Analyze the need for promoting inclusive practice and the roles and responsibilities of the Special Teachers'.
- Implement Curriculum adaptations and evaluation for children with Diverse Learning Needs

Unit	Content
Unit I	<p>Introduction to Inclusive Education:</p> <p>1.1 Historical perspective of Inclusive education globally and in India 1.2 Approaches to disability and service delivery models 1.3 Principles of inclusive education 1.4 Key debates in special and inclusive education 1.5 Advantages of inclusive education for education for all children</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Preparation for Inclusive Education:</p> <p>2.1 Concept and meaning of diverse needs. 2.2 Educational approaches and measures for meeting the diverse needs: Remedial education, special education, integrated education and inclusive education. 2.3 Effectiveness of inclusive strategies: Enrichment, cluster grouping, mixed ability grouping, multi-level teaching, cooperative learning, peer tutoring in the context of constructivism. d) Facts and myths and of inclusive education with reference to Indian context.</p> <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Curriculum adaptations and evaluation for children with diverse needs:</p> <p>3.1 Universal design of learning 3.2 Curriculum Adaptations and accommodations for sensory impairments 3.3 Curriculum Adaptations and accommodations for children with multiple disabilities 3.4 Curriculum Adaptations and accommodations for children with intellectual impairment 3.5 Curriculum Adaptations and accommodations for gifted children</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Teacher preparation for Inclusive Education:</p> <p>4.1 Review existing educational programmes offered in secondary school (general, special education). 4.2 Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. 4.3 N.C.F 2005 and curriculum for teacher preparation and transaction modes. 4.4 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators. 4.5 Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =5 Marks) <ol style="list-style-type: none"> 1) Observation and submission report on inclusive teaching strategies. 2) Identify suitable research areas in inclusive education. 3) Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social ,emotional and academic inclusion of children with diverse needs. 4) Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

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Programme: M.Ed.
Semester IV

Code of the
Course/Subject
EC-409

Title of the Course/Subject
C) LEARNING DISABILITY AND
ISSUES OF SPECIAL NEEDED
CHILDREN

(Total Number of
Periods)
85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES:

A the end of the course students will be able to,

- Define and explain the different types of learning disabilities
- Describe the recommendations of various commissions and committees for children with disabilities.
- Evaluate the policies and legislations in special education in India
- Describe the Supportive Services for Inclusion and Research

Unit	Content
Unit I	<p>Learning Disability:</p> <p>1.1 Concept and nature of learning disability 1.2 Dyslexia: Concept, nature, characteristics, and its types. 1.3 Dysgraphia: Concept, nature, characteristics, and its types. 1.4 Dyscalculia: Concept, nature, characteristics, and its types. 1.5 Diagnosis and remedy for learning disabled children</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Recommendations of Various Commissions and Committees on restructuring policies and practices to respond to diversity: International Initiatives</p> <p>2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) 2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), 2.3 International Frameworks: Salamanca Framework (1994) 2.4 National Commissions & Policies: Kothari Commission (1964), National Policy on Education (1986), National Policies (POA 1992) National Education Policy 2020, National Curricular Framework (2005), National Policy for Persons with Disabilities (2006) 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and Amendment 2012, RMSA (2009), IEDSS (2013)</p> <p style="text-align: right;">(22 periods)</p>
Unit III	<p>Current Laws and Policy Perspectives supporting IE for children with diverse needs:</p> <p>3.1 National Legislations :RCI Act 1992, National Trust Act 1999, The Rights of persons with Disabilities Act 2016, Mental Healthcare Act 2017, Biwako Millennium Framework 3.2 International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM) 3.3 Government Schemes and Provisions for Persons with Disabilities - SSA, RMSA and RUSA 3.4 Role of Governmental and Non-Governmental Organizations in Inclusive Education and Special Education</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Supportive Services for Inclusion and Research:</p> <p>4.1 Concept, importance and types of supportive services (medical rehabilitative and educational). 4.2 Early identification and available referral services for support. 4.3 Myths and facts of supportive services for inclusive learning. 4.4 Role of teacher and teacher educators in utilizing support services for inclusion. 4.5 Role of technology for meeting diverse needs of learners</p> <p>Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>
	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units.(Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =5 Marks) <ol style="list-style-type: none"> 1) Evaluation of text books from the perspective of differently abled children. 2) Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices. 3) Survey the locality for early identification of children with disabilities. 4) Visit to special, integrated and inclusive classrooms .Reflective journal writing. 5) Review of literature related to education of children with diverse needs presentation of reports in a seminar.

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Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-410	A) INTRODUCTION TO GUIDANCE AND COUNSELING	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES :

At the end of the course students will be able to,

- Demonstrate counseling as per the needs of students.
- Apply the techniques and approaches of Counseling.
- Analyze and evaluate the types of Counseling.
- Interpret the objectives of counseling.
- Evaluate the resources required for organizing guidance services.
- Criticize the role and function of school guidance committee.

Unit	Content
Unit I	<p>Understanding Guidance and Counseling:</p> <p>1.1 Concept, scopes and principles of guidance</p> <p>1.2 Characteristics of guidance</p> <p>1.3 Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self actualization.</p> <p>1.4 Meaning, nature and scope of counseling</p> <p>1.5 Objectives of counseling: resolution of problems, modification of behavior, promotion of mental health.</p> <p>1.6 Relationship between guidance and counseling</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Needs and Types of Guidance:</p> <p>2.1 Need of Guidance</p> <p style="padding-left: 20px;">i. Changing Conditions of home, society, population, labour & industry, leisure time.</p> <p style="padding-left: 20px;">ii. Changing religious and moral values.</p> <p style="padding-left: 20px;">iii. Individual Needs</p> <p>2.2 Types of Guidance</p> <p style="padding-left: 20px;">i. Educational Guidance.</p> <p style="padding-left: 20px;">ii. Vocational Guidance and Vocational development.</p> <p style="padding-left: 20px;">iii. Personal/Individual Guidance</p> <p style="padding-left: 20px;">iv. Group Guidance</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Essential Services in Educational Guidance Programme:</p> <p>3.1 Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation</p> <p>3.2 Resources required for organizing guidance services</p> <p>3.3 School guidance committee: constitution, roles and functions</p> <p>3.4 Placement services</p> <p>3.5 Role of principal and teachers in school guidance programmes.</p> <p style="text-align: right;">(21 periods)</p>
Unit IV	<p>Techniques and Approaches of Counseling:</p> <p>4.1 Counseling Techniques-person centered and group centered cognitive interventions, behavioral interventions , and systematic interventions strategies.</p> <p>4.2 Counseling Approaches (main features, uses, and limitations):</p> <p style="padding-left: 20px;">i. Directive counseling</p> <p style="padding-left: 20px;">ii. Non-Directive counseling</p> <p style="padding-left: 20px;">iii. Eclectic counseling</p> <p>4.3 Process and area of counseling: Family, parental, adolescent and special groups.</p> <p>Transactional Mode:</p> <p style="padding-left: 40px;">Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(22 periods)</p>

	<p>Skill Enhancement Module (Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Draw a plan for the assessment of ability, aptitude, interest or personality of students. 2) Explore two tests, one each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups. 3) Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session. 4) Prepare a sociometric test. Administer the test on a group of students. 5) Draw a sociogram and describe in details the group climate.
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Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-411	B)ORGANIZATION, ADMINISTRATION AND MEASUREMENT OF GUIDANCE AND COUNSELING	85

Credit: 04 Hours: 85 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES

At the end of the course students will be able to,

- Analyze the organizational patterns for guidance services.
- Elucidate the planning and executing guidance service throughout the year.
- Develop understanding about the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
- Illustrate the nature and causes of behavioral problems of students.
- Evaluate different techniques of psychological assessment; their nature, scope and application in guidance and counseling
- Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment for providing guidance and counseling
- Develop skills for administering, scoring, interpreting and analyzing test results

Unit	Content
Unit I	<p>Organizational Patterns for Guidance Services</p> <p>1.1 Organization of Guidance Programme : Need, Nature and Objectives</p> <p>1.2 Principles of organization</p> <p>1.3 Types of organizational patterns</p> <p>1.4 Organizing guidance services: Orientation, information, counseling, placement, follow-up ,research and evaluation.</p> <p style="text-align: right;">(21 periods)</p>
Unit II	<p>Administration of Guidance services</p> <p>2.1 Planning and executing Guidance Services throughout the year.</p> <p>2.2 Establishment of Guidance Centre in the school Need, Objectives, Infrastructure, Guidance services, Modes of functioning.</p> <p>2.3 School guidance committee: Role and function</p> <p>2.4 Skill, qualities and professional ethics of an effective counselor.</p> <p style="text-align: right;">(21 periods)</p>
Unit III	<p>Guidance and Assessment of Students with behavioral Problems</p> <p>3.1 Nature and causes of behavioral problems; guidance of students</p> <p>3.2 Underachievement; guidance of students</p> <p>3.3 School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.- guidance of students</p> <p>3.4 Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,</p> <p>3.5 Promoting psychological well-being and peace through school-based guidance programmes</p> <p style="text-align: right;">(22 periods)</p>
Unit IV	<p>Qualitative Techniques for Assessment & Assessing Individual Differences</p> <p>4.1 Need and importance of qualitative assessment</p> <p>4.2 Tools for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, sociometry</p> <p>4.3 Procedure of development, administration, scoring and interpretation through qualitative assessment.</p> <p>4.4 Use of psychological tests in guidance and counseling.</p> <p>Tools and Techniques of Psychological Measurement with reference to guidance and counseling: Intelligence (IQ and EQ), Aptitude, Interest, Achievement and Personality.</p> <p>Transactional Mode:</p> <p>Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis.</p> <p style="text-align: right;">(21 periods)</p>

	<p>Skill Enhancement Module-(Total 20 Marks)</p> <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units.(Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1) Draw a plan for the assessment of ability, aptitude, interest or personality of students. 2) Explore two tests, one each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups. 3) Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session. 4) Prepare a sociometric test. Administer the test on a group of students. 5) Draw a sociogram and describe in details the group climate.
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Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-412	C) CAREER DEVELOPMENT AND GUIDANCE Course	85
Credit: 04	Hours: 85	Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUTCOMES :

At the end of the course students will be able to,

- Analyze the process of career development.
- Develop the skill of organizing group activity such as career talks.
- Evaluate the economical development and career opportunities.
- Illustrate the theories of career development and their utility.
- Compare the relationship between personality and career choice.
- Interpret the factors affecting career development.

Unit	Content
Unit I	Understanding Career Development: 1.1 Concept of Work: physical, psychological and sociological; work as a way of life; 1.2 Work and human motives 1.3 Career development needs of students (at different stages of education) 1.4 Career development process; factors affecting career development (21 periods)
Unit II	Perspectives on Career Development: 2.1 Theories of career development (some basic concepts, applicability and limitations of each theory) 2.2 Trait Factor Theory 2.3 Roe's theory of personality development and career choice 2.4 Holland's career theory of personality types and work environment 2.5 Super's life span/life space approach to career development (21 periods)
Unit III	Understanding Career Information: 3.1 Importance of career information; 3.2 Dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc. 3.3 Primary and secondary sources of information; Filing of career information 3.4 Dissemination of career information: Group techniques-objectives, advantages and limitations. 3.5 Group activities: career talks, career conference/exhibition, displays field trips, film shows etc. 3.6 Integration of career information into teaching of subject matter. (22 periods)
Unit IV	Career Patterns, Adjustment and Maturity: 4.1 Concept of career pattern, career awareness, career exploration and career preparation. 4.2 Career pattern of men and women and implications for counseling. 4.3 Economic development and career opportunities. 4.4 Concept of career adjustment and career maturity 4.5 Factors affecting career maturity 4.5 Assessment of career maturity. Transactional Mode: Lecture-cum-discussion, Interaction with Classroom Teacher, Small Groups Interactions, Seminars, Power Point Presentation, Projects, Reading of Texts, Individual and Group Assignment, Document Analysis. (21 periods)
	Skill Enhancement Module (Total 20 Marks) <ul style="list-style-type: none"> • Preparation and presentation of seminar on any one topic from the above units. (Presentation-05 + Written Records-05 =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. (5 X 1 =05 Marks) • The students will undertake any one of the following activities: (5 X 1 =05 Marks) <ol style="list-style-type: none"> 1. Visit district vocational guidance and counseling center and submission of its report. 2. Plan career information activities for primary, upper primary, secondary and higher secondary school stages. 3. Design a questionnaire for conducting follow up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies. 4. Develop a scheme of career information suitable for class XII th students

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**Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester IV**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
PC-413	CASE STUDY OF SPECIAL CHILDREN	68

Credits : 2 Hours : 68 Maximum internal marks : 50

COURSE OUTCOMES,

At the end of study of special children students will be able to,

- Acquaint with the learning perspective of special education.
- Develop the skills and competencies of teaching to special children.
- Illustrate the teaching methods and techniques adopted for special children.
- Analyze the current and future needs, trends and issues related to special education

Procedure:

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

This part involves case study of any two special children.

The Evaluation Structure is as follows:

Case Study		
Sr. No.	Particular	Marks
01	Selection of case with justification	10
02	Methodology	20
03	Report Writing	10
04	Examination	10
	TOTAL MARKS	50

**Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester IV**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
PC-414	INSTITUTIONAL STUDY PROJECT	34

Credits : 1 Hours : 34 Maximum internal marks : 25

COURSE OUTCOMES:

At the end of study of special children students will be able to,

- Critical analyse are historical evolution and growth of an institution.
- Assess institutional strengths and achievements.
- Examine the contributions made by an institution
- Acquaint with the institutional climate and its various functions.

Procedure: First student will identify institution or undertaking this programme. A candidate shall work in a group. A detailed format may be worked out in consultation with the teacher educators.

Programme: M.Ed.
Semester IV

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(Total Number of Periods)
PC-415	YOGA EDUCATION	68

Credits : 2 Hours : 68 (30T + 38PC) Maximum internal marks : 50 (20CL.T + 10MCQ+20PC)

COURSE OUTCOMES,

On successful completion of yoga practical students will be able to,

- Manage and reduce the stress and anxiety.
- Adapt the art of living
- Accelerate spiritual development
- Use own energy for self-development.
- Concentrate on focused activity.
- Live in an organized manner.

Unit	Content
Unit I	Introduction to Yoga and Personality development. 1.1 Yogic concepts of personality 1.2 Dimensions of integrated personality 1.3 Yoga for integrated personality development (10 periods)
Unit II	Introduction to Yogic Texts 2.1 Concept of Stress 2.2 Stress - a yogic perspective 2.3 Yoga as a way of life to cope with stress 2.4 Yogic practices for stress management 2.5 Cyclic meditation for stress management (10 periods)
Unit III	Yoga and Health 3.1 Concept and nature of self-development 3.2 The concept of Values and value education 3.3 Spirituality and its role in human self-development-yaman and niyamas 3.4 Helping children develop values e. Yoga and human excellence (10 periods)

Practicum: Practical will be based on the above three units(20 Marks)

Evaluation:

Particulars	Marks
Internal Theory Exam	30 (20 Theory+10 MCQ)
Internal Practical Exam	20
Total	50

REFERENCES:

- Basavaraddi, I.V. (ed) (2013). A Monograph on Yogasana, New Delhi: Moraji Desai Institute of Yoga.
- Muktibodhananad, Swami (1993). Hatha Yoga Pradipika: Light on Hatha Yoga. Munger: Yoga Publication Trust.
- Udupa, K.N. (1985). Stress and Its Management by Yoga, Delhi: Motilal Banarsidass.
- Yoga Education (2015) Master of Education Programme, NCTE, New Delhi

Semester IV

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
PC-416	DISSERTATION: DATA COLLECTION AND ANALYSIS OF DATA	34

Credits :1 Hours : 34 Maximum internal marks : 25

COURSE OUTCOME

At the end of the course students will be able to,

- Organize the collected data in appropriate manner.
- Tabulate the score data using MS excel.
- Analyze the tabulated data by applying suitable statistical Technique.
- Present the suitable conclusion and recommendation on the basis of interpreted data.

Procedure: Each student is expected to develop related research tools in consultation with his/her guide and make a presentation before the seminar committee and the same committee will evaluate the presentation. A separate orientation session shall be organized for development of research tools. The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
1	Data collection schedule	05
2	Actual data collection Process	05
3	Use of technology for collection and analysis of data	05
4	Selection of statistics for analysis and understanding	05
5	Actual data analysis process	05
TOTAL MARKS		25

**Syllabus Prescribed for 2022Year PG Programme
Programme: M.Ed.
Semester IV**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
PC-417	DISSERTATION: REPORT WRITING, EVALUATION AND VIVA VOCE	136

Credits : 4

Hours : 136

Maximum internal marks : 100

- The Dissertation must be typed and be limited to 75 to 150 pages of A4 size. The font size is 12 points in Times New Roman (14 points for Marathi and Hindi language) with single and half line space. The left margin: 1.5" and remaining right, margins shall be 1.0". The REFERENCES should be according to the American Psychological Association (APA).
- Dissertation work shall be evaluated by an external and one internal examiner which are followed by presentation of work and Viva-Voce.
- The Viva-Voce shall be conducted by Sant Gadge Baba Amravati University, Amravati.

COURSE OUTCOMES,

After the successful completion of dissertation work students will be able to,

- Plan and Prepare good research report.
- Write REFERENCES in standard format in APA style.
- Present his/her research work and explain it logically & scientifically.
- Develop problem solving attitude.
- Develop report writing skill.
- Develop Scientific attitude towards the educational problems
- Develop the skill of interpretation of data.

The evaluation of dissertation report followed by viva-voce is as follows:

Sr. No.	Particular Points	Marks
1	Preliminary section (Title page, certificates, acknowledgement, contents, list of tables / graphs / diagrams / abbreviations etc.)	05
2	Chapter I (Introduction, objectives, need, importance, scope, limitations, operational definitions, assumptions, hypothesis, research questions etc.)	05
3	03 Chapter II (Related literature & research, similarity and differences, online REFERENCES etc.)	05
4	Chapter III (Research procedure, population, sampling, tools, validity/reliability of tools, pilot study etc.)	05
5	Chapter IV (Data collection, analysis, interpretation, hypothesis testing etc.)	05
6	Chapter V (summary, conclusions, recommendations, topics for further research etc.)	05
7	REFERENCES and Bibliography (APA style)	05
8	Enclosures/Appendices	05
9	Research dissertation typing and building	05
10	Overall impact of dissertation	05
11	Viva-Voce followed by Power Point Presentation (PPT)	50
	Total	100