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## **FACULTY OF EDUCATION**

### **Master of Education (M.Ed.) (Two Year) Program Semester & Choice Based Credit Based Program**

**R.1** Any person who has taken the degree of Bachelor of Education of this University or a degree of any other University recognized as equivalent (B.Ed., B.A.B.Ed., B.Sc.B.Ed., B.El.Ed., B.Ed (Physical Education), B.Ed (Special Education), D.El.Ed., with an undergraduate degree should have obtained at least 50% marks or equivalent grade, there to may be admitted to the examination for the degree of Master of Education after having fulfilled the requirements as mentioned in R.2 and R.3.

Reservation and relaxation for SC/ST/ VJNT/ OBC/PWD and other applicable categories shall be as per the rules of the Central/ State Government whichever is applicable.

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

#### **R 1.1 General Objectives of the Program**

After successfully undergoing this program students will be able to:

- i.** understand the socio-economic-cultural and academic background of students of the B.Ed. program.
- ii.** master the methods and techniques for developing competencies, commitment and performance skills essential in the teaching profession.
- iii.** explain the nature of issues and problems faced by the State system of education and suggest some innovative remedies to solve them.
- iv.** appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways to equip would be secondary teachers for the same.
- v.** understand in the light of recent global developments, the new thrusts in education and the ways to inculcate intellectual, emotional and performance skills among secondary would be secondary teachers teaching the “Global citizens of tomorrow”.
- vi.** imbibe in would be secondary teachers the attitudes and skills required of ‘life-long learners’ on the ‘ICT influenced world of today and tomorrow’.
- vii.** acquire the skills required of a ‘consumer’ and ‘practitioner’ of educational research and innovation.

## **R 1.2 Admission to the Program**

Admission to the program, will be given on the basis of the Entrance Examination and marks of eligibility degree. Admission merit list will be prepared giving 50% weightage to Entrance Examination and 50 % weightage to marks of eligibility degree. For Admission at Department of Education and Extension, Savitribai Phule Pune University ordinance 'O 181' will be followed.

## **R 1.3 Intake capacity**

As per the University Authorities and N.C.T.E.recognition the intake shall be 50 (co-ed) from academic year 2015-2016 (for one unit).

## **R.2 General Instructions: (Please refer to R.6)**

1. In Semester I: MED course- 101, 102, 103, 104 and 105 are compulsory.
2. In Semester II: MED course- 201, 202, 203, 204, 205 (Dissertation- Part I: Proposal and Review and 206 (Internship in Teacher Education Institute) are compulsory.
3. In Semester III:
  - Common core (any one) out of MED courses 301, 302, 303 is compulsory.
  - Theme Based (any one) out of MED courses 304, 305, 306 and 307 is compulsory.
  - MED course 308, 309, 310 (Internship), 311(Dissertation-Part II: Tool and Data analysis) and 312 (Open Course) are compulsory
4. In Semester IV:
  - Optional courses: (any three) out of MED courses 401, 402, 403, 404, 405, 406 are compulsory.
  - MED course 407 Dissertation Part-III: Report Writing and Viva Voce are compulsory.
5. A students is required to successfully complete 22 courses for the Master's degree in the four semesters.
6. A students can choose all the 22 courses in the admitted Institute. He / she can also choose maximum of two courses out of 22 in any other Institute/s or Department/s as interdisciplinary courses

In Semester III any one course instead of:

- Common core courses (MED 301, 302, 303, 304)
- Theme based courses (MED 304,305,306,307)
- Open course MED 312 in semester III and

In semester IV any one course instead of:

- Optional courses (MED 401, 402, 403, 404, 405, 406) to complete his/her M.Ed. course.

7. In addition to a wide range of options the syllabus also provides :

### **A. Dissertation**

The provision of Dissertation provides for students to do research on the topic of his / her choice. The topic and the plan of the dissertation will be decided in consultation with of faculty member and will be approved by the Post Graduate Academic Committee /Department committee. The Post Graduate Academic Committee/Department Committee shall consider the applications of the students to write a dissertation in view of the merits of the students and his/ her research plan. (For colleges, Post Graduate Academic Committee)

### **B. Open course**

The provision of Open Courses gives opportunity to faculty members to design and develop a course in order to acquaint the students with developing areas of teacher education or education. The syllabus of the Open Course will be developed by the faculty and will be approved by the Post Graduate Academic Committee/Department Committee before the course is offered in the respective semester.

## **R.3-Rules & Regulations**

### **Examination Rules:**

**R 3.1** Assessment shall consist of CA-continuous assessment and ESE (ETE) -End of Semester (Term) Examination with an equal weightage of 50% for theory courses i.e.MED101, MED102, MED103, MED104, MED201, MED202, MED203, MED204, MED301, MED302, MED303, MED304, MED305, MED306, MED307, MED308, MED309, MED401, MED402, MED403, MED404, MED405 and MED406.

**R 3.2** Assessment shall consist of CA-Continuous assessment of complete weightage i.e.100% for practical courses i.e.MED105, MED205, MED206, MED310, MED311, MED312 and MED407.

**R 3.3** The concerned teacher is responsible for conduct and evaluation towards CA and shall announce in the beginning of the course about the mechanisms under which CA would take place. However, the ESE (ETE) shall cover the entire syllabus prescribed for that course.

**R 3.4** The CA towards 50% marks will be a continuous activity and at least two written tests (for 60-80% marks out of CA marks) must be conducted (The faculty may devise a mechanism other than written test in addition to above in order to flourish the course contents.)

In addition to the written test at least two from the following mechanisms should be conducted (for 20-40% marks out of CA marks) for the course.

*Journal, Lecture, Library Notes, Quizzes, Seminar Presentation, Extension Work, An Open Book Test (Book To Be Decided By The Concerned Faculty) Mini Research Project By An Individual students Or A Group Of students etc.*

(Above list is only suggestive and not exhaustive. The college/ Department can modify the list according to the local needs. However a prior permission from the Savitribai Phule Pune University will be necessary.)

- a. It is mandatory for the faculty to hand over the assessed CA answer sheets to the respective students at least a week before the commencement of the ESE (ETE).
- b. It is also mandatory to declare the score gained by all the students in a course towards CA on the notice board duly signed by the concerned faculty of the course and the HOD/Principal/Director.

**R 3.5** ESE (ETE) for the remaining 50% marks will be conducted by Savitribai Phule Pune University for colleges and department, independently.

**R 3.6** A students have to obtain 50% marks taken together of CA and ESE (ETE) with a minimum of 50% in each of these separately.

**R 3.7** A students will have to obtain a minimum aggregate of 50% marks in each course to be counted for the minimum number of credits required for the completion of the program.

**R 3.8** If a students misses an internal assessment examination he/she will have a second chance with the endorsement of the HOD/Principal/Director in consultation with the concerned faculty. Such a second chance shall not be the right of the students.

**R 3.9**

- a. If students is declared as "Pass" in a course (Grade other than F), then the students cannot choose/reappear for that course again unless appearing under "CLASS / GRADE IMPROVEMENT" for ESE (ETE) only.

CA is not available for a course in which the students has been declared as "PASS".

- b. If students is declared as "FAIL" (Grade F) in a course, then the students is allowed to choose such a course, with CA and ESE (ETE) both, only in a semester in which the course is conducted, irrespective of the previous score in CA.

Otherwise, the students may appear only for ESE (ETE) in that course in any of the following/forthcoming semester, provided that the students has scored at least 50% of the total 100% in CA.

- c. In case of 3.8(b), the maximum duration available to register/reappear for a course will be as follows.

# 2 years PG Program – Up to 4 (four) years (i.e. if a students is registered/admitted for first semester in 2015-16, then the students is allowed to register/reappear up to second semester in 2018-19).

- d. In the case of 3.8(b), the number of attempts (excluding registered for first time) available to register/reappear for the course would be 3(three) only, subject to 3.8(c).

- e. In an exceptional case, if there are sufficient number of students who wish to register for a course for CA and ESE (ETE) both in which they have failed, then such a course can be conducted in the immediate following semester only, in addition to the courses conducted in that semester. However, there cannot be more than two such courses at a time in that semester.

**R 3.10** The students will be declared as failed if the minimum numbers of credits are not earned within a total period of four years from the time of admission to the PG Program. After that, such a students will have to seek fresh admission as per the admission rules prevailing at that particular time.

**R 3.11** A students cannot register for the third/fourth semester, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters.

**R 3.12** There shall be a revaluation of the answer scripts of ESE (ETE) as per Ordinance No.134 A & B, but not of CA.

**R 3.13** While marks will be given for all examinations, they will be converted into grades. The Semester End Grade sheets will be generated by using marks and grades and the final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the PG Department/College to which the students is registered.

#### **R.4-Assessment and Grade Point Average**

**R 4.1** The system of evaluation will be as follows: Each CA and ESE (ETE) will be evaluated in terms of marks. The marks for CA and ESE (ETE) will be added to convert into a grade and later a grade point average. There is no grade independently for CA or ESE (ETE).

**R 4.2** Result of a students will be declared for each semester after the ESE (ETE) only.

**R 4.3** The students will get a Grade Sheet with total grades earned and a Grade Point Average, after earning the minimum number of credits towards the completion of a PG program (subject to 3.9).

**R 4.4** This evaluation system of Marks/Grade/Grade Point will be effective from Academic Year 2015-16 (10 Point Scale):

<b>Marks</b>	<b>Grade</b>	<b>Grade Point</b>
80-100	O: Outstanding	10
70-79	A+: Excellent	9
60-69	A: Very Good	8
55-59	B+: Good	7
50-54	B: Pass	6
0-49	F-Fail	0
-	AB : Absent	-

**Remarks:** There will be no grade point below 6 as passing standard is 50%

**R 4.5** Final Grade w.e.f. the AY 2015-16 (10 Point Scale):

<b>Grade Point Average</b>	<b>Grade</b>
09.00 – 10.00	O
08.50 – 08.99	A+
07.50 – 08.49	A
06.50 – 07.49	B+
06.00 – 06.49	B
00.00-05.99	F

**Formula :**

$$\text{Weighted GPA} = \frac{\text{The sum of (units of credits X grade points)}}{\text{Total number of credits of the course}}$$

**Remark:** a) B+ is equivalent to 55% marks and B is equivalent to 50% marks.

b) There will be no grade below B (other than F) as passing standard is 50% or GPA 6.00 and above.

**R 4.6** If the GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting GPA of 7.492 may be awarded 'A' grade). (Applicable for grades other than F)

**R 4.7** There will be only final compilation and moderation at GPA (Final) level done at the Department. While declaring the result, the existing relevant ordinances are applicable. There is also a provision for verification and revaluation, subject to the applicable rules at that point of time. (For department only)

**R 4.8** For grade improvement, 2 year program students will have to reappear for ESE (ETE) only in the courses comprising a minimum of 20 credits. These courses will be from the parent Department/colleges, only in which the student has earned the credits. A student can opt for the Grade Improvement Program only after the declaration of earning minimum number of credits and completion of the PG Program (subject to 3.9) within the period of two years from the completion of program.

**R 4.9** The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student earns minimum numbers of credits out of the total 80)

The description for the grades is as follows:

**O: Outstanding:** Excellent analysis of the topic, (80% and above)

*Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style;*

**A+: Excellent:** Excellent analysis of the topic (70 to 79%) Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression.

**A: Very Good:** Good analysis and treatment of the topic (60 to 69%) Almost accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Fair and systematic organization of content, effective and clear expression.

**B+: Good:** Good analysis and treatment of the topic (55 to 59%)  
Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression.

**B: Pass:** Some important points covered (50 to 54%)  
Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, good language or expression.

**F: Fail: None of the above** (0 to 49%)

**R 4.10** One credit is equivalent to 25 marks for evaluation purpose.

**R 4.11** There will be an evaluation of each course by students at the end of every semester. (For course evaluation by students.

### **R.5. Modus Operandi of Evaluation under Credit System- 2 year program**

**R 5.1** Each regular students will normally appear for all the 25% (20 credits) credits in a semester out of the minimum number of credits required to obtain a degree.

**R 5.2** A students who wishes to register to the third /fourth semester should have gained at least 50% credits out of the total number of credits offered at the first and second semester of the first year.

**R 5.3** Evaluation of each credit will be in two parts, namely CA and ESE (ETE).

**R 5.4** A course may be of 1 or 2 or 3 or 4 or 5 credits.

**R 5.5** The evaluation of a course means the evaluation of total number of credits of that course. As such, all the credits taken together of a particular course will be evaluated in two parts CA and ESE (ETE).

**R 5.6** Weight age for CA would be 50% and for ESE (ETE) would be 50%.

**R 5.7** Each Theory course will be evaluated in the form of 50 marks for CA and 50 marks for ESE (ETE).

**R 5.8** A students will gain all the credits of a course after having obtained minimum 50% marks from CA and ESE (ETE) (minimum 25 out of 50) in each head for pass taken

together and will get the respective grade and grade points in the respective course. Otherwise, a student will get grade **F** (Fail) in that respective course and will not gain any credits or grade points towards that course.

**R 5.9** CA: The faculty would evaluate a student's towards a course through interaction throughout the semester which would include one or more (but not less than 4 including compulsory written test/s) of the following mechanisms with their maximum weightage out of 50 marks and this essentially enables the faculty to get positive feedback about a student's overall understanding/ability and in nutshell enhances the teaching-learning process.

- a. Written test – Max 2 with not more than 15 marks for each
- b. Assignment – Max 2 with not more than 5 marks for each
- c. Seminar presentation –5 marks (not for all the students)
- d. Group discussion – 5 marks (not for all the students)
- e. Extension work – 5 marks (not for all the students)
- f. An open book test –10 marks (to be conducted in a classroom for not more than 3 questions)
- g. Report/Note on research courses/s or study tours – 5 marks (not for all the students and to be presented in the respective class)
- h. Practical work and its report (Compulsory Component)

The faculty may propose any other mean towards CA (other than written test) that may suit a particular course and implement only after the approval of the Post Graduate Academic Committee/Department Committee constituted and approved by the HoD / Principal /Director.

**R 5.10** If a student could not attend the CA written test due to some unavoidable reasons then the faculty may consider a request for retest in writing with furnishing the reason of absence.

**R 5.11** If a student fails to gain the credits of any course (declared F grade in that course) then the student can reattempt the course with CA (if the course is conducted in that semester) and ESE (ETE) both or with ESE (ETE) only (if one has scored 25 in CA) in the subsequent ESEs(ETEs) (max. two such attempts) within a period of 4 years from the date of admission for the first semester (subject to 3.9)

**R 5.12** In case a student fails to earn the minimum number of credits required for obtaining a degree within the stipulated period of 4 years then such a student will be declared to have made an '**INCOMPLETE EXIT**' and in such a case student or can seek a fresh admission as per the admission rules prevailing at that time.



**R 5.13** The policies and procedures determined by the Savitribai Phule Pune University from time to time will be followed for the conduct of examinations and declaration of the result of a students.

**R 5.14** ESE (ETE): Each credit will be evaluated for a maximum period of 45 minutes. The following would be an outline for setting the question courses for ESE (ETE).

Number of Credits	Duration	Questions to be attempted	Number of Sub questions	Marks for sub questions
1	45 min	1 out of 2	3 (for 2 questions)	4+3+3 or 5+3+2 or 4+4+2
2	90 min	3 out of 5	3 (for 3 questions)	4+3+3 or 5+3+2 or 4+4+2
			2 (for 2 questions)	5+5
3	150 min	4 out of 6	2 (for 4 questions)	4+3+3 or 5+3+2 or 4+4+2
			2 (for 2 questions)	5+5
4/5	180 min	5 out of 8	3 (for 6 questions)	4+3+3 or 5+3+2 or 4+4+2
			2 (for 2 questions)	5+5

**Note:** A question courses for PG program course of 3/4/5 credits under any Faculty other than Science, Engineering, Technology, Management and Pharmacy may contain a question of 10 marks(1 out of 2) without a sub-question.

**R 5.15** If a student's obtains grade F in a course then such a course will not be taken into account for calculating GPA and overall grade. In fact, all the courses in which a students has passed will be taken into account for calculating the GPA and overall grade.

**TWO YEAR M.ED PROGRAM**

**R.6 CURRICULUM ORGANISATION BASED ON THE PROPOSED FRAMEWORK**

Semester	Course Code	Title of the course	Credit	Hours	Marks
<b>FIRST YEAR</b>					
<b>I</b>					
Theory Course	MED 101	Psychology of Learning and Development	4	64	100
	MED 102	History and political Economy of Education	4	64	100
	MED 103	Educational studies	4	64	100
	MED 104	Introduction to research method	4	64	100
Practical Course	MED105	Communication & Yoga Education	2	32	50
<b>II</b>					
Theory Course	MED 201	Philosophy of Education	4	64	100
	MED 202	Sociology of Education	4	64	100
	MED 203	Curriculum Studies	4	64	100
	MED 204	Pre- Service and In-service Teacher Education	4	64	100
Practical Course	MED 205	Dissertation - Part I (Proposal and Review)	2	32	50
	MED 206	Internship in TEI (Teacher Education Institute)	4	64	100
<b>SECOND YEAR</b>					
<b>III</b>					
Theory Course	MED301	<b>Common Core-(Any One)</b> Early Childhood and Care Education and Elementary Education Secondary & Higher Secondary Higher Education	4	64	100
	MED 302				
	MED303				
Theory Course	MED 304	<b>Theme Based -(Any One)</b> Curriculum, Pedagogy and Assessment Educational Leadership Inclusive Education Educational Technology, Instructional design & e-Learning	4	64	100
	MED 305				
	MED 306				
	MED 307				
Theory Course	MED 308	Advanced Research Methodology & Inferential Statistics	4	64	100
	MED 309	Perspective, Research and Issues in Teacher Education	4	64	100
Practical Course	MED 310	Internship (Secondary / Higher Secondary)	4	64	100
	MED 311	Dissertation - Part II (Tool and Data Analysis )	2	32	50
	MED 312	Open Course	2	32	50
<b>IV</b>					
Theory Course	MED 401	<b>Optional Courses(Any 3)</b> Educational Management Comparative Education Education of Children with Special Needs Guidance and Counseling Testing, Measurement and Evaluation in Education Advanced Educational Statistics	12	192	
	MED 402				
	MED 403				
	MED 404				
	MED 405				
	MED 406				

Practical Course	MED 407	Dissertation - Part III(Report Writing and Viva-voce)	4	64	100
			<b>80</b>	<b>1280</b>	<b>2000</b>

### SEMESTER – I

#### **MED 101 Psychology of Learning and Development**

##### **Objectives of the Course:**

To enable students:

- (i) to develop understanding of the psychological basis of Education.
- (ii) to develop the understanding of the theories of development and personality.
- (iii) to understand the changing concept of Intelligence and creativity and its application.
- (iv) to understand the models of Teaching and their utility in the Teaching learning process.
- (v) to understand the Theories of learning and their utility in the Teaching learning process.

##### **Unit – I Introduction to psychological Basis of Education (Credit 1)**

- 1.1 Methods of study in psychology-Introspection/ self-reporting, observation, survey. Case study, Interview, Testing, Experimental.
- 1.2 Major school and their contribution of psychology – structuralism, associationism, Behaviorism, Gestalt, psycho-analytic, Humanistic and Cognitive.
- 1.3 Contribution of these schools to education.

##### **Unit – II Development &Personality (Credit 1)**

- 2.1 Development – Concept, stages, Factors influencing development – genetic, Biological, Environment and physical.
- 2.2 Theories of development
  - Piaget’s cognitive development.
  - Freud’s psycho-sexual development.
  - Erikson’s psycho-social development.
  - Having Hurst’s developmental tasks.
  - Kohlberg’s moral development.
  - Gessel’s maturation theory
- 2.3 Cognitive development – Concept and development of thinking and problem solving.
- 2.4 Affective development – Concept and development of attitude, interest and values.
- 2.5 Psychomotor development – development of skills, objectives, task-analysis, practice, feedback.
- 2.6 Theories of personality
  - Trait (All port, Cattell).
  - Type.
  - Humanistic (Carl Rogers).
  - Indian Concept of Personality development.
- 2.7 Self Concept – Meaning and development.

### **Unit – III Intelligence and Creativity**

**(Credit 1)**

- 3.1 Nature of Intelligence
  - Academic intelligence.
  - Emotional Intelligence.
  - Social Intelligence.
  - Creative Intelligence.
  - Practical Intelligence.
- 3.2 Theories of Intelligence by
  - Guilford J.P.
  - Gardener
  - Sternberg
- 3.3 Measurement of Intelligence –
  - verbal
  - Non - verbal
  - Performance
  - Individual and Group
- 3.4 Creativity – concept, Factors and process  
Techniques for development of creativity -
  - Brain storming (Osborn)
  - Synectics(Gorden)
  - Attribute listing (Allan)

### **Unit – IV Learning and Teaching**

**(Credit1)**

- 4.1 Theories of Learning
  - Conditions of Learning (Gagne)
  - Information Processing (Donald Norman)
  - Mastery Learning (Bloom)
  - Hull’s reinforcement theory
  - Toleman’s sign learning theory
  - Levin’s field theory.
  - Educational Implications of these theories
- 4.2
  - Constructivism and learning
  - Brain based Learning
  - Factors influencing learning
  - Learning and motivation

#### 4.3 Models of Teaching

- Concept attainment – Jerome Bruner
- Advance organizer – David Ausubel
- Inductive thinking – Hilda Taba
- Juris Prudential – Donald Oliver.
- Role playing – Shaffen and Shaffen
- Assertive training – Wolpe Lazarus Salter
- Stress reduction – Rimm & Masters, Woipe

#### 4.4 Educational implications of research in the following areas in teaching

- Teacher thought process
- Student thought process
- Teacher Behavior and student achievement
- Classroom organization and management
- Punishment & classroom management

#### **Practical Work: (any one)**

- 1) Comparison between any two schools of psychology mentioned in 1.2
- 2) Administer and interpret one of the following tests:
  - a) Individual test of intelligence
  - b) Group test of intelligence
  - c) Personality Inventory
  - d) Aptitude test
  - e) Test of creativity

#### **Transactional Mode:**

- Lecture
- Discussion
- Seminars
- Assignment

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## **SEMESTER – I**

### **MED 102 History and political Economy of Education**

#### **Objectives of the Course:**

To enable students:

- (i) to understand the process of historical development in India before and after Independence.
- (ii) to understand know the interaction between political process, economic condition and education.
- (iii) to know the impact of globalization on education at different levels.
- (iv) to improve Human Development Index (H.D.I), educational reforms for improving Human Development Index in India.

#### **Unit – I History of Education**

**(Credit 1)**

- 1.1 Education in India before independence.
- 1.2 Education in India after independence.

#### **Unit – II Policy, Private Organization and globalization in India(Credit 1)**

- 2.1 Role of state in policy making, financing and regulating education from primary to higher levels.
- 2.2 Role of private organizations in financing and regulating education from primary to higher levels.
- 2.3 Impact of Globalization on education, Liberalization, marketization, commercialization, and privatization of education.

#### **Unit – III Political Economy and Education**

**(Credit 1)**

- 3.1 Relationship between education, economic development and income distribution.
- 3.2 Political economy of education - Implications for growth, equality and social change.

#### **Unit – IV Education and human capital development.**

**(Credit 1)**

- 4.1 Education and human capital development
- 4.2 Education and Human development Index.
- 4.3 Place of India in Human Development Index.

**Practical Work (Any Work):**

1. Prepare scrap book in education in ancient period and medieval period
2. Presentation on critical analysis of education system in ancient period and medieval period.

**Transactional Mode:**

- Lecture
- Discussion
- Seminars
- Assignment

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## SEMESTER – I

### **MED 103 Educational Studies.**

#### **Objectives of the Course:**

To enable students:

- (i) to know the widening horizons of education in globalization.
- (ii) to prepare the students for theory and research in an era of rapidly increasing racial, ethnic, linguistic, secular and caste based diversity.
- (iii) to understand the importance of interdisciplinary in education.
- (iv) to understand the use and impact of technology in education.
- (v) to prepare students to provide social service and leadership in culturally diverse, economically challenged democratic society through education.
- (vi) to encourage students to think critically and creatively the process of teaching and learning about the place of education in society.

#### **Unit – I Interdisciplinary in Education. (Credit 1)**

- 1.1 Interdisciplinary in education: Its nature and importance.
- 1.2 Educational theory, research and practice from the point of view of interdisciplinary.
- 1.3 Nature and scope of Indian Education system its achievements and limitations.

#### **Unit – II Education of different sections of society. (Credit 1)**

- 2.1 Minority studies
- 2.2 gender studies
- 2.3 Multi-cultural studies
- 2.4 Inclusive Education

#### **Unit – III Education and Democracy (Credit 1)**

- 3.1 Political education.
- 3.2 Education for democracy.
- 3.3 Education for national integration.
- 3.4 Educational for secularism.

#### **Unit – IV Teacher and Developing Society (Credit 1)**

- 4.1 Role of a teacher to provide social service and leadership in culturally diverse, economically developing democratic society.
- 4.2 Use and impact of technology by teacher and students.

#### **Practical Work (Any Work):**

1. Collect information regarding the education institutions in medieval period.
2. Collect information and make presentation on different types of universities.

**Transactional Mode:**

- Lecture
- Discussion
- Seminars
- Assignment

**References:**

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## SEMESTER – I

### MED 104 Introduction to research method

(Credit 4)

#### Objectives of the course:

To enable students:

- (i) to understand the concept of research and educational research.
- (ii) to understand the types and methods of educational research.
- (iii) to understand the steps involved in educational research.
- (iv) to understand the use of different tools and techniques in educational research.
- (v) to use the library, Internet Services and other sources of knowledge for educational research purpose.
- (vi) to understand the procedure to conduct the research in the educational field.

#### Unit – I Concept of Educational Research &

##### Review of related literature

(Credit 4)

- 1.1 Meaning, nature, need, importance and scope of educational research.
- 1.2 Scientific Inquiry and Theory Development – some emerging trends in research.
- 1.3 Areas of educational research and different sources of generating knowledge.
- 1.4 Interdisciplinarity in Educational Research.
- 1.5 Purpose and need at different stage of research.
- 1.6 Sources of literature review.
- 1.7 Recording of various references – notes taking etc.
- 1.8 Online/ Offline references.

#### Unit – II Research Proposal & Types and Methods of Educational Research (Credit 1)

- 2.1 Conceptual Framework
- 2.2 Selection & finalization of an educational research problem.
- 2.3 Operational and functional terms.
- 2.4 Review of related literature
- 2.5 Objectives, assumptions, hypothesis
- 2.6 Selection of method, sample and tools of research
- 2.7 Data analysis method
- 2.8 Time schedule, financial budget
- 2.9 Types of educational research – Fundamental, Applied, Action research.
- 2.10 Methods of Educational Research.
  - (i) Historical Research – need and significance, types, sources and collection of data; establishing validity and interpretation, Ex-Post Facto Research.
  - (ii) Descriptive Research – Surveys, Case study, developmental correlation studies – nature and use, steps and interpretation, Ex-Post Facto Research.
  - (iii) Experimental Research – need and significance – nature and steps- validity; internal and external, use and limitation of different types of experimental designs: Pre-experimental- role of control variables.

- (iv) Naturalistic inquiry- situation-related integrative, phenomenological, experience-based, subjective qualitative.
- (v) Product Research.
- (vi) Qualitative Research- Ethnomethodical

**Unit – III      Research problems, Variables, Hypothesis, Population and Sampling**  
**(Credit 1)**

- 3.1 Source, selection and Criteria of research problem- based on experience, discussion. Literature - Scope and delimitations, statement of the problem in different forms.
- 3.2 Concept, nature, characteristics and types of variables-inter relationship among different variables.
- 3.3 Concept, importance, characteristics and forms of hypothesis- formulation and testing.
- 3.4 Assumption – Concept
- 3.5 Population – Concept
- 3.6 Sampling – Concept and Need, characteristic of good sample.
- 3.7 Sampling Methods
  - (i) Probability Sampling: Simple Random sampling, use of random number table, Cluster, stratified and multistage sampling.
  - (ii) Non-Probability Sampling: Quota, judgment and purposive.
- 3.8 Errors in sampling.

**Unit – IV      Tools and Techniques of Educational Research**  
**(Credit 1)**

- 4.1 Observation.
- 4.2 Interview Schedule.
- 4.3 Questionnaire.
- 4.4 Test-achievement, intelligence, aptitude, and personality.
- 4.5 Opinionnaire- attitude scale, rating scale, check list.
- 4.6 e-tools – e-mail, fax website, Internet, teleconference.
- 4.7 Qualities of a good measuring tool and standardization procedure.
- 4.8 Preparation of tools.
- 4.9 Implementation of tools

**Practical Work:**

1. Study of recent research reviews about the unit wise course content.

**Transactional Mode:**

- Seminars
- Lecture
- Assignment
- Library work

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- Best, J.W. and Kahn *Researchs in education* (10<sup>th</sup> Ed. Prentice of India, Pvt Ltd, New Delhi, 1982)
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## SEMESTER – I

### **MED 105      Communication & Yoga Education**

**(Credit 2)**

#### **Objectives of the course:**

To enable students:

- (i) to impart instruction in excellent way by acquiring associate skills.
- (ii) to acquire skills for conduct of interaction sessions.
- (iii) to acquire sessions for using communication adds.
- (iv) to able to use own energy for self development.
- (v) to able to concentrate on focused activity.
- (vi) to able to live in an organized manner.

#### **Communication      (Any Three)**

**(1 Credit)**

##### **Activity : -    1) Communication skills**

- 1.1) Introducing each other.
- 1.2) Introducing Self.
- 1.3) Story of your name.
- 1.4) Word game.
- 1.5) Quick Answer
- 1.6) Story from Picture
- 1.7) Scenario expression
- 1.8) Creative fairy tell

**Note: -** Course in charge teacher can create activity to develop communication skills of student.

Above are specimen activities.

#### **Unit – II      Yoga Education**

**(Credit 1)**

Unit A : Introduction to Yoga & Personality Development.

- 1 Introduction.
2. Learning objectives
3. Yogic concepts of personality
4. Dimensions of integrated personality
5. Yoga for integrated personality development



**Unit B : Yoga and Stress Management**

1. Introduction
2. Learning objectives
3. Concept of stress
4. Stress -a yogic perspective
5. Yoga as a way of life to cope with stress
6. Yogic practices for stress management
7. Cyclic meditation for stress management

**Unit C : Yoga and Self Development**

1. Introduction
2. Learning objectives
3. Concept and nature of self -development
4. The concept of values and value education
5. Spirituality and its role in human self-development -yamas and niyamas
6. Helping children develop values
7. Yoga and human excellence

**References:**

- 50 Communications activities, Ice barkers & exercise peter, Garbar 1
- Dr. Dhabir Ahmad Baht & Dr. Mohd. Youduf Ganai, 2012, *Development of Education system in india*, Dilpreet Publishing House
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## **SEMESTER - II**

### **MED 201 - Philosophy of Education**

#### **Objectives of the course:**

To enable students:

- (i) to develop understanding of the interrelationship between Philosophy and Education
- (ii) to develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.
- (iii) to develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.
- (iv) to acquire knowledge of human values and role of education.

#### **Unit- I Philosophy and Education (Credit 1)**

- 1.1 Education- Meaning & Various definitions & scope of Philosophy
- 1.2 Interrelationship between philosophy & Education, Need of philosophy in life and for Teacher in Practical
- 1.3 Modern Concept of Philosophy: Logical empiricism Positive relativism.

#### **Unit- II Indian Schools of Philosophy (Credit 1)**

- 2.1 Vedic, Buddhism, Jainism, Islamic
- 2.2 Education Implications of these schools with special reference to the - Concept of Knowledge, reality & values, methodology, public- teacher .relationship, freedom & discipline, Basic Tenets, aims, & objectives, Curriculum
- 2.3 Educational Contributions of –Swami Vivekanand, Ravindranath Tagore, Mahatma Gandhiji, Dr. Babasaheb Ambedkar ,Mahtma Jyotirao Phule & J.P.Naik, Aurobindo Gosh

#### **Unit- III Western Schools of Philosophy (Credit 1)**

- 3.1 Idealism, Naturalism, pragmatism, realism, Existentialism, Maxism.
- 3.2 Educational implications of these schools with special reference to the – Concept of knowledge, reality & values, methodology, public – teacher relationship, freedom & discipline. Basic Tenets, aims & objectives, Curriculum.
- 3.3 Educational Contribution of- Aristotle, Rousseau, Plato, John Dewey

**Unit- IV Philosophy of Human Values, culture & Education (Credit 1)**

- 4.1 Meaning and types of values - spiritual, moral, social, aesthetic values
- 4.2 Meaning and types of various human values
- 4.3 Philosophy of Human values and cultures
- 4.3 National values as mentioned in the Indian Constitution & their educational implications

**Practical Work (Anyone):**

- (i) Visit of the institutions working on Philosophical ideas of Philosopher.
- (ii) Study of the comparison between one western school with one Indian school of philosophy.
- (iii) Study of human values and professional ethics
- (iv) Student will be preparing a term on any given topic in the syllabus.

**Transactional Mode:**

- Lecture
- Discussion
- Seminars
- Assignment
- Field visit.

## References:

Agrgarwal J.C. Gupta S.,2006,Great Philosopher and Thinkars on Education,Sipra Publications  
Deccan Books ,New Delhi.

Aruslsamy S, 2011,Philosophical and Sociological Perspectives on Education, Neelkamal  
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Mohhamad Naqi,2005,Modern Philosophy of education , AnmolPublication,New Delhi.

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[http://www.academia.edu/6560935/HUMAN\\_VALUES\\_AND\\_PROFESSIONAL\\_ETHICS\\_SAMPLE\\_QUESTIONS\\_WITH\\_SOLUTIONS](http://www.academia.edu/6560935/HUMAN_VALUES_AND_PROFESSIONAL_ETHICS_SAMPLE_QUESTIONS_WITH_SOLUTIONS)

[www.bietjhs.ac.in/pdf/human\\_values.pdf](http://www.bietjhs.ac.in/pdf/human_values.pdf)

## **SEMESTER - II**

### **MED 202      Sociology of Education**

#### **Objectives of the course:**

To enable students:

- (i) to develop the understanding of interrelationship between Sociology and Education.
- (ii) to develop appreciation of education as a means of social reconstruction
- (iii) to understand the bearing of various Political ideologies on Education.
- (iv) to understand the world problems like maintaining peace in diverse religious beliefs and cultural customs and effects of terrorism on education.

#### **Unit – I Social Perspective of Education (Credit 1)**

- 1.1 Meaning & Nature of Educational Sociology, Sociology of Education
- 1.2 Interrelationship between Education and Social Variables
  - i) Education and Family
  - ii) Education and Schooling
  - iii) Education and Peer group
  - iv) Education and culture in general
  - v) Education and religion, Caste, Gender, Class
  - vi) Sex and Education
  - vii) Education and Constitution
- 1.3 Social Stratification

#### **Unit --II Education and Socialization (Credit 1)**

- 2.1 Process of Socialization
- 2.2 Social Structure and Social Stratification its impact on educational process.
- 2.3 Social Mobility its impact on educational process.
- 2.4 Education for emotional and social integration
- 2.5 Education for Nationalism and International understanding
- 2.6 Equality of Educational opportunity and Social Justice - Meaning and need with special reference with Indian Society
- 2.7 De-Schooling of Education and views of Evan Illich.

#### **Unit- II Social Forces and Education (Credit 1)**

- 3.1 Education for maintaining the peace in diverse religious beliefs.
- 3.2 Global Citizenship Education and Social Forces.
- 3.3 World problems and terrorism – its causes, its impact on Society and remedies through Education.

3.4 Concept of Secularism in India and World prospect and building of Secularism through Education

**Unit- IV Sociology of Education (Credit 1)**

- 4.1 Keeping pace between educational change and Social change.
- 4.2 Politicization of education: Political control interference in institutional administration; need and possibilities of autonomy of education.
- 4.3 Education and the goal of secularism.
- 4.4 Education as a potential equalizing social force: quality of educational opportunities.
- 4.5 Educating the masses: the needy and the disadvantaged section; women's education.
- 4.6 Nature of education and the impact of social reality on its content methodology and organization: accountability and feasibility.

**Practical Work (Anyone):**

1. Visit to special school related to different section and report on it.
2. Study of recent research's about the course content

**Transactional Mode:**

- Lecture
- Discussion
- Seminars
- Assignment
- Field Visit.

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## SEMESTER - II

### MED 203 Curriculum Studies

(4 Credits)

#### Objectives of the course:

To enable Students

- (i) to understand the meaning and concept of curriculum.
- (ii) to understand the foundations of curriculum development.
- (iii) to appreciate the need for continuous curriculum reconstruction.
- (iv) to understand the concept of curriculum evaluation.
- (v) to develop awareness of researches in curriculum development.

#### Unit – I Introduction to curriculum

(1 Credit)

- 1.1 Meaning and concept of curriculum
- 1.2 Elements of curriculum
- 1.3 Curriculum, syllabus, units
- 1.4 Philosophical, psychological, Sociological bases of curriculum
- 1.5 Models of curriculum Development

##### a) Scientific/ Technical

- i) The Tyler model
- ii) Saylor and Alexander model
- iii) Taba model
- iv) Hunkins model

##### b) Non-Scientific/Non-Technical/Humanistic

- i) Glathorn Naturalistic model
- ii) Weinstein and Fantini model
- iii) Post- Positivistic model

#### Unit – II Curriculum development

(1 Credit)

- 2.1 Stage of curriculum Development
- 2.2 Types of curriculum Theories
- 2.3 Patterns of Curriculum Organization
- 2.4 Selection of Curriculum experiences and learning experiences
- 2.5 Organization of curriculum content and Learning experience

#### Unit – III Curriculum Transaction and Curriculum Evaluation

(1 Credit)

- 3.1 Instructional system, Instructional media
- 3.2 Instructional techniques and Material, enhancing curriculum transaction
- 3.3 Approaches to curriculum Evaluation

- 3.4 Models of curriculum Evaluation
- 3.5 Strategies for evaluation of curriculum

**Unit – IV Curriculum change & Research and Curriculum**

**(1 Credit)**

- 4.1 Meaning and Types of Curriculum change
- 4.2 Approaches to curriculum change
- 4.3 Scope of Curriculum Research
- 4.4 Modes of curriculum Research
- 4.5 Types of Research in Curriculum

**Practical Work (Any One):**

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

**Transactional Mode:**

- Lecture
- Discussion
- Group Activity
- Review of Report
- Library Work

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## **SEMESTER - II**

### **MED 204 Pre-Service and In-Service Teacher Education**

#### **Objectives of the Course:-**

To enable students:

- (i) to understand the Concept of Teacher Education - Pre service & In-Service.
- (ii) to understand the nature and Agencies of Teacher Education.
- (iii) to gain knowledge of levels of Teacher Education.
- (iv) to enabling student teacher to develop curriculum &it's transaction.
- (v) to understand development of Teacher Education in India & comparison of Teacher Education with other developed Countries.

#### **Unit – I Understanding Teacher Education (1 Credit)**

- 1.1 Concept of Teacher Education.
- 1.2 Need, scope and Objectives of teacher education.
- 1.3 Teacher Education in Indian & in the Global Scenario.
- 1.4 Agencies of Teacher Education.  
SCERT, NCERT, NCTE, NUPEA, UGC, UNESCO, UDTE, RIE.

#### **Unit – II Pre service and In Service Teacher Education (Credit 1)**

- 2.1 Pre-service and in-Service Teacher Education- Concept, Meaning, Need and Nature.
- 2.2 Orientation and Refresher courses, Faculty improvement programme. (FIP).
- 2.3 Levels of Teacher Education. – Pre primary and Primary.
- 2.4 Levels of Teacher Education – Secondary, Higher Secondary & Higher Education.

#### **Unit – III Curriculum and its transaction for Teacher Education (Credit 1)**

- 3.1 Curriculum for Teacher Education at different levels.
- 3.2 Modes of Curriculum Transactions for different levels of Teacher Education.
- 3.3 Preparing teachers for special school & inclusive classroom.
- 3.4 Internship and Attachment in Teacher Education.

#### **Unit – IV Development of Teacher Education In India (Credit 1)**

- 4.1 Teacher Education in pre independence India.

- 4.2 Teacher Education in post independence India.
- 4.3 Comparison of Teacher Education of India and U.K., U.S.A., Germany.
- 4.4 Comparison of Teacher Education of India and China, Australia, Finland.

**Practical (Any one):**

- 1) Comparative study to teacher education system in India and different countries.
- 2) To study various annual reports of SCERT/NCERT/RIE/NUEPA/NCTE to identify different programmes for professional development.
- 3) Studying the opinions of the in-service teachers for strengthening teacher education.

**Transactional Mode:**

- Lecture-cum-Discussion
- Workshop Sessions
- Assignments
- Presentation by students

**References:**

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- Lomax, D.E. (1973). The Education of Teachers in Britain London: Johnwiley and Sons.
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- UNESCO, (1978).Developing Instructional Model for Teacher Education. Bangkok: Regional office for Education is Asia and Oceania.

## SEMESTER - II

### Dissertation:

The provision of Dissertation provides for students to do research on the topic of his / her choice. The topic and the plan of the dissertation will be decided in consultation with of faculty member and will be approved by the Post Graduate Academic Committee /Department committee. The Post Graduate Academic Committee/Department Committee shall consider the applications of the students to write a dissertation in view of the merits of the students and his/ her research plan. (For colleges, Post Graduate Academic Committee)

### MED 205 Dissertation Part – I (Proposal and Review)

(Credits 2)

#### Objectives of the Courses:

##### To enable students:

- (i) To understand importance of research proposal in the process of educational research.
- (ii) To understand steps involved in writing of educational research proposal.
- (iii) To understand importance of review of related literature and research.
- (iv) To get acquainted with skills of making review of related literature and research.

- **Research Proposal** (Credit 1)

- **Review of related literature and research** (Credit 1)

- (i) Purpose and need at different stage of research
- (ii) Sources and Types
- (iii) Recording of various references – notes taking etc.
- (iv) Online/ offline references.

#### Evaluation Scheme:

- The student is require to prepare Research Proposal on the selected topic and present it. It will be evaluated by a panel of two examiners, out of which one will be his/her research guide (Internal Examiner) and one will be external examiner.
- Student is require to review related references of his/her research topic and prepare report and submit to the department/ college. It will be evaluated by 25 marks on the basis of following criteria.
  1. Various sources traced (Online /Offline, Print Form). 4 Marks
  2. Relatedness of selected literature to the research topic. 4 Marks
  3. Usefulness justified. 4 Marks
  4. Review report Writing 10 Marks
  5. Reference Writing (APA Style) 3 Marks

#### References:





- **What is the role of the Education College providing internship facility?**

Guidance is sought from.

**The Principal -**

**Meetings with students**

- Introductory meet- on the first day general know-how of the College, and introduction of the staff, facilities for the M.Ed. students etc.
- Weekend meetings for review of student work, facilities and problems (if any) and suggestions.
- Evaluation of student work with the help of coordinator of the programme.

**Teachers -**

- Directives for lesson guidance, observation of practice teaching and evaluation of practice teaching.
- Guidance to M.Ed. students for effective teaching to the B.Ed./ D.Ed. student-teachers.
- Conducting psychology experiments.
- Conduct of IT practical.
- Organizing co-curricular activities including health education activities, cultural activities, educational visits etc.
- Control, supervision and feedback of student activities.

**Office Staff:**

- Providing information about maintaining records.
- Providing necessary facilities to students.

**Evaluation Scheme:**

**Total marks – 100**

**(4 CREDITS)**

- |   |   |         |
|---|---|---------|
| • Evaluation by the education college     | - | 75marks |
| • Seminar Reading on Internship Programme | - | 25marks |

**Evaluation Scheme Details:**

**A) Attendance:**

**10 Marks**

- Punctuality
- Regularity
- Attendance for other activities
- Full college hours
- Remark of the Principal

- B) Preparation & Teaching skill: **20 Marks****
- 1) Preparation (for total 3 lessons; per week 1 lesson) **10 Marks****
- Lesson plan (notes)
  - Teaching aids
  - Reference
  - Guidance
  - Library work
- 2) Actual teaching (3 lessons) **10 Marks****
- According to lesson plan (use of micro skills)
  - use of teaching aids
  - use of IT \ ET Psychological testing
  - Mastery over the subject
  - last impression of the supervisor
- C) Participation in co-curricular activities **10 Marks****
- Morning programmes & value education periods
  - Meditation & Yoga activities
  - Cultural activities
  - Trips & visits
  - Any other programme arranged by the college.(Supervisor's remarks)
- D) Lesson Guidance: **10Marks****
- Help in lesson guidance-lesson wise
  - At least 5 students should be guided regarding-the aims, objectives, outcomes, Matter, steps of the lessons.
  - Teachers role & methodology & students role
  - Feedback to B.Ed \D.Ed students or observation of feedback of teacher educators given to B.Ed\ D.Ed students.
  - Supervisor's remarks
- E) Diary Writing: **10 Marks****
- Day wise programme
  - Remarks on programmes observed
  - Observations of
    - i) Students – Sports, C. A., another
    - ii) Faculty-achievement (M.Phil. Ph.D., other course)
    - iii) Staff-Administration
  - General atmosphere of the college
  - Special programme of the college
  - Specialty of the college

- Achievement of the college
- Linkage to the society
- Linkage to the world's community
- Library facilities
- Sports facilities
- Future planning of the college

**F) Overall Performance:**

**15 Marks**

**Instructions to students :**

**Students must –**

- 1) Be regular & punctual
- 2) Must follow the discipline of the institute
- 3) Follow the dress code & rules
- 4) Participate in all activities
- 5) Maintain the records

**After the completion of 4 weeks internship programme 3 days seminar session will be conducted at the Department/ College.**

**25 Marks**

## SEMESTER – III

### Common Core-(Any One)

#### **MED 301 Early Childhood Care and Education and Elementary Education**

#### **Objectives of the course:**

To enable students to –

- (i) Develop an understanding of the needs and rights of children with emphasis on the socio-cultural context of childhood
- (ii) Gain knowledge and develop skills and attitudes required for working with young children
- (iii) Understand the development of children from birth to 12 years of age
- (iv) Develop insight into the process of child development and learning
- (v) understand the different aspects of child development
- (vi) Understand the diversity in the learners and ways of catering to the learner's diversity
- (vii) Identify children with special needs, be able to take care of their needs within the setting of the child care centre
- (viii) Recognize the significance of developing supportive relationship among Parents, school and society
- (ix) Review availability, coverage and nature of pre-service teacher education in Early Childhood Care and Education
- (x) Inform policy level reforms in the area of teacher education in ECCE.
- (xi) Understanding of principles of early childhood education, based on child development to enable student teachers to acquire the attitudes, skills, insights and techniques to deal with pre-school children.
- (xii) Develop understanding of child's cognitive, Social, physical, and emotional development and to create learning opportunities that support student academic development.
- (xiii) Gain pedagogical knowledge and skills and use this expertise to encourage each student to develop critical-thinking and problem-solving skills.
- (xiv) Develop as active practitioners, equipped with the critical awareness, teaching competence, knowledge and attitudes to teach children in both early childhood services and primary schools in the 21st century

**Unit – I: Early childhood education: Concept and Issues**

- 3.1 Concept, Scope and Significance of Early Childhood Education
- 3.2 Institutions for Early Childhood Care Education
- 3.3 Curriculum for young children
- 3.4 Program for Early Childhood Care Education – Planning, Methods of teaching, Activities, Evaluation.
- 3.5 Technology, Research, Assessment, Early intervention and Ethics in Early Childhood Care Education
- 3.6 Inclusive care and Education – Philosophy, Children with special needs, Classroom practices.

**Unit – II: The Roles & Responsibilities of Educators in Early Childhood Care Education.**

**(Credit 1)**

- 2.1 Interpersonal relationships and communication with parents and community
- 2.2 Observation, Documentation, Cooperation, Organization, Supervision and Leadership
- 2.3 Scope and Nature of Pre-service Teacher Education in Early Childhood Care Education
- 2.4 Active Teaching for Active Learning
- 2.5 Guiding young children’s behavior – Appropriate strategies, Prevention of behavioral problems, Appropriate practices and Interventions

**Unit – III: Development of Elementary Education**

**(Credit 1)**

- 3.1 Nature and of Elementary Education.
- 3.2 Mahatma Gandhi and RabindraNathTagor on Elementary Education.
- 3.3 Constitutional provision for Education & Principle related to elementary education.
- 3.4 Right to Education Act
- 3.5 Elementary Education as to in NPE – 1996, POA – 1992, NCF – 2005

**Unit – IV: UEE Objectives programs & Challenges**

**(Credit 1)**

- 4.1 Concept & objective of UEE
- 4.2 Critical Appraisal of Current status of UEE
- 4.3 Access, Enrollment, Retentor and Achievement – UEE
- 4.4 Program of UEE – DPEP, SSA.

**Practical Work (Any One):**

1. Case Study of Anganwadi.
2. Documents Analysis on Politics related ECCS and UEE.

**Transactional Mode:**

- Seminars
- Assignments
- Lecture
- Group Discussion

## References:

- Allied Publishers Limited, (1997), *Primary Education in India*
- AmarjeetSinha, 1998, Primary Schooling in India, Vikas Publishing House Pvt Ltd.
- Christina Tilstone and Lyn Lawton, 2005, Child Development and Teaching Pupils with special Educational Needs, RoutledgeFalmer Pub.
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- Tina Bruce, (2006), Early Childhood A Guide for Students, Sage Publications
- VijayaKumariKaushik, S.R. Sharma,( 2004), Principles of Education , Anmol Publications



## **SEMESTER - III**

### **Common Core–**

### **MED 302 Secondary and Higher Secondary Education**

#### **Objectives of the Course:**

To enable students:

- (i) Students will be able to understand the concept and history of secondary and higher secondary education in India
- (ii) Students will be able to understand the Psychological Bases for Secondary and Higher Secondary Education
- (iii) Students will be able to know and analyse the different Structures of Secondary and Higher Secondary Education
- (iv) Students will be able to have an understanding of Global Perspectives of Secondary and Higher Secondary Education

#### **Unit - I Secondary and Higher Secondary Education: Concept, History and Stages of Development.**

1. Objectives, Nature and importance of Secondary and Higher secondary Education in India
2. Constitutional provisions for Secondary and Higher Secondary Education
3. Stages of Development: Pre and Post -Independence Period.
4. Commissions and Committees on Secondary and higher secondary Education.  
Present structure and status of Secondary and higher secondary Education in different states and the union

#### **Unit - II Psychological Bases for Secondary and Higher Secondary Education**

1. Stages of Development with references to Secondary and Higher Secondary Education.
2. Adolescent- Compatibility with Secondary and Higher Secondary Education
3. Problems of Adolescent and the challenges of Secondary and Higher Secondary Education
4. Programmers to handle the Problems of Adolescent at Secondary and Higher Secondary Education
5. Role of Guidance and Counseling in Secondary and Higher Secondary Education

### **Unit - III Administration, Government scheme and Initiatives for Secondary and Higher Secondary Education**

1. Administrative functions of Secondary and Higher secondary education:- State Boards, CBSC, ICSE, IGCSE and International Boards- Purpose and Functions
2. Organization of Curriculum in Secondary and Higher Secondary Education
3. Quality Enhancement: NCERT, SCERT, SAAC, NAB
4. Different types of Schools: Government / aided / Unaided, Public, Kendriavidyalaya,
5. Navodaya Vidyalaya, International Schools and schools for weaker sections.  
Government scheme and initiations: Different scholarship at National and State levels, Open schools- Objectives and Functioning.

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

1. Secondary and Higher Secondary Education in England, Finland, , USA, Australia, Japan,
2. Rashtriya Madhamik Shiksha Abhiyan (RMSA), National Mission of ICT- Objectives and Functioning
3. Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning, scenario based learning
4. New trends of Evaluation at Secondary and Higher Secondary Education.
5. Role of teacher....?

#### **Practical Work:**

- Visit schools and study the different adolescent problems faced by teachers in schools and the strategies they adopt to face them.
- Preparing report by comparing and contrasting the higher secondary education in England, Scotland, France, USA, Australia, Japan, Russia, China.
- Study the difference between the different boards of education.
- Analyze the best practices in different boards of secondary education
- Prepare a report on Navodaya vidyalayas, their vision and mission and the achievements.
- Visit NCERT, RIEs, SCERT, KV, NVS and try to understand their structure and role in enhancing secondary education.
- Visit to Centers of open schools and preparing reports.

- Study the status of Guidance and Counseling in secondary schools and its effectiveness.

**Transactional Mode:**

- Seminars
- Assignments
- Lecture
- Group Discussion

## References:

- Agrawal. S. P., & Agrawal, J. C. (1994). *Third Historical Survey of Educational Development in India*. New Delhi: Concept Publications.
- Andrey & Howard Nicholls. *Developing Curriculum- A Practical Guide*. George Allen and Unwin, London, 1978
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- Vaidya, (2005) *Educational Reforms*. New Delhi: Deep and Deep Publications.

## SEMESTER – III

### Common Core-

#### MED 303 Higher Education

##### Objective of the Courses:

To enable the Students:

- (i) to understand the Growth and Development of higher education in India and other countries.
- (ii) to understand the concept of University Governance
- (iii) to understand the importance of the concept of university autonomy and decision making in the university management.
- (iv) To understand the relationship of state, central and private agencies in the functioning of universities and colleges in terms of finance and administration.
- (v) to understand the role of the internal and external agencies in the governance of universities.
- (vi) to understand the factor influencing the university campus life and its impact on the community.
- (vii) to understand the need of manpower planning.
- (viii) to understand the diverse role of the university teacher
- (ix) to understand the problems of reforms in higher education in their proper perspective.

##### Unit-I Growth and Organization of Higher Education

- 1.1 Concept and Purposes of Higher Education
- 1.2 Growth of Higher Education after 1947
- 1.3 UGC, DST, ICSSR, AIU, ICMR, IISER: Agencies in Higher Education
- 1.4 Research as a function of Higher Education
- 1.5 Higher Education and Society
- 1.6 The progressive Social of a University Teacher in India.

##### Unit-2 Management of Higher Education

- 2.1 University Management and Autonomy.
- 2.2 Constitutional Provision & Legislation for Universities
- 2.3 Financing of Higher Education
- 2.4 Administrative Reforms in Universities & Colleges
- 2.5 Co-curricular and Community Centered Service Programmes

**Unit-3 Issues and Problems in Higher Education****(3 credits)**

- 3.1 Improving GER in Higher Education: RUSA
- 3.2 Problem of Standards in Higher Education.
- 3.3 University Teacher, University departments and affiliated Higher Education institutes.
- 3.4 Excellence and Expansion: Quantity and Quality in Higher Education.
- 3.5 Privatization and Liberalization in Higher Education.

**Unit – IV Evaluation in Higher Education: Mechanics and Processing**

- 4.1 Status of Evaluation in Higher Education.
- 4.2 Evaluation situation in Higher Education: Choice Based Credit System.
- 4.3 Evaluation of students and faculty members in Higher Education.
- 4.4 Online Evaluation.
- 4.5 API: Appraisal Performance Indicator.

**Practical Work:**

1. Preparation of three abstracts of papers/articles in professional journals.
2. A term paper on a comparative study on growth and development of higher education in any developing or developed nation.
3. A term paper on the contribution of the agencies such as UGC, ICSSR, AIU, ICMR etc to Higher Education.
4. A paper on the growth and development of higher education in any one state of India.
5. A study of the growth and development of any one of the institutes of national importance

**Transactional Mode:**

- Seminars
- Assignments
- Lecture
- Group Discussion

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## SEMESTER - III

### Theme Based - (Any One)

#### **MED 304 Curriculum, Pedagogy and Assessment (Credit 4)**

#### **Objectives of the Courses:**

To enable students:

- (i) to understand the generic and subject specific issues in Curriculum, Pedagogy and Assessment.
- (ii) to apply the tools and techniques of curriculum development
- (iii) to understand the learning process.
- (iv) to develop the awareness of researches in mediation, alignment and assessment design particularly theories of assessment, theories of alignment, and how they inter-relate.

#### **Unit – I Introduction to Curriculum Alignment, Pedagogy and Assessment (Credit-1)**

- 1.1 Learning for Human Resource Development.
- 1.2 Patterns of Learning as a process.
- 1.3 Meaning and Concept of Curriculum Alignment.
- 1.4 Meaning and scope of Assessment.
- 1.5 Major Issues in Alignments of Curriculum, Pedagogy and Assessment at various levels of Primary, Secondary, Higher Secondary Schooling and Higher Education of Maharashtra.

#### **Unit – II Pedagogy (Credit-1)**

- 2.1 Piaget's Schemas, Adaptation processes (equilibrium, assimilation and accommodation).
- 2.2 Kolb's learning cycle.
- 2.3 Bandura's Social Learning.
- 2.4 Freire's Pedagogy of Oppressed (Banking Education Versus Dialogue Method.)
- 2.5 Principles of Instructional Design.
- 2.6 Situated learning and community of practice.

#### **Unit – III Curriculum Alignment: Theory to Practice (Credit-1)**

- 3.1 Theories of Alignment  
- Curriculum Alignment, Constructive Alignment, Instructional Alignment.
- 3.2 Models of Alignment  
- Web Alignment Model, SEC Alignment Model, Achieve Alignment Model.
- 3.3 The Mediation of Learning in the Zone of Proximal Development.

#### **Unit – IV Assessment (Credit-1)**

- 4.1 Principal of Assessment.  
Formative Assessment, Feedback on Learning, Summative Assessment
- 4.2 Methods of Assessment.  
Learning Portfolio, Interview, Observations, Self-Peer Assessment, Simulation Activities, Case study, Project Work, Reflective Journal, Quizzes Games.
- 4.3 Model of Evaluation.

Kirkpatrick's Evaluation Model, CIPP Evaluation Model, Outcome Based Evaluation (OBE).

**Practical Work (Any Work):**

1. Seminar on one of the topic Assigned
2. Critical Analysis of any Existing Curricula in Constructive Alignment view point.
3. Adapting Kirkpatrick's model of evaluation to your Teaching-Learning situation and submit report of your work.
4. Apply any Alignment model to.

**Transactional Mode:**

1. Lecture
2. Demonstration
3. Field visit of School or Curriculum Development Bureau (Balbharti)
4. Discussion
5. Group Activity
6. Review of Report on Curriculum
7. Library Work

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### **SEMESTER - III**

**Theme Based -**

**MED 305 Educational Leadership**

**(Credit 4)**

**Objectives of the Courses:**

To enable students:

- (i) to understand the concept of leadership in educational management
- (ii) to understand the importance of the leadership behavior in educational management.
- (iii) to know leadership theories and their implications in education
- (iv) to know the concept of power and politics in leadership
- (v) to know the different power bases
- (vi) to know the concept of conflict
- (vii) to understand and appreciate conflict as an inescapable phenomenon that needs to be managed productively.
- (viii) to understand the nature and implication of conflict in Educational Management.
- (ix) to understand the different ways of managing conflict in educational organisations
- (x) to understand the concept and importance of motivation in educational organisation
- (xi) to understand the different motivational theories and their implications in educational organisations.

**Unit – I Leadership: Concept and Theories**

- 1.1 Meaning and Definition of leadership.
- 1.2 Leading vs. Managing
- 1.3 Types of leadership
- 1.4 Gender and leadership
- 1.5 leadership theories

**Unit – II Power and Politics in Leadership**

- 2.1 Definition of power,
- 2.2 Bases of power
- 2.3 Power tactics
- 2.4 Power in groups: Coalitions

2.5 Sexual harassment: Un equal power in the work force

### **Unit – III Managing Conflict**

- 3.1 Meaning and concept of conflict
- 3.2 Transition in conflict thought
- 3.3 Functional v/s dysfunctional conflict
- 3.4 The conflict process
- 3.5 Conflict resolution techniques

### **Unit – IV Leadership & Motivation**

- 4.1 Motivation: meaning and concept
- 4.2 Theories of motivation
- 4.3 Types of motivation
- 4.4 Motivation process
- 4.5 Strategies of motivating educational personnel

### **Unit – V Women Educational Leadership**

- 5.1 Status of women in leadership
- 5.2 Status of women in educational leadership
- 5.3 Need and importance of women in Leadership positions
- 5.4 Barriers faced by women in leadership position
- 5.5 Strategies adopted by women administrators

### **Practical Work:**

- Conduct a survey to understand that gender difference in leadership
- Conduct a study to understand how power is used for sexual harassment in work place
- Visit different schools and by interacting with principals and supervisors find out the various conflict faced by them in institution and the ways they resolve them
- Visit the educational institutions to understand the motivation strategies used by leaders to motivate their employees
- Interact with women educational administrators and find out the barriers faced by them to reach leadership position and strategies adopted by them to sustain the leadership position.

### **Transactional Mode:**

- Seminars
- Assignments
- Lecture
- Group Discussion

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## SEMESTER - III

**Theme Based -**

**MED 306 Inclusive Education**

### **Objectives of the Courses:**

To enable students:

- (i) to understand Inclusive Education concept and Nature
- (ii) to develop competencies for Inclusive classroom
- (iii) to enable the students to impart inclusive instructions.
- (iv) to enable the student to organise inclusive classroom.
- (v) to enable the student to assess inclusive classroom.

### **Unit – I Introduction to Inclusive Education (Credit 1)**

- 1.1 Meaning and definition of Inclusive Education
- 1.2 Need and Importance of Inclusive Education
- 1.3 Approaches to Inclusive Education
- 1.4 Principle of Inclusive Education
- 1.5 Inclusive Education in India: Policy and Practices

### **Unit – II Competencies development for Inclusive Education (Credit 1)**

- 2.1 Attitude
- 2.2 Self-Efficacy
- 2.3 Skills
- 2.4 Ideologies
- 2.5 Challenging Behavior & Managing Violence and Touching

### **Unit – III Inclusive Instruction design**

- 3.1 Inclusive Curriculum – modification, classification, according to the needs of the students
- 3.2 Models in inclusive education
- 3.3 Inclusive Lesson planning and Instructional strategies
- 3.4 Collaboration & co-operative learning

### 3.5 Peer-mediated instruction and interventions

## **Unit – IV Organization and Assessment of Inclusive Classroom**

- 4.1 Physical layout of Inclusive classroom
- 4.2 Special assistance to children
- 4.3 Meeting student's personal care and medication needs.
- 4.4 Promoting Social competence in inclusive classroom.
- 4.5 Educational reports, intelligence tests, Achievement tests, teacher based assessments.

### **Practical Work:(Any One)**

1. Visit to a Inclusive school and prepare a report
2. A study of inclusive school plant and compare with high excellent school.
3. Design and evaluate an Inclusive education programme.
4. Draft a counseling program for special need child in Secondary School. (Inclusive classroom child)
5. Preparation of a research proposal related to differently abled learners problem.
6. Prepare a report of recent developments done in the field of Inclusive education.
7. A study of any one N.G.O. promoting Inclusive education.
8. Critical study of any Special teacher training college or Institutes.

### **Transactional Mode:**

- Lecture
- Group Discussion
- Seminars
- Assignments
- Visit

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## SEMESTER – III

### Theme Based -

### MED 307 Educational Technologies, Instructional Design and e-Learning

#### Objectives of the Courses:

To enable students:

- (i) Students will be able to Describe the use of Educational Technology in education
- (ii) Students will be able to Explain the communication process and its importance in education
- (iii) Students will be able to Describe the steps involved in developing Instructional Design
- (iv) Students will be able to Develop an Instructional Design for interactive multimedia
- (v) Students will be able to explain the models of Instructional Design.
- (vi) Students will be able to make the student familiar with new trends, techniques in education along with e-learning.
- (vii) Students will be able to enable the student to become good practioner of Educational technology and e-learning.

#### Unit - I Educational Technology and Teaching

- 1.1 Development of the concept of ET
- 1.2 Educational Technology as system approach
- 1.3 ET- Learning, Evaluations, Research
- 1.4 Global and National Overview on ET policy
- 1.5 Difference between teaching and Instruction, conditioning & training
- 1.6 Stages and Levels of teaching.

#### Unit - II Multimedia in Education

- 2.1 Multimedia growth and development

2.2 Multimedia Applications- CAI, CAL, CBT

2.3 Computer and interactivity

2.4 Telemetric in education and training

### **Unit - III Instructional Designs and Communication Modes in Education**

3.1 Formulation and Designing of instructional strategies- lecture, team teaching, discussion, panel discussion, seminars & tutorials.

3.2 Models of ID – ADDIE and Dick and Carrey

3.3 Concepts of communications

3.4 Modes of communication- Speaking and listening, Writing and reading visualizing and observing

3.5 Models of communication- David Berlo's SMCR model of communication, Shanon's model of communication

### **Unit - IV E-learning- Principles, Process and Practices**

4.1 e-learning definitions, scope, trends, attributes & opportunities

4.2 Pedagogical designs & e-learning

4.3 Assessments, feedback and e-moderation

4.4 On line learning management system

4.5 Digital learning objects

4.6 Online learning course development models

4.7 Management and implementation of e-learning

#### **Practical Work (Any One):**

- Make a blog on education-related topic with minimum 5 postings
- Make a group on topic related to educational technology with minimum 5 members and act as a moderator
- Prepare a presentation on innovations in Educational Technology and give references of at least 5 sites.

#### **Transactional Mode:**

- Seminars
- Assignments
- Lecture
- Group Discussion

## References:

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## SEMESTER – III

### **MED 308: Advanced Research Methodology and Inferential Statistics**

#### **Objectives of the Course:**

To enable student to:

- (i) to understand the concept of Research and Educational Research.
- (ii) to understand basics of qualitative research and techniques of qualitative data analysis.
- (iii) to use the library, Internet services and other sources of knowledge for educational research purposes.
- (iv) to understand the role and use of statistics in educational research.
- (v) to select the appropriate statistical methods in educational research.
- (vi) to review the educational research articles.
- (vii) to use computers for data analysis.

#### **Unit – I Qualitative Research**

**(Credit 1)**

- 1.1 Meaning and Characteristics
- 1.2 Steps involved.
- 1.3 Difference between Qualitative and Quantitative research
  - Case study
  - Ethnography
  - Phenomenology
- 1.4 Mixed Methods: Concept, need and Types:
- 1.5 Need and importance of qualitative research in the field of Education.

#### **Unit – II Techniques of qualitative data Analysis**

**(Credit1)**

- 2.1 Content Analysis
- 2.2 Coding and Classification
- 2.3 Categorization
- 2.4 Triangulation
- 2.5 Frequency and percentage Analysis
- 2.6 Trend Analysis

2.7 Utilization Of Corroborative evidences

**Unit – III Analysis and Interpretation of Data**

**(Credit 1)**

3.1 Scales: Nominal, Ordinal, Interval & Ratio

3.2 Organization and tabulation of data

3.3 Graphical Representation

(i) Ogive

(ii) Pie Chart

(iii) Use of graphs in Comparison.

3.4 NPC – Properties and uses, Skewness and Kurtosis

3.5 Descriptive Statistics – Significance and uses of:

(i) Measures of Central tendency – Mean, Median, Mode.

(ii) Measures of variability – Range, Q.D S.D.

(iii) Measures of relative positions: Quartile, Deciles, Percentile standard scores (Z and T)

3.6 (i) Correlation – Concept, types and uses; Computation of rank difference correlation and product Moment Method

(ii) Concept only – Bi-serial, Point bi-serial – partial and, multiple correlation, tetra choric and phi-coefficient.

3.6 Regression equation and predictions

**Unit – IV Inferential Statistics**

**(Credit 1)**

4.1 Meaning of inference

4.2 Central limit theorem and its need

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

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

4.5 F-Test (one way ANOVA)

4.6 Uses and computation of chi-square test (equal and normal distribution)

4.7 Data Analysis using computers – EXCEL/SPSS

**Practical Work:**

1. Data analysis using computer
2. Study of recent research review about the unit wise course content

**Transactional Mode:**

- Lectures followed by discussions.
- Assignments.
- Group work & Presentations.
- Library/ Internet access sessions.
- Practical.

- Workshop Sessions.

### References:

- Best J.W. and Kahn, *research in Education (10<sup>th</sup> Ed.)*, Prentice of India, Pvt.LTd., New Delhi
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- Singh, K.(2001).*Methodology and Techniques of social Research*. New Delhi: Kanishka publishers.
- Tuckman Bruce W (1978), *Conducting educational Research*, Harcourt Brace Jacanovich,
- Tuckman, B.W.(1972).*Conducting Fundamental Research*. New York: Harcourt Brace Javonovich Inc.

## SEMESTER – III

### **MED 309 Perspectives Research and Issues in Teacher Education**

#### **Objectives of the Course: -**

To enable students:

- (i) To understand issues and problems of Teacher Education.
- (ii) To develop insight regarding innovation in Teacher Education.
- (iii) To understand and conduct research in Teacher Education.
- (iv) To aware of new trends in Teacher Education.
- (v) To understand professional development of Teacher Education.

#### **Unit – I Issues and Problem of Teacher Education (1 Credit)**

- 1.1 Issues in Teacher Education.
- 1.2 Problems in Teacher Education.
- 1.3 Quality management and maintaining standard in Teacher Education.
- 1.4 Privatization, Globalization and Autonomy in Teacher Education.

#### **Unit – II Innovative practices in Teacher Education (1 Credit)**

- 2.1 Innovation in Teacher Education.
- 2.2 Cooperative & Collaborative Teacher Education.
- 2.3 Constructivist and reflective Teacher Education.
- 2.4 E-Teacher Education & Value oriented Teacher Education.

#### **Unit – III Professional development (1 Credit)**

- 3.1 Concept of Professional development in Teacher Education.
- 3.2 Developing professionalism, developing professional ethics and professional code of ethics for Teacher Educators.
- 3.3 Meaning and Components of Teacher Effectiveness.
- 3.4 Performance Appraisal of Teachers and Teacher Educators.

#### **Unit – IV Research in Teacher Education (1 Credit)**

- 4.1 Nature, Purpose and Scope of Research in Teacher Education.
- 4.2 Areas and Problems of Research in Teacher Education.
- 4.3 Trends in Research in Teacher Education.
- 4.4 Implications of Research for Teacher Education.

#### **Practical (Any One):**

- 1) Critical study of one teacher training college.



- 2) Case study on innovative Institutions in teacher education.
- 3) Visit to different teacher education institutions with a view to review institutional research studies.

**Transactional Mode:**

- Lecture
- Group Discussion
- Assignments
- Seminars

**References:**

1. J.S.Rajput&Walia, K (2002), Teacher Education in India. Sterling Publishers Private Limited: New Delhi.
2. Kauts, A (2013), Quality Concerns Education. Patiala: 21<sup>st</sup> Century Publication.
3. Bose. K and srivastava, R.C. (1973).Theory and Practice. Teacher Education in India : Allahabad: Chug Publication.
4. Byrne, H.R (1961) Primary Teacher Training London : Oxford University Press.
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8. Epstein, Ht. (1970). A Strategy for Education London: Oxford University Press.
9. Hillard, F.H. (1971), Teaching the Teacher Education London : George Allen and unwin Ltd.
10. Jangira, N.K. (1978). An Experment in Teachers in Teacher Education and Teacher Effectiveness. Delhi: Frank Brothers and Co.
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12. Kinney, L.B. (1964).Certification in Education. London: Englewood Cliffs
13. Kothari, R.G. and Patel, J.B (2011). In-Service Teacher Education: Training programme for
14. Lomax, D.E. (1973). The Education of Teachers in Britain London: Johnwiley and Sons.
15. Mangla, S. (2002). Teacher Education- Trends and Strategies. New Delhi:Sage Publishers.
16. Mukerji, S.N. (1968).Education of Teachers in India (Vol.1 and 11) New Delhi:SultanChandan Co.
17. National Council For Teacher Education. (2009). National Curriculum Framework for Teacher Education: Towards Profesional and Human Teahcers,New Delhi: Member Secretary, National Council for Teacher Education.
18. National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.

19. National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
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22. NCTE (1988). National Education curriculum – A Framework. New Delhi.
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24. Panigrahi,S.C, and Biswal, A. (2012).Teacher Education. New Delhi: APA Publishing Corporation
25. Pires, E.A. (1959).Better Teacher Education. New Delhi: University Press.
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27. Rao, D. (2003). Teahcers in a changing world New Delhi: Discovery Publishing House.
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29. Report of the University Education (1947-48):
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31. Sharma, S.P.(2003). Teacher Education. New Delhi: Kanishka Publishers
32. Smith, E.R. (1962).Teacher Education. A Reappraisal. New York: Harper Row Publishers.
33. Stinnet, T. M.(1965).The Professional of Teaching. New Delhi: Prentice Hall of the India(Pvt) Ltd.
34. Stone, J.C, (1970). Breakthrough in Teacher Education. San Francisco: Josswey Bass Inc.
35. UNESCO, (1978).Developing Instructional Model for Teacher Education. Bangkok: Regional office for Education is Asia and Oceania.

## SEMESTER – III

### **MED 310 Internship in Secondary / Higher Secondary**

#### **Objectives of the Course:**

To enable the students:

#### **Attachment of pre-service teacher educators in the secondary/ Higher Secondary Schools.**

1. to explore the working environment of Secondary and Higher Secondary.
2. to explore classroom teaching activities and organization of school/Higher Secondary.
3. to acquaint knowledge of organization & Planning of evaluation process and extra curricular activities based on Secondary & Higher Secondary.
4. Develop & expand professional Competencies skills, interest and expectation in preparing for career as a teacher.

**Duration – 4 weeks in III<sup>rd</sup> Semester.**

#### **Planning for Internship:**

Planning for internship at Secondary/ Higher Secondary to be designed by each college / department. it will be approved by college P.G. academic committee/ departmental committee according to the guideline of MED 206.

#### **Evaluation Scheme of course MED 310 - Total Marks 100**

**( 4 Credits)**

- |  |          |
|--|----------|
| • Evaluation by Secondary School / Higher Secondary school         | 75 Marks |
| • Seminar reading on Internship Programme (at college/ Department) | 25 Marks |



## **SEMESTER – III**

### **MED 312    Open Course**

The provision of Open Courses gives opportunity to faculty members to design and develop a course in order to acquaint the students with developing areas of teacher education or education. The syllabus of the Open Course will be developed by the faculty and will be approved by the Post Graduate Academic Committee/Department Committee before the course is offered in the respective semester.

## SEMESTER - IV

### Optional Courses (Any 3)

#### **MED 401 Educational Management**

**(Credit 4)**

#### **Objectives of the Course:**

To enable students:

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

#### **Unit- 1: Management: concept, process and functions**

**(Credit 01)**

- 1.1 Management – Concept, Need of Management, Characteristics of good Management.
- 1.2 Development of modern concept of Educational Management from 1900 to present day - Taylorism, Management as process, Management as bureaucracy, Human relations Management.
- 1.3 Management at different levels-Elementary, Higher, secondary, Higher Education,
- 1.4 Role of Management - Principal, Time management techniques, Manager as a good leader, Group dynamics and motivation.

#### **Unit- 2: Application of Management concept in Academic areas of the educational systems and Planning in Education**

**(Credit 01)**

- 2.1 Curriculum development /Evaluation
- 2.2 Evaluation and Assessment: Manager, Teacher, student, Parents - Self Appraisal.
- 2.3 Planning in Education: Meaning and Nature of Planning, Approaches to Educational Planning, Institutional planning, Man Power planning, Man power forecasting.
- 2.4 Quality Management in Education :Meaning and importance of Quality , Quality in Higher Education, Accreditation concept- Meaning, parameters, Role of NAAC

**Unit – 3: Communication, Leadership, Educational Supervision and Machinery for Educational Administration (Credit 01)**

- 3.1 Communication: Communication skills, Barriers and distortions in communication, Information Systems - Modern Information Technology.
- 3.2 Leadership: Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership, Characteristics of effective Educational leadership
- 3.3 Educational Supervision: Concept, Functions of a supervisor, Defects in existing system of supervision, Remedies.
- 3.4 Machinery for Educational Administration: Role of Central Govt., State Govt., and local bodies in education at all levels.

**Unit – IV Trends in Educational Management & Finance Management Credit 01)**

- 4.1 Decision Making: Nature, division of work, Centralization action and Decentralization of decision making, their merits and limitations.
- 4.2 Trends in Educational Management:
  - (i) Organizational Compliance.
  - (ii) Organizational Development
  - (iii) PERT
- 4.3 Modern trends in Educational Management.
- 4.4 Finance Management: Budget, Principles, Methods of Financing, Source of Income, Grant- in-aid principles, practices, types and procedure in- respect of University level.

**Practical Work (Any One):**

1. Preparation of plan for instructional management in Secondary School
2. Formation of school mapping exercise for location of schools in an identified area.

**Transactional Mode:**

- Lecture
- Group Discussion
- Assignments
- Seminars

**References:**

- School Organisation and Administration – M.S. Sachdeva.
- Management in Education – Namita Roy Chaudhary A.P.H. Publishing Corporation, New Delhi.

- Educational Planning and Management PremilaChandrasekaran, Sterling Publication Pvt. Ltd.
- Educational Administration and Management – S.S. Mathur.
- Theory of School Management Administration – S.R. Vashost.
- Efficient School Management and Role of Principles – Alka Karla.
- Administration and Management of Education – Dr. S.R. Pandya, Himalaya Publishing House.
- Educational Administration Planning and Supervision – T.P.Lambal, V.R.Saxena, V. Murthy, Delhi Daoba house.
- School Organisation and Administration – U.S.Sidhu.
- Administration of Education in India – S.N.Mukharji.
- Educational Administration Principles and Practices – S.S.Mathur.



## SEMESTER – IV

### **MED 402 Optional: Comparative Education**

#### **Objectives of the Course:**

To enable students:

- i) To acquaint the student with concept, scope, Need, History and development of Comparative Education.
- ii) To acquaint the student with the methods of Comparative Education.
- iii) To study the Problems of Education in World perspective.
- iv) To understand the factors and forces influencing practice of Education.
- v) To create awareness and develop understanding of system of Education in developing and developed countries.
- vi) To develop the sense of international understanding.
- vii) To acquaint the students with the current trends and problems in world Education.

#### **Unit – I Perspective of Comparative Education and Methods of Comparative Education. (Credit 01)**

1.1 Concept, scope, Purpose, and Need of Comparative Education.

1.2 History and Development of comparative Education.

1.3 Types of Comparative Studies in Education.

- 1.4 i) Area Studies (Descriptive and Interpretation)
- ii) Comparative Study (Description of Educational System Junta Position Comparison)
  - iii) Distinction between Comparative Education and International Education.

1.5 Interpretative and Explanatory Methods

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

#### **Unit – II : Problems in Education (Credit 01)**

**A) Education in Developing and Under Developed countries with reference to following problems:**

2.1 Universal compulsory Education

- 2.2 Higher Education
- 2.3 Adult Education
- 2.4 Finance

**B) Problems to be studied in world Perspective**

- 2.5 Women Education
- 2.6 Teacher Education and Teacher's Status
- 2.7 Education of Exceptional Children
- 2.8 Technical & Vocational Education

**Unit -III : A) Factors and forces Influencing theory and Practice of Education in Country. (Credit 01)**  
Racial, Linguistic, Technological, Scientific, Historical, Sociological, Political, Economical, Religious

**Unit – III : B) Study of Education in Developed Countries U.K. U.S.A. and Australia with reference to the following problems:**

- Historical Background and Geography of the country.
- Aims and objectives of Education.
- Administration of Education.
- Present system of primary, Secondary and Higher Education.
- Influence of Culture on Education.
- Distance education

**Unit – IV : Study of Education in Developing Asiatic Countries (Credit 01)**

- Japan, China, Pakistan and India with reference to above mentioned six points from Unit-3
- Current trends and problems in Education to be studied in world perspective.

**Practical Work (any one):**

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

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

### **Transactional Mode:**

- Lecture
- Group Discussion
- Assignments
- Seminars

### **References:**

1. Comparative Education – Moehteman and Rouek
2. Comparative Methods in Education – George, 2 F., Berday Holt, Rinehard and Widtoninc, New York.
3. Education in ChianaPriestlay K.E.
4. Education Communist China – Price
5. Education in Japan-School-Down S.W.
6. Education for New Japan – Hall R.K.
7. UNESCO – Developing of Education in Asia, Unesco/ Mineda's/Paris, 1971.
8. Contempory education – J.F. Craner and C.S. Browne
9. Introdouction of American Public education – De-Young, Mac-Graw Hill
10. Education in Great Britain – W.O. Lister Smith
11. Education in India To-day
12. Education in Japan, School and Society-Downx S.W.
13. Education in Japan (1901)- Ministry of Education
14. Education in China – J.B. Priestly
15. Education in Communist China – Price
16. Search engine Education in New Era –I.L Kandel Education in Israel – by Equal Brothers
17. TulanatmakShikshan – Dr. SeeteramJaiswal, Dr. RamdasBarkale, Dr, NaliniPichad
18. [www.google.com](http://www.google.com)
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22. [www.britanica.com](http://www.britanica.com)
23. Education in Israel – by Equal Brothers
24. TulanatamakShikshan – Dr. SeeteramJaiswal, Dr. RamdasBarkale, Dr. NaliniPichad.

## SEMESTER – IV

### **MED 403 Optional - Education of children with Special Needs**

#### **Objectives of the Course:**

To enable students:

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

#### **Unit – I Historical Perspective and Policy and Legislation for special Education in India.**

**(Credit 1)**

- 1.1 Historical Development in India, U.K. And U.S.A.
- 1.2 Evolutionary Approaches in Attitudinal change towards persons with special Needs.(Nomenclature)
- 1.3 Philosophical Approaches to special Education.
- 1.4 Psychological perspectives of Special Education.
- 1.5 Sociological Perspectives of Special Education.
- 1.6 National Legislation:
  - (i) RCL Act, 1992
  - (ii) PWD Act, 1995.
  - (iii) National Trust Act, 1999.
- 1.7 National Policy on Education: 1986
- 1.8 The Integrated Education Scheme 1992 (for children with disabilities)
- 1.9 The Programme of Action 1992.

**Unit – II Overview of Different Disabilities and Exceptionalities, Identification of children with Special Needs**

- 2.1 Concept, Nature, characteristics and causes of visual Impairment.
- 2.2 Concept, Nature, characteristics and causes of Hearing, Speech and Language Impairment.
- 2.3 Concept, Nature, characteristics and causes of locomotive and neuromuscular Disability.
- 2.4 Concept, Nature, characteristics of:
  - (i) Learning Disabilities
  - (ii) Behavioral and emotional Disorders
  - (iii) Intellectual Impairment
  - (iv) Giftedness
- 2.5 Concept, Nature, characteristics of Multiple Disabilities.
- 2.6 Observable Symptoms
- 2.7 Psychological Testing
- 2.8 Medical Examinations

**Unit – III Agencies of Education, Aspect of Special Education (Credit 1)**

- 3.1 Family
- 3.2 Regular and Integrated school
- 3.3 Special Schools
- 3.4 Vocational Guidance Institution and Clinics
- 3.5 Residential rehabilitation centers
- 3.6 Curriculum
- 3.7 Methodology of teaching – Learning
- 3.8 Remedial Help
- 3.9 Teaching Aids
- 3.10 Evaluation

**Unit – 4 Current Trends and Future Perspectives, Research in Education of children with special needs (Credit 1)**

- 4.1 Special education Normalization, Mainstreaming, Inclusion

- 4.2 Rehabilitation: Deinstitutionalization, Community based rehabilitation.
- 4.3 Cross disability approach.
- 4.4 Open School Learning system: non-formal Education
- 4.5 Parent and Community involvement.
- 4.6 Areas of Research in the Indian Context
  - (a) Curriculum and Instruction
  - (b) Management of Educational Environment
  - (c) Research in Assessment
- 4.7 Recent Development of research Focus in India

**Practical (Any One):**

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

**Transactional Mode:**

- Lecture
- Group Discussion
- Seminars
- Assignments

## References:

1. Cruickshank W. and Jonson O. (1965) *Education of Exceptional Children*, Prentice Hall.
2. Deno E. (1973)-*Instructional Alternatives for Exceptional Children* Reston – VAE.F.
3. Dunn. L.M. (1963) – *Exceptional Children in the schools*. Holt, Rinehart and Winston
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6. Frank M. Hewett and Steven R. Frness (1983) *education of Exceptional Learners*.
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8. Panda, K.C. (1997)-*Educational of Exceptional and children*, New Delhi: Vikas Publishing House.
9. Pandey, R.S. and Advani I. (1995) - *Perspectives in Disability and Rehanilitation*, New Delhi. Vikas Publishing House.
10. Hughes, M (1986) - *Children and Number* - Oxford Black Well ISEN 0632235812
11. Montgomery, D (1996) *Educating the Able*. London Cassell, ISEN 034325872
12. Montgomery, D (1998) - *Reversing Lower Attainment* London Falton ISEN 1853465615
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18. Westwood, P (1997) - *Commonsense Methods for children with Special needs (3 edition)* London, Routledge, ISEN 04151556238.
- १९ डॉ. प्रेमला काळे, अपवादात्मक बालकाचे शिक्षण मॅजेस्टिक प्रकाशन
- २० डॉ. शरदचंद्र गोखले अपंगाची हाक

## SEMESTER – IV

### **MED 404: Guidance and Counseling**

#### **Objectives of the course:**

To enable students:

- (i) to develop understanding of bases meaning, need and types of guidance
- (ii) to get acquainted with the tools and techniques of appraisal of an individual
- (iii) to get acquainted with the need and various ways of collection and dissemination of occupational information.
- (iv) to develop understanding of meaning characteristics and types of counseling
- (v) to get acquainted with process and techniques of Counseling.
- (vi) to get acquainted with the importance of placement and follow up services.
- (vii) to get acquainted with meaning, purposes and out-line of job-study.
- (viii) to develop understanding about Counseling- research, issues and trends.

#### **Unit- 1: Fundamentals of Guidance**

**Credit 01**

- 1.1. Guidance- Meaning, nature, Functions and purposes.
- 1.2. Basic Principle and Functions of Guidance
- 1.3. Bases of Guidance- Philosophical, Sociological, Pedagogical, Psychological
- 1.4. Need of Guidance, Influence of family and Community on Guidance.
- 1.5. Types of Guidance. - Personal, Educational, Career, Social, Health, Marital, Moral.

#### **Unit- 2: Occupational Information, process and techniques**

**Credit 01**

- 2.1 Process of Guidance
- 2.2. Adjustative Guidance, Identification of maladjusted children and the principles of dealing with them
- 2.3 Techniques of Guidance-Home visits. Interview, Observation
- 2.4 Collection, need, sources and methods of classification of occupational information
- 2.5 Job profiles
- 2.6 Job satisfaction

#### **Unit-3: Fundamentals and Techniques of Counseling**

**Credit 01**

- 3.1 Meaning, need, characteristics, principles of counseling
- 3.2 Process and types of Counseling - Directive, Non directive and Electic
- 3.3 Effective Counsellor, increasing need of Counsellor in present set –up.
- 3.4 Counseling therapies.
  - (i) Client Centered Therapy (Carl Rogers)



- (ii) Rational Emotive Therapy (Albert Ellis)
  - (iii) Behavior Therapy (B.F. Skinner)
  - (iv) Psychoanalytic Therapy (Sigmund Freud)
- 3.5 Techniques for group Counseling – formal informal discussions Committee reports, lectures, dramatics, question banks, Case Conference Methods.

**Unit-4: Placement and follow up services**

**Credit 01**

- 4.1. Placement- Aims and types of
- 4. 2. Placement services- Responsibility of the school and Community
- 4. 3. Follow up services- Importance and purposes
- 4.4 Research – Issues & Trends

**Practical Work (any one):**

- 1. Prepare an interview schedule for an effective Counseling
- 2. Visit a guidance Centre and Write a report about its organization and functions.
- 3. Write a research report on – Issues and trends in Guidance and Counseling.

**Transactional Mode:**

- Lecture
- Discussion
- Seminars
- Assignment
- Field Visit.

**References:**

- Agrawal J.C.: Educational Vocational Guidance and Counselling, Daoba House, NaiSalak, Delhi.
- Anatasi Anne : Psychological testing, New York, Mac Millan 1982
- Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968
- Mennet M.E.: Guidance and Counseling in Groups, McGraw Hill book Company, 1963.
- Directorate general of Employment and Training (Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
- Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
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- Jones A.J, principles of Guidance, McGraw Hill Book Co., New York
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## SEMESTER – IV

### **MED 405: Optional: Testing, Measurement and Evaluation in Education**

#### **Objectives of the course:**

To enable students:

- (i) to understand the meaning of Testing, measurement and evaluation.
- (ii) to understand the general principles of test construction.
- (iii) to understand the general principles of test standardization.
- (iv) to understand the interpretation of test scores.
- (v) to plan, Prepare, and administer the teacher made test and interpret test scores.
- (vi) Get acquainted with various examination reforms.

#### **Unit – I Testing: Concept Practices and Requirements**

**(Credit 1)**

- 1.1 Meaning and Concept of testing
- 1.2 Origin and development
- 1.3 Indian contribution
- 1.4 Need and uses of testing
- 1.5 Types of Tests
  - (a) Psychological Tests
  - (b) Teacher made test, Standardized test
  - (c) Reference test – Criterion reference test and Norm reference test.
  - (d) Diagnostic test.
- 1.6 Criteria of good test  
Reliability, Validity, Objectivity, discriminative power, adequacy, usability
  - (a) Reliability: Methods of establishing reliability, factors affecting, interpretation and improving reliability.
  - (b) Validity: Types, factors affecting, interpretation and improving validity
- 1.7 Standardization of test-norms
- 1.8 Steps of Construction and Administration of different types of teacher made test.

#### **Unit – II A) Factors Influencing Test Scores**

**(Credit 1)**

- Nature of test
- Psychological Factors
- Environment Factors

#### **B) Tests relating to teacher behavior and teaching situation**

- Testing of teacher effectiveness
- Testing of teaching process
- Testing of educational environment

### **C) Reporting test results**

- Need and uses
- Various forms
- Importance of feedback

## **Unit – III Assessment, Measurement and Evaluation (Credit 1)**

- 3.1 Concept of Assessment measurement and evaluation with reference to educational process.
- 3.2 Functions of Assessment Measurement and evaluation in Education
- 3.3 Scaling Methods – Nominal, Ordinal, Interval, Ratio.
- 3.4 Types of evaluation – formal, informal, oral, written, formative and summative
- 3.5 Relationship between educational objectives, learning experiences and evaluation
- 3.6 Assessment Measurement of different aspect of an individual – Attitude, Intelligence, Interest, Aptitude, Motivation, Personality, Values and Creativity

## **Unit – IV Statistical Concept in Testing and Examination Reforms**

- 4.1 Test scores and their transformation – Z – Scores, T-Scores, Stannie Scores, Percentiles.
- 4.2 Interpretation of Test Scores,
- 4.3 Item analysis and improvement of test.
- 4.4 Grading, Marking and Credit System
- 4.5 Semester System
- 4.6 Question Bank
- 4.7 Continuous Remedial Internal Assessment
- 4.8 Online examination

### **Practical Work:**

1. Preparation, administration and reporting a teacher made test
2. Prepare a question bank of minimum 20 questions at different levels and types of any one paper of M.Ed. Course.

### **Transactional Mode:**

- Lectures
- Seminars Presentations by students.
- Practical work
- Interaction Session.
- Assignments.

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## SEMESTER – IV

### MED 406: Optional: Advanced Educational Statistics

(Credit 4)

#### Objectives of the course to:

To enable students:

- (i) to understand the role and use of advanced Statistics in educational research.
- (ii) to select appropriate statistical methods in educational research
- (iii) to understand various Statistical measures for interpretation of data.
- (iv) to interpret the Statistical data.
- (v) to understand use of parametric & non-parametric tests.

#### Unit – I The Normal distribution and Significance of various measure (Credit 1)

- 1.1 Defects in normality – 1 skewness, 2. Kurtosis
- 1.2 Applications of normal probability curve
- 1.3 The Significance of mean, median, standard deviation, quartile deviation, percentage and correlation.
- 1.4 The significance of difference, coefficient of correlation
- 1.5 Normality Testing.
- 1.6 Reliability and validity of test scores.

#### Unit – II The Scaling of tests and Analysis of Variance

(Credit 1)

- 2.1 Sigma scaling and standard scores
- 2.2 T scaling
- 2.3 Stanine scaling
- 2.4 percentile scaling
- 2.5 Meaning of variance
- 2.6 Methods of analyzing variance
- 2.7 Meaning of Co-variance
- 2.8 Analysis of Co-variance

#### Unit – III Non parametric tests & Factor Analysis

(Credit 1)

- 3.1 Chi-square test
- 3.2 Sign test

- 3.3 Median Test
- 3.4 Mann Whitney U- test
- 3.5 Reliability of test scores and methods of determining it.
- 3.6 Validity of test scores and determining validity
- 3.7 Factor Analysis
  - Basic assumptions of factor analysis
  - Graphical representation of correlation matrix
  - Hierarchy, factor saturation and group factors
  - Methods of factor analysis – diagonal, Centroid, principle axes rotation

**Unit – IV Partial and Multiple correlation & Regression and prediction (Credit 1)**

- 4.1 Meaning of partial and multiple correlation
- 4.2 Simple applications of partial and multiple correlation
- 4.3 Biserial correlation – Point biserial correlation
- 4.4 Phi-correlation-contingency coefficient
- 4.5 Nature of Scatter- diagram
- 4.6 Meaning of regression
- 4.7 Regression equations
- 4.8 Application of regression equations in prediction

**Practical Work:**

1. Normality testing of hypothetical data.
2. Percentile scaling of hypothetical data.

**Transactional Mode:**

- Lectures
- Group Discussion
- Case study (Statistical data based)
- Assignments
- Student Seminars.

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## **SEMESTER – IV**

**MED 407      Dissertation – Part III (Report writing and Viva-Voce) (4 Credit)**

### **Objectives of the course:**

To enable students:

- 1)      To plan & Prepare good research report.
- 2)      To write API Style/ Standards References.
- 3)      To present his/her research work and explain it logically & scientifically.