



UNIVERSITY OF PUNE
DEPARTMENT OF EDUCATION & EXTENSION

Master of Education (M.Ed.) Course
Semester & Credit Based Course from June 2010

Department of Education & Extension

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R.1 Any person who has taken the degree of Bachelor of Teaching & Bachelor of Education of this University or a degree of another university recognized as equivalent there to may be admitted to the examination for the degree of Master of education after having fulfilled the requirements as mentioned in R.2 and 3.

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

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

R 1.1 General Objectives of The Course

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

- (i) To understand the Socio-economic-cultural background and academic of entrants to B.Ed course.
- (ii) To master the methods and techniques of developing competencies, commitments and performance skills of a teachers.
- (iii) To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.
- (iv) To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.
- (v) To understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual emotional

and performance skills among secondary pupils, the “Global citizens of tomorrow”.

- (vi) To imbibe in them attitudes and skills required of ‘life-long learners “ on the ‘ICT influenced world’ of today and tomorrow.
- (vii) To acquire the skills required of a ‘consumer’ and ‘practitioner’ of educational research and innovations.

R 1.2 Admission to the Course-

Admission to the course will be given on the basis of Entrance Examination and marks of eligibility degree. Admission merit will be prepared giving 50 % weight age to Entrance Examination and 50 % weight age to marks of eligibility degree. For Admission university of Pune ordinance O 181 will be followed.

R 1.3 Intake capacity-

As per the University Authorities and NCTE Recognition 25 seats for co-ed from academic year 2010-2011.

R.2 -General Instructions:

- 1) In semester courses (MED 101, 102, 103, 104, 105, 106, 107, 108, 201, 202, 203 and 204) are compulsory.
- 2) Out of the list of optional courses (Specialized area) in the semester II **three** courses each are to be offered from 205 to 215.
- 3) A student has to successfully complete 15 courses for the master’s degree.
- 4) A Student can choose all the 15 course in the Department of Education & Extension or two courses out of 15 in any other Department/s as interdisciplinary courses except core courses and courses MED 107,201,202and 203 to complete his /her M.Ed. course.
- 5) In addition to a wide range of options the syllabus also provides for
 - i) **Dissertation**
The facility of Dissertation provides for students interested in doing research on the topic of his / her choice. The topic and the plan of the dissertation is decided in consultation with of faculty member and is approved by the Department committee. The departmental committee considers the applications of the students to write a dissertation in view of the merits of the student and his / her research plan.
 - ii) **Open course**
The facility of an Open course provides for presentation of a faculty members current research mainly in order to acquaint the student with some developing areas of research. The syllabus of the open course is

prepared by the teacher and approved by the departmental committee before the course is offered by the department for the respective semester.

- 6) The lists of references will be updated by the department and by the respective teachers from time to time. wait age

R.3-Rules & Regulations

The M. Ed. degree will be awarded to a student who completes total of 64 credits in a minimum of one year in two semesters.

The evaluation of which will be decided by the teacher. Each course will have 100 marks.

A Student may take a minimum of 60 credits and a maximum of 64 credits in his / her Department.

In case a student wishes to take all courses from the department of registration he / she can also do so.

Eligibility for registering for courses, other than the department of registration will be decided by the department.

Each course will have

1. 50% of marks as semester end examination
2. 50% marks for internal assessment

Each core unit will have an internal (continues) assessment of 40% of marks and a teacher may select a minimum of two of the following procedures:

- Written Test
- Term Paper
- Mid Term Test
- Journal / Lecture/ Library Notes
- Seminar Presentation
- Short Quizzes
- Assignments
- Extension Work
- Project Base Learning
- Field work

- ❖ There is no individual head of passing. The student has to pass in the combined total of internal assessment and semester-end examination.
- ❖ Revaluation of the Semester-end examination answer scripts but not of internal assessments paper according to Ordinance No. 134 A & B.
- ❖ Internal assessment answer book may be shown to the students concerned but not the semester-end examination answer scripts.
- ❖ While marks will be given for all examinations, they will be converted into grades. The Semester –end, final grade sheets and transcripts will have only grades and grade –point’s average.
- ❖ To pass a student shall have to get minimum aggregate 40% marks for passing in each head at least 30% in internal & External (E and above on grade point scale) in each course.
- ❖ The system of evaluation will be as follows: Each assignment / test will be evaluated in terms of marks. The marks for separate assignment and the final (Semester end) examination will be added together and converted into a grade and later grade point average. Result will be declared for each semester and the final examination will give total marks, grades, grade point average.

<u>Marks</u>	<u>Grade</u>	<u>Grade point</u>
75 to 100	O : Outstanding	06
65 to 74	A : Very Good	05
55 to 64	B : Good	04
50 to 54	C : Average	03
45 to 49	D : Satisfactory	02
40 to 44	E : Pass	01
00 to 39	F : Fail	00

The formula for conversion of Grade point average (GPA) into the final grade

05.5	-	06	-	O
04.5	-	05.49	-	A
03.5	-	04.49	-	B
02.5	-	03.49	-	C
01.5	-	02.49	-	D
00.5	-	01.49	-	E

$$\text{GPA} = \frac{\text{Total Amt. of Grade Points Earned} \times \text{Credits hrs. for each course}}{\text{Total Credit Hours}}$$

Total Credit Hours

- ❖ If a student misses an internal assessment examination he / she will be given second chance with permission of the teacher concerned.
- ❖ Students who have failed and who have been absent for the entire course may reappear at the semester – end exam. Their internal marks will not change. She/ he can also repeat during the 3rd / the 4th semester whichever is applicable.

- ❖ The description for each of the grades will be as follows:

<u>Grades</u>	<u>Proposed Norms</u>
O: Outstanding	Excellent Analysis of the topic 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: Very Good	Excellent Analysis of the topic Accurate knowledge of the primary material, acquaintance with seminal publication, logical development of ideas, neat and systematic organization of content, effective and clear expression.
B: Good	Good analysis and treatment of the topic Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, and clear expression.
C: Average	Some important points covered basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, good language or expression.
D: Satisfactory	Some points discussed basic knowledge of the primary material, some organization, acceptable language or expression.
E: Pass	Any two of the above
F: Fail	None of the above

- There will be an evaluation of each course by the students at the end of every semester.

Academic integrity and Plagiarism

It is the department task to encourage ethical scholarship and to inform students and staff about the institutional standards of academic behavior expected of them in learning, teaching and research. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in examination or other forms of assessment and must ensure they do not plagiarize.

The Department has adopted the following definition of Plagiarism:

Plagiarism is the act of misrepresenting as one's original work, the ideas, interpretations, words of creative works of another. These include published and unpublished documents, designs, music, sound, image, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and /or electronic media.

The following are the examples of plagiarism where appropriate acknowledgement or referencing of the author or source does not occur:

- ❖ Direct copying of paragraphs, Sentences, a single sentence or significant part of a sentence;
- ❖ Direct copying of paragraphs, Sentences, a single sentence or significant part of a sentence with an end reference but with out quotation marks around the copied text;
- ❖ Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;
- ❖ Paraphrasing, summarization or simply rearranging another persons words, ideas, etc without changing the basic structure and /or meaning of the text;
- ❖ Offering an idea or interpretation that is not one’s own without identifying whose idea or interpretations it is;
- ❖ A ‘cut and paste’ of statements from multiple sources;
- ❖ Presenting as independent, work done in collaboration with others;
- ❖ Copying or adapting another student’s original work into a submitted assessment item.

List of the courses offered by the Department

Semester I			
Core Course	MED 101	Education in Global Society - Philosophy	4 Credits
	MED 102	Education in Global Society - Sociology	4 Credits
	MED 103	Advanced Educational Developmental Psychology	4 Credits
	MED 104	Advanced Psychology of Learning	4 Credits
	MED 105	Educational Research Methodology	4 Credits
	MED 106	Inferential Statistics	4 Credits
Course on research work & Practical	MED 107	Course on Research work	4 Credits
		<ul style="list-style-type: none"> • Proposal 01 	
		<ul style="list-style-type: none"> • Review of related Literature and Research 03 	4 Credits
Course on	MED 108	Open Course	4 Credits
Semester II			
Dissertation Work	MED 201	Dissertation Work	8 credits

Course on Professional Development area	MED 202	Advanced Technology Based Teaching	4 Credits
	MED203	Internship Program	4 Credits
	MED 204	Open Course	4 Credits
Course on Specialized area	MED 205	Option 1 -Educational Management	4 Credits
	MED 206	Option 2 -Comparative Education	4 Credits
	MED 207	Option 3 -Teacher Education	4 Credits
	MED 208	Optional 4- Education of Children with Special Needs	4 Credits
	MED 209	Optional 5- Guidance and Counseling	4 Credits
	MED 210	Optional 6- Testing, Measurement and Evaluation in Education	4 Credits
	MED 211	Optional 7-Curriculum Development	4 Credits
	MED 212	Optional 8-History of Education & Problems of Education	4 Credits
	MED 213	Optional 9-Advanced Educational Statistics	4 Credits
	MED 214	Optional 10-Educational Technology and e-learning	4 Credits
	MED 215	Optional 11-Inclusive Education	4 Credits

LIST OF COURSES

SEMESTER - I

CORE COURSES

EDUCATION IN GLOBAL SOCIETY

Core Course : MED 101 - Philosophical Foundation of Education

Objectives of the course

To enable the student-

- (i) to develop understanding of the interrelationship between Philosophy and Education
- (ii) to develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.

- (iii) to develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.
- (iv) to acquire knowledge of human values and role of education.

Unit- 1: Philosophy and Education

Credit 01

- 1.1 **Meaning & Various definitions of education**
Meaning & 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: Analysis – Logical empiricism & positive relativism.**

Unit- 2: Indian Schools of Philosophy

Credit 01

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

Unit- 3: Western Schools of Philosophy

Credit 01

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

Unit- 4: Human Values & Education

Credit 01

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

Practical Work (Anyone)

- (i) Study of the comparison between one western school with one Indian school of philosophy.
- (ii) Study of recent research's about the course content.
- (iii) Study of the impact of modern Technology in one

Reference books

1. A Sociological Approach to Indian Education (Vinod Pustak mandir, Agra 2 , by S.S. Mathur)

Core Course: MED 102 – Sociological Foundation of Education

Objectives of the course

- (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 – 1: Sociology & Education

Credit 01

- 1.1 Meaning & Nature of Educational Sociology Sociology of Education
- 1.2 Interrelationship between Education and Social Variables

- (i) **Education and Family**
- (iii) Education and Schooling
- (iv) **Education and Peer group**
- (v) Education and culture in general
- (vi) Education and religion, Caste, Gender, Class
- (vii) **Education and Development**
- (viii) Sex Education
- (i) Political Education

- (ix) Economics of Education
- (x) Education and Constitution

Unit-2: Education and Socialization

Credit 01

- 2.1 Process of Socialization
- 2.2 Social Stratification and education
- 2.3 Social Mobility and Education
- 2.4 Education for emotional and social integration
- 2.5 Education for Nationalism and International understanding
- 2.6 Meaning and need of Equality of Education opportunity and Social Justice with special reference with Indian Society
- 2.7 Education of Socially, Economically under-developed society.
- 2.8 **De-Schooling of Education and views of Evan Illich and others.**

Unit- 3: Social Forces, Political Ideologies and Education

Credit 01

- 3.1 Education for maintaining the peace in diverse religious beliefs.
- 3.2 World problems and terrorism – its causes, its impact on Society and remedies through Education.
- 3.3 concept of Secularism in India and World prospect and building of Secularism through Education
- 3.4 Totalitarian: Meaning, Main features, aims of Education, curriculum, Methods of teaching and School administration.
- 3.5 Democracy: Meaning, Values, Main features of democratic Education, aims, curriculum methods of teaching and School administration.

Unit- 4: Globalization and Education

Credit 01

- 4.1 Nature of Globalization- GATS, WTO; Social, Economic, Cultural, Political.
- 4.2 Nature of Indian Education System- Merits, Demerits
- 4.3 Globalization and Challenge before Education at different levels.
- 4.4 Globalization: Development and Education
- 4.5 Restructuring education at different levels due to Globalization.
 - Institutional Restructuring
 - Curriculum Restructuring

- Reforming in Evaluation
- Impact of Globalization on Knowledge, Skill and attitude.

Practical Work (Anyone)

- (iv) Study of recent research's about the course content
- (v) Case study from varied sections of Society
- (vi) Study of the impact of modern Technology in one

Reference books

2. A Sociological Approach to Indian Education (Vinod Pustak mandir, Agra 2 , by S.S. Mathur)
3. The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia
4. Groundwork of Theory of Education – by Ross
5. Modern Philosophy of Education – by Brubacher
6. Foundations of Education – V.P. Bokil
7. Educational Sociology – Brown
8. De Schooling Society- Evan Illich.
9. Globalizing Education Perceptions and Processes. Edited by Sharad Chandra Behar I.I.E.
10. Global Trends in Teacher Education –A.P.H .Publishing Corporation.
11. Globalization and Challenges for Education –NIEPA.

ADVANCED EDUCATIONAL PSYCHOLOGY

Core Course: MED 103 - Advanced Educational Developmental Psychology

Objectives of the course

To enable students:

- (i) to develop understanding of the Psychological basis of Education
- (ii) to understand the Cognitive, Affective and Psychomotor development of adolescents and youth.
- (iii) to develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.

- (iv) to understand the Changing Concept of Intelligence and it's application.
- (v) to understand the Concept of development and its theories.

Unit-1: Introduction to Psychological Basis of Education

Credit 01

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

Unit-2 Development

Credit 02

- 2.1 Development – Concept, stages, dimensions, methods of study, developmental tasks
- 2.2 Factors influencing development – genetic, biological environmental and physical.
- 2.3 Theories of development
 - Piaget's Cognitive development
 - Freud's Psycho-sexual development
 - Erikson's psycho-social development
 - Having Hurst's developmental tasks
 - Kohlberg's moral development
 - Gessel's Maturation theory.
- 2.4 Cognitive development –concept and development of thinking and problem solving
- 2.5 Affective development – Concept and development of attitudes, interests and values.
- 2.6 Psychomotor development – development of skills, objectives, task-analysis, practice, feed back.

- 2.7 Language development with reference to syntax and structure
- 2.8 Social development – Erisko’s Psycho-socio test.
- 2.9 Moral Development- Theories of Piaget and Kolhers.
- 2.10 Emotional development – Aesthetic development.

Unit – 3: Personality

Credit 01

- 3.1 Theories of personality –
 - (i) Trait (Allport, Cattell)
 - (ii) Type
 - (iii) Humanistic (Carl Rogers)
 - (iv) Indian concept of personality development
- 3.2 Self – concept – Meaning and development
- 3.3 Personality variables and learner –motivation, achievement motivation, locus of control.
- 3.4 Measurement of Personality –

Practical Work -

- 1) Study of recent research’s about the course content

Core Course: MED 104 – Advanced Psychology of Learning

Objectives of the course

To enable students:

- (i) to develop understanding of the Psychological basis of Education
- (ii) to understand the theories of Learning and their Utility in the Teaching Learning Process.
- (iii) to develop understanding of learning resources, its development and evaluation.

- 1.1 Nature of Intelligence – academic intelligence
Emotional intelligence
Social Intelligence
Creative Intelligence
Practical intelligence
- 1.2 Theories of intelligence by – Guilford J.P
Gardener
Sternberg
Goleman
- 1.3 Measurement of Intelligence – Verbal
Non-Verbal
Performance
Individual and Group
- 1.4 Test of intelligence developed in India
- 1.5 Creativity Concept, Factors and process, techniques for development of Creativity.
Brain-Storming (Osborn)
Synectics (Gorden)
Attribute – listing (Allan)

Unit- 2: Learning

- 2.1 Theories of Learning
- (i) Operant conditioning (Skinner)
 - (ii) Conditions of Learning (Gagne)
 - (iii) Information processing (Donald Norman)
 - (iv) Mastery learning (Bloom)
 - (v) Hull's reinforcement theory
 - (vi) Toleman's theory of learning
 - (vii) Levin's field theory

- 2.2
 - (i) Constructivism & learning.
 - (ii) Brain based learning.
 - (iv) Educational implications of theories of learning
 - (v) Factors influencing learning
 - (vi) Learning & motivation
 - (vii) Transfer of learning and its theories.

2.3 Learning and learning Resources

- (i) learning Process and Learning
- (ii) Learning media in learning Resources
- (iii) Design and development of learning resources
- (iv) Evaluation of learning resources
- (v) Learning resource bank

Unit-3: Teaching

Credit 01

- 3.1 Concept and definitions of teaching
- 3.2 Models of teaching –concept and 4 families of models
 - (i) Concept attainment- Jerome Burner
 - (ii) Advance organizer – David Ausubel
 - (iii) Inductive thinking – Hild Taba
 - (iv) Juris Prudential – Donald Oliver
 - (v) Role- playing – Shaffen and Shaffen
 - (vi) Assertive training – Wolpe Lazarus Salter
 - (vii) Synectics – William Gordon
 - (viii) Stress reduction – Rimm & Masters, Woipe
Inquiry training Model
- 3.3 Educational implications of researcher in the following areas in teaching :
 - (i) Teacher’s thought processes
 - (ii) Student’s thought processes
 - (iii) Teaching of learning strategies
 - (iv) Teacher behavior and student achievement
 - (v) Teaching functions
 - (vi) Classroom organization and Management
 - (vii) Punishment & classroom management.

Practical Work (Any one)

Study of recent research's about the course content

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

Reference books

1. Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc 1969.
2. Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
3. Gage and Berlinger : Educational Psychology, Boston Houghton Mifflins Company 1984.
4. Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press 1978
5. Joyce Bruce and well Marsha. Models of Teaching prentice Hall of India Ltd. 1985.
6. Mangal S.K. : advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd;193
7. Moully George J : Psychology of teaching botton Allyn & Decan Inc.
8. Wordsworth B.J. piaget's : Theory og cognitive and affective Development, New York, Longman incorporated, 1989.
9. Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
10. Michael Green : Theories of Human Development prentice Hall, englewood cliffs, New Jersy,1989
11. S. Owen, H. Parker Blount, Heny Moscow : Educational Psychology – An Introduction Little, Brown and Company Boston, Toronto, 1978.

12. C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
13. Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc. Boston, London, Sydney, Totonto, 1985.
14. Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
15. Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
16. Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.
17. Bower G.H. and Hilgard E.R. : Theories of Learning Prentice Hall of India, New Delhi. 1980
18. Anastasi Anne: Psychological Testing, McMillan Co. New York.
19. Passi B.K. : Creativity in education NPC Agra 1982.
20. डॉ. न.रा. पारसनीस : प्रगत शैक्षणिक मानसशास्त्र नूतन प्रकाशन पुणे
21. Daniel Goleman : Emotional Intelligence, Bantam books 1995
22. Daniel Goleman 'Working with Emotional Intelligence 1998'
23. संपादक डॉ.ह.ना. जगताप शैक्षणिक मानसशास्त्र अनमोल प्रकाशन पुणे (१९९९ वा.ना. दांडेकर प्रतिष्ठानतर्फे संपादित)
24. डॉ. ह.ना. जगताप अध्ययन उपपत्ती नूतन प्रकाशन पुणे १९९२
25. Bichler R.F. and Jack Snowman : psychology Applied to Teaching Houghton Mifflin Company, Boston 1986
26. Herenhahn B.R. : 'An Introduction to Theories of Learning Prentice Hall International Edition, 1988.
27. Wittrock, Merlin C. : Handbook of Research on Teaching, Rand MaNally, Chicago,1966.
28. Sarah-Jayne Blackmore and Uta Frith : The learning brain, Blackbell publishing, 2005

EDUCATIONAL RESEARCH AND STATISTICS

Core Course: MED 105 - Educational Research Methodology

Objectives of the course

To enable students:

- (i) understand the concept of research and educational research.
- (ii) understand the types and methods of educational research,
- (iii) understand the steps involved in educational research,
- (iv) understand the use of different tools and techniques in educational research
- (v) use the library, Internet services and other sources of knowledge for educational research Purposes.
- (vi) understand the procedure to conduct the research in the educational field.
- (vii) understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.

Unit –1: Concept of Educational Research & Review of related literature

Credit 01

- 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 source of generating knowledge.
- 1.4 Interdisciplinarity in Educational Research.
- 1.5 Purpose and need at different stages of research
- 1.6 Sources and types
- 1.7 Recording of various references- notes taking etc.
- 1.8 On line/ off line references.

Unit-2: Research Proposal

Credit 01

- 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

Unit –3: Types and Methods of Educational Research

Credit 01

- 3.1 Types of educational research – Fundamental, Applied, Action research
- 3.2 Methods of Educational Research:
 - (vi) Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data
 - (vii) Descriptive Research- surveys, case study, developmental and correlation studies – nature and use, steps and interpretation, Ex- Post Facto Research.
 - (viii) Experimental Research – need and significance- nature and steps- validity; internal and external, use and limitations of different types of experimental designs: Pre-experimental, Quasi- experimental, True- experimental- role of control.
 - (ix) Naturalistic inquiry – situation-related integrative, Phenomenological, experience- based, subjective qualitative.
 - (x) Product Research.
 - (xi) Qualitative Research- Ethnomethodical

Unit-4: Research problems, Variables, Hypothesis, Population and Sampling

Credit 01

- 4.1 Source, selection and criteria of research problem- based on experience, discussion. Literature- scope and delimitations, statement of the problem indifferent forms.
- 4.2 Concept, nature characteristics and types of variables- inter relationship of different variables.
- 4.3 Concept, importance, characteristics and forms of hypothesis- formulation and testing.
- 4.4 Assumptions- meaning and role
- 4.5 Population- Concept
- 4.6 Sampling- Concept and Need, characteristics of good sample

4.7 Sampling Method

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

4.7.2 non probability sampling (Quota, judgment and purposive.

4.8 Errors in sampling

Practical Work-

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

REFERENCES:

1. Best, J.W. and Kahn research in Education (10th Ed. Prentice of India, Pvt. Ltd, New Delhi,1982)
2. Tuckman Bruce W: Conducting educational Research (Harcourt Brace Javanovich, Inc. New York, 1978)
3. Buch M.B., A survey of Research in Education (Centre of advanced Studies in Education, M.S. University Baroda, 1974)
4. Buch m.B. et al' second Survey of research in Education.
5. Donald Ary, Lucy Cheser Jacobs, Asghar Razavich "Introduction in research in Education" (Holt Rinehart and Winston, New York, 19790.
6. Kreppendorff Kians contents analysis: An Introduction to its Methodology, Sage Publications. Beverly Hills, London, 1985.
7. Action research – Corery.
8. Bieger and Gerlach, Educational Research: A Practical Approach, Thomson Wadsworth Pup.
9. कृतिसंशोधन म . राज्य पाठयपुस्तक निर्मिती व संशोधन मंडळ "बालभारती" सेनापाती वापट मार्ग पुणे ४
10. शैक्षणिक संशोधन डॉ भा .गो . वापट नूतन प्रकाशन टिळक रोड पुणे शैक्षणिक संशोधन मुळे व उमाटे श्री विद्या प्रकाशन .

Core Course: MED 106 – Data Collection and Inferential Statistics

Objectives of the course

To enable students:

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

Unit -1: Tools and Techniques of Educational Research- meaning, concept & Collection of Data

Credit 01

- 1.1 Observation
- 1.2 Interview Schedule
- 1.3 Questionnaire
- 1.4 Tests-achievement, intelligence, aptitude, and personality
- 1.5 Opinionative-attitude scale, rating scale, check list
- 1.6 e- tools – e-mail, fax, website, Internet, tele - conferencing
- 1.6 Qualities of a good measuring tool and standardization procedure
- 1.7 Preparation of tools
- 1.8 Implementation of tools
- 1.9 Collection of information.
- 1.10 Methods of collection

Unit- 2: Analysis and Interpretation of Data

Credit 01

- 2.1 Organization and tabulation of data
- 2.2 Graphical Representation
 - (i) Histogram
 - (ii) Frequency polygon

- (iii) Ogive
- (iv) Pie chart

2.3 NPC- Properties and uses, Skewness and Kurtosis

2.4 Descriptive Statistics – Significance and uses of:

- (i) Measures of Central tendency – Mean, Median, Mode.
- (ii) Measures of variability – Range, Q.D. , S.D.
- (iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores (Z and T).

2.5 (i) Correlation – Concept, types and uses; assumption and uses of rank difference, computation of rank difference correlation and Product Moment Method

- (ii) Concepts only - Bi-serial, point bi-serial- partial and multiple correlation, tetra choric and phi-coefficient.

2.6 Regression equation and predictions

Unit – 03: Inferential Statistics

Credit 01

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

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

3.3 F-test (one way ANOVA)

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

3.5 Data analysis using computers – EXCEL/SPSS

Unit- 4: Educational Research Report Writing

Credit 01

4.1 Format, Style, content and chapterisation

4.2 Bibliography, Appendices

4.3 Characteristics of a good research report.

4.4 Preparation of research report for journals and conferences

PRACTICAL WORK:

- (i) Review of Educational research report/article.
- (ii) Data analysis using computer
- (iii) Study of recent research reviews about the unit wise course content

Reference Books

11. Best, J.W. and Kahn research in Education (10th Ed. Prentice of India, Pvt. Ltd, New Delhi,1982)
12. Tuckman Bruce W: Conducting educational Research (Harcourt Brace Javanovich, Inc. New York, 1978)
13. Garrett H.E. Statistics in Education and Psychology (Yakills Fitter & Simsons Pvt. Ltd., Bombay, 1973)
14. Kuriz Albert J. and Samuel T. Mayo, Stastitics in Education and Psychology (Narousa Publishing House, New Delhi, 1981)
15. Buch M.B., A survey of Research in Education (Centre of advanced Studies in Education, M.S. University Baroda, 1974)
16. Buch m.B. et al' second Survey of research in Education.
17. Donald Ary, Lucy Cheser Jacobs, Asghar Razavich "Introduction in research in Education" (Holt Rinehrt and Winston, New York, 19790.
18. Kreppendorff Kians contents analysis: An Introduction to its Methodology, Sage Publications. Beverly Hills, London, 1985.
19. Action research – Corery.
20. Fox David J : Techniques for the Analysis of Quantitative Data, Holt, Rinehart, & Winson, Inc. 1969.
21. George Aegyrous, Statistics for research II edition Sage Publication, 2006.
22. Bieger and Gerlach, Educational Research: A Practical Approach, Thomson Wadsworth Pup.
23. कृतिसंशोधन म . राज्य पाठयपुस्तक निर्मिती व संशोधन मंडळ "बालभारती" सेनापाती बापट मार्ग पुणे ४
24. शैक्षणिक संशोधन डॉ भा .गो . बापट नूतन प्रकाशन टिळक रोड पुणे शैक्षणिक संशोधन मुळे व उमाटे श्री विद्या प्रकाशन .

COURSE ON RESEARCH WORK AND PRACTICAL

MED 107 – Course on research work

Objectives of the course

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 01
- Review of related literature and research Credit 03
 - i. Purpose and need at different stages of research
 - ii. Sources and types
 - iii. Recording of various references- notes taking etc.
 - iv. On line/ off line references.

MED 108 – Open Course

Credit 04

- Personality Development
- Communication Skills

SEMESTER - II

MED 201 – Dissertation Work **Credit 08**

COURSE ON PROFESSIONAL DEVELOPMENT

MED 202 – Advanced Technology Based Teaching **Credit 04**

MED 203 – Internship programme **Credit 04**

MED 204 – Open Course **Credit 04**

- **Course on e - content development**

COURSE ON SPECIALISED AREA

MED 205 – Optional 1: Educational Management

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 development 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 Management at different levels-Elementary, Higher, secondary, Higher Education, Time Management.
- 1.3 Development of modern concept of Educational Management from 1900 to present – day. Taylorism, Management as process, Management as bureaucracy, Human relations to Management.
- 1.4 Leadership –Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership.
- 1.5 Role of Management/Principal characteristics of effective Educational leadership, 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 Teaching Learning Processes
- 2.3 Evaluation Assessment (Management, Manager, Teacher, student, Parents) - Self Appraisal.
- 2.4 Professional Growth- In service Training
- 2.5 Meaning and Nature of Planning
- 2.6 Approaches to Educational Planning
- 2.7 Perspective Planning
- 2.8 Institutional planning, its importance, Man Power planning, Man power forecasting.

Unit – 3: Communication & Machinery for Educational Administration**Credit 01**

- 3.1 Communication skills. (Verbal, Non-verbal, Written),
- 3.2 Barriers and distortions in communication.
- 3.3 Information Systems- Modern Information Technology.
- 3.4 Central Machinery (CABE, NCTE, UGC) / State Machinery for educational Administration.
- 3.5 Organization and functions of directorate of Education.

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

Unit - 4: 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 Organizational compliance.
- 4.3 Organizational Development.
- 4.4 PERT
- 4.5 Modern trends in Educational Management.
- 4.6 National budget of Education
- 4.7 Principles of Educational finance
- 4.8 Methods of Financing Education
- 4.9 Source of Income Govt. Private and co-operative patterns of investment in education- past, present and future.,
- 4.10 Grant – in-aid principles, practices, types and procedure in- respect of University level.
- 4.11 Cost of Education.

Unit- 5: Quality Management in Education, Meaning and Nature of Educational Supervision

- 5.1 Meaning and importance of Quality
- 5.2 Quality in Higher Education
- 5.3 Accreditation Concept- Meaning, parameters.
- 5.4 Role of NAAC
- 5.5 Supervision as service activity
- 5.6 Supervision as process and functions
- 5.7 Supervision as educational leadership
- 5.8 Modern Supervision: New trends and techniques and planning, controlling in service training
- 5.9 Functions of a supervisor, Defects in existing system of supervision, Remedies.
- 5.10

Practical – (Any one)

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

Reference books

1. शैक्षणिक व्यवस्थापन व प्रशासन : डॉ. अरविंद दुनाग्र डॉ हेमलता पारसनीस नूतन प्रकाशन पुणे .
2. School Organisation and Administration- M.S. Sachdeva
3. Management in Education- Namita Roy chaudhary A. P.H. Publishing corporation, New Delhi.
4. Educational Planning and Management Premila Chandrasekaran, sterling Publication Pvt. Ltd.
5. Educational Administration and Management – S.S. Mathur
6. Theory of Educational Administration- S.R. Vashost
7. Efficient School Management and Role of Principals- Alka Karla
8. Administrative Strategy and Decision making- Hardwick Landuyt
9. Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House
10. Educational Administration Planning and Supervision- T.P. Lambal, V.R. Saxena, V.Murthy, Delhi Daoba house
11. School Organisation and Administration- U.S. Sidhu
12. Administration of Education in India- S.N. Mukharji
13. Educational Administration Principles and Practices- S.S. Mathur

MED 206 – Optional II: 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- 1: 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- 2: 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 Teachers' Status
- 2.7 Education of Exceptional Children
- 2.8 Technical & Vocational Education

Unit – 3: A) Factors and Forces Influencing theory and Practice of Education in Country. Credit 01

Racial, Linguistic, Technological, Scientific, Historical, Sociological, Political, Economical, Religious

Unit- 3: 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-4: 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
- (iv) Sociological

Reference Books

1. Comparative Education – Moehnteman and Roucek
2. Comparative Methods in Education – George,2 F., Berday Holt, Rinehard and Wistoninc, New York.
3. Education in China priestlay K.E.
4. Education in 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. Contemporary education – J.F. Cramer and C.S. Browne
9. Introduction 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. Educdt.l.on in Japan (1901)- Ministry of Education
14. Education in China- J.B. Priestlay
15. Education in communist China- price
16. Search engine Education in New Era- I.L Kandel Education in Israel – by Equal Brothers
17. Tulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale, Dr, Nalini Pichad
18. www.google.com
19. www.attavista.com
20. www.aj.com
21. www.weberawler.com
22. www.britanica.com

23. Education in Israel – by Equal Brothers

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

MED 207 – Optional III: Teacher Education

Objectives of the course

To enable students:

- (i) to understand the concept of teacher Education
- (ii) to develop necessary skills
- (iii) to develop insight into the problems of teacher Education at different levels.
- (iv) to develop experimental attitude in teacher Education
- (v) to understand new trends, and techniques in teacher Education.

Unit- 1: Historical development of teacher Education in India, Concept and structure of teacher Education

Credit 01

- 1.1 Historical development of Teacher Education
- 1.2 Teacher education as distinguished from teacher training.
- 1.3 The need and importance of Teacher Education
- 1.4 Meaning, Nature, Scope of Teacher education
- 1.5 Aims and Objectives of teacher Education at different level
- 1.6 Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.
- 1.7 Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational, Technical and work experience.
- 1.8 Teacher Education by Open and Distance Learning.

Unit – 2: (A) Content of Teacher Education

Credit 01

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

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

- External Evaluation
 - (I) Practice Teaching – Final Lesson
 - (II) Theory papers

(B) Instructional Methods in Teacher Education

- i. Lecture and discussion
- ii. Seminars
- iii. Work shops
- iv. Symposium
- v. Group Discussion
- vi. Supervised study
- vii. Virtual and e-mode

(C) Practice teaching in Teacher Education

- i. Demonstrations
- ii. Experimentation
- iii. Practice teaching and observations
- iv. Significance and Supervision of Practice teaching
- v. Internship
- vi. Relationship of College of Education with Co-operating Schools

Unit- 3: Teaching as a profession and Research in Teacher Education Credit 01

- 3.1 Recommendations of various commissions on Teacher Education: Kothari Commission, National policy on Education, NCTE policy.
- 3.2 Professional organizations for various levels of teacher-types and there role & functions
- 3.3 Performance appraisal of teacher
- 3.4 Code of conduct and ethics of teaching profession.
- 3.5 Faculty improvement programme for teacher Education.

- 3.6 Need of Research in Teacher Education
- 3.7 Action Research for quality improvement in T.E.
- 3.8 Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification of Teacher behavior, School effectiveness.

Unit -4: Current problems of Teacher Education, Types of Teacher Education Programmes and Agencies **Credit 01**

- 4.1 Teacher Education and practicing schools
- 4.2 Teacher Education and UGC, NCTE, University.
- 4.3 Preparing teacher for special school
- 4.4 Preparing teacher for Inclusive classroom.
- 4.5 Integrating Technology in Teacher Education.
- 4.6 In-service T.E. - Concept, Meaning, Need and nature
- 4.7 Preserves T.E. - Concept, Meaning, Need and nature
- 4.8 Orientation and Refresher courses
- 4.9 Agencies of T.E.-UGC, NCTERT, SCERT, DIET Colleges of T. E., Open University, Academic Staff Colleges, University Department of Education

Practical:

Work a Critical Study of one teacher training College

OR

A Critical study of anyone Mentioned in 9.4 Unit

Reference Books

1. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
2. William Taylor – Society and the Education of Teachers, Faber 7 Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
4. Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi
5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
6. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi- G

7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
8. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, Model Down, Delhi-9.
9. Investigations, Studies, and Projects Relating to Internship in teaching- N.C.E.R.T., New Delhi.
10. Report of the Committee on Teacher Education in Maharashtra State, Government of Maharashtra.
11. Richardson C.A. and others – Education of Teachers in France and U.S.A. Unesco, 1953.
12. Commission on teacher Education- The Improvement of teacher Education, Washington.
13. The process of Education-Burner S S The Education Harvard University Press 1961.
14. The future of teacher Education Edited by J.W. Tibble Routledge & Kegan Paul, London
15. Innovation in Teacher Education- J.J. Hayson & C.R. Sutton, M.C. Graw Hill book company (UL) Ltd.
16. Teachers Education in India (INSET)- Nizam Elahi.
17. Emerging Trends in Teacher Education- R S Shukla
18. Teacher Education modern Trends – Mohit Chakrabarti
19. Teacher education- Theory, Practice & Research – R.A. Sharma.
20. Education of Teachers in India- Volume I & II –S. N. Mukerji
21. Policy perspectives in Teacher education – Critique & documentation- NCTE, New Delhi
22. Teacher Education-Shashi Prabha Sharma ,Kanishaka Pub. New Delhi.

MED 208 – Optional IV: 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-1: Historical Perspective and Policy and Legislation for special Education in India **Credit 01**

- 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-2: Overview of Different Disabilities and Exceptionalities, Identification of Children with Special Needs **Credit 01**

- 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, and Characteristics of Multiple Disabilities.
 - 2.6 Observable Symptoms
 - 2.7 Psychological Testing
 - 2.8 Medical Examinations

Unit 3: Agencies of Education, Aspect of Special Education

Credit 01

- 3.1 Family
- 3.2 Regular and Integrated schools
- 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 01

- 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.

Reference Book

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

15. Pollock, J and Waller, E (1997)- Day to Day Dyslexia in the Classroom. London, Routledge (Revised edition) ISAN 0415111323
16. Rechar J . Morris, Burrton Blatt,(1986) – Special Education Research and Trends. Pergamon Press, New York, Beijing, Frankfurt.
17. Stephen, T.M. etal (1983) – Teaching main streamed students. New York: John Wiley.
18. Westwood, P (1997) – Commonsense Methods for Children with special needs (3 edition) London, Routledge, ISEN 0415156238.
19. डॉ प्रेमला काळे अपवादात्मक बालकाचे शिक्षण मॅजेस्टिक प्रकाशन पुणे
20. डॉ शरश्चंद्र गोखले अपंगाची हाक

MED 209 – Optional V: 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: Guidance, Appraisal of an individual

Credit 01

- 1.1 Bases of guidance Philosophical, Sociological, Pedagogical, Psychological
- 1.2 Concept of guidance Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance. Functions and purposes of Guidance.
- 1.3 Types of guidance. Major guidance areas- Personal, Educational, Career, Social, Health, Marital, Moral.

- 1.4 Adjustive guidance, Identification of maladjusted children and the principles of dealing with them.
- 1.5 Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories Interest, Inventories, Attitude Scale
- 1.6 Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study. Anecdotal Record, Autobiography.
- 1.6 Techniques of guidance- home visits, interview, observation.
- 1.7 Presenting, analyzing, interpreting and reporting the data

Unit- 2: Occupational Information and Job Analysis

Credit 01

- 2.1 Collection-need, sources, method of classification of occupation information.
- 2.2 Dissemination of information about various Courses and occupation-career conference, Career exhibition, Visits, field trips, Career films etc.
- 2.3 Use of technology in the collection and dissemination of occupational information.
- 2.4 Meaning and objectives of job analysis
- 2.5 Outline for job study
- 2.6 Job profiles
- 2.7 Job satisfaction

Unit-3: Counseling and Techniques of Counseling

Credit 01

- 3.1 Meaning, need, characteristics, principles of Counseling
- 3.2 Process and types of Counseling
- 3.3 Counseling therapies.
 - (i) Client Centered Therapy (Carl Rogers)
 - (ii) Rational Emotive Therapy (Albert Ellis)

(iii) Behavior Therapy (B.F. Skinner)

(iv) Gestalt Therapy (Fredric Pearls)

(v) Psychoanalytic Therapy (Sigmund Freud)

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

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

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

3.7 Effective Counselor, increasing need of School counselor in the present set up.

Unit-4: Placement, follow up and Guidance and counseling

Credit 01

4.1 Aims and types of placement

4.2 Responsibility of the school and Community about the placement services

4.3 Importance and purposes of follow up services

4.4 Research – Issues & Trends

Practical Work (any one)

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

Reference Books

1. J. Agrawal J.C.: Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatasi Anne : Psychological testing, New York, Mac Millan 1982

3. Mennet M.E. : Guidance and Counselling in Groups, McGraw Hill book Company, 1963.
4. Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968
5. Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
8. Swedish Mohan : Readings for Careers Teachers, NICER 1985
9. Koceher SK : educational and Vocational Guidance in Secondary Schools, Sterling Publisher (p) Ltd. Delhi
10. Jones A.J. : principles of Guidance, McGraw Hill Book Co., New York.
11. Jayawal S.R. : Guidance and Counselling. Prakashan Kendra Lucknow.
12. Rogers C.R. : Client Centered Therapy, Mifflin
13. Rao, S.N: Counselling and Guidance, Tata McGra Hill, Delhi
14. Central Institute for Research and Training in Employment Service (C.E.D.G.E. & T), Ministry of Labour and Rehabilitation, Govt. of India, New Delhi,- Handbook in Vocational Guidance 1972
15. Sarswat. K.R. gaul, J.S. : Manual for Guidance Counsellors, NCERT, Delhi, 1993
16. पत्की श्री . मा . : व्यवसाय मार्गदर्शन आणि सल्ला कार्य मिलिंद प्रकाशन औरंगाबाद
17. दुनाखे अरविंद : व्यवसाय मार्गदर्शन व समुपदेशन .
18. वझे नी ए . : व्यवसाय मार्गदर्शन पब्लिकेशन्स प्रायवेट लिमिटेड दादर मुंबई
19. डॉ. मो .ह. पिंपळखरे व नलिनी चौधरी व्यावसायिक जीवनाची प्रवेशद्वारे अनाथ विद्यार्थी पकाशन पुणे १९८७

MED 210 – Optional VI: 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 constructions,

- (iii) to understand the interpretation of test scores,
- (iv) to plan, prepare, to administer and execute the teacher made test.
- (v) get acquainted with various examination reforms

Unit- 1: Testing: Concept, Theories and Practices

Credit 01

- 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/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-2: A) Factors Influencing Test Scores

Credit 01

- Nature of test
- Psychological Factors
- Environmental Factors

B) Tests relating to teacher behavior and teaching situation

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

Unit- 3: Measurement and Evaluation

Credit 01

3.1 Concept of measurement and evaluation with reference to educational process.

3.2 Functions of Measurement and evaluation in Education

3.3 Scaling Methods- Nominal, Ordinal, Interval, Ratio, Rating.

3.4 Types of evaluation – formal informal, oral written, formative and summative

3.5 Relationship between educational objectives, learning experiences and evaluation

3.6 Measurement of different aspect of an individual – Attitude, Intelligence, Interest, Aptitude, Motivation, Personality, Values and Creativity

Unit- 4: Statistical Concept in testing and examination reforms

4.1 Assessment of different tests

4.2 Test scores and their transformation – Z – scores, T-scores, Stannie Scores, Percentiles

4.3 Interpretation of Test Scores, qualitative and quantitative.

4.4 Item analysis and improvement of test.

4.5 Grading, Marking and Credit System

4.6 Semester System

4.7 Question Bank

4.8 Continuous Remedial Internal Assessment

4.9 Moderation and revaluation

4.10 Online examination

PRACTICAL WORK (any one)

1. Preparation, administration and reporting a teacher made test
2. Prepare a question bank of 40 questions at different levels and types of any one paper of M.Ed. Course

Reference Books

1. Measuring Learning, outcomes-Bruce W. Turkman. Brace, Jovanovich
2. Theory and Practices of Psychological Testing-Frank S. Freeman, Holt Rinehart and Winston, New York.

3. Classroom Test Construction (1971) – Marshall and Hales, Addison Wesley Publishing Company, London.
4. Educational Psychology of Ancient Hindus (1949)- D.C. Dasgupta.
5. Measurement and Evaluation in Psychology and Education- Thorndike Hegen, John Wiley and Sons, London, New York.
6. In Introduction to Psychological Testing and Statistics- Prof. Dandekar and Prof.Rajguru, Sheth Publishers, Bombay.
7. Principles and Techniques of Unit testing- Dr. V.Z. Sali, National Publishing House, 23, Darya-ganj, Ansari Road, New Delhi-110005.
8. शिक्षणातील परीक्षण आणि मापन प्रा . सौ .माणिक षटक नूतन प्रकाशन पुणे
9. A Practical Introduction to Measurement and Evaluation- H.R. Remmers, Gage Rummel, Universal Book stall, New Delhi.
10. Measuring Educational Achievement- William Micheels, Ray Karnes, McGraw Hill Book Company, New Delhi.
11. Educational Measurement- Richard h. Lindeman. D.B. Tara. Taraporevala Sons & Co. Bombay.
12. Chavan C.P.S. (1993) Emerging trends in Educational Evaluation, New Delhi : Commonwealth publishers
13. Ebel, Robert and Frisible, David (2003) Essentials of Educational Measurement, New Delhi: Prentice Hall of India.

MED 211 – Optional VII: Curriculum Development

Objectives of the course

To enable students:

- (i) to understand the concept and principles of curriculum development.
- (ii) to understand and appreciate curriculum as a means of development of the individual.
- (iii) to gain insight into the development of new curriculum.
- (iv) to understand the Foundations of curriculum development.
- (v) to appreciate the need for continuous Curriculum reconstruction.
- (vi) to help the student to develop skills in framing curriculum for subjects of teaching, analyzing curriculum for teaching-learning process and developing course contents in the subjects of teaching.

Unit – 1: Curriculum development: Principles and Strategies**Credit 01**

- 1.1 Meaning and Concept of Curriculum
- 1.2 Concept of Curriculum development
- 1.3 Stages in the Process of Curriculum development
- 1.4 Curriculum, Syllabus and Units
- 1.5 Fusion, integration and Inter-subject co-relation.
- 1.6 Need and Scope for Curriculum development, Criteria for Future Curriculum development and Characteristics of a good Curriculum.
- 1.7 Strategies of Curriculum development.
- 1.8 Guiding Principles for Curriculum development.

Unit- 2: Curriculum, Course of Studies and foundations of curriculum**Credit 01**

- 2.1 Philosophical theories and their implications to Curriculum.
- 2.2 Sociological needs and their implications for curriculum development.
- 2.3 Psychological needs their implications for curriculum development.
- 2.4 Curriculum development and teaching-learning process.
- 2.5 Implementation of Course- full time, Part time, Correspondence, Open University, non formal and Continuing Education.
- 2.6 Organization of curriculum by subjects- Co-relation of different subjects, Indian, experiments on basic Education.
- 2.7 Organization of curriculum by unit-Subject matter units, experiences units.
- 2.8 Core curriculum
- 2.9 Activity Curriculum
- 2.10 Interdisciplinary Curriculum

Unit-3: Selection of materials and Procedure of Organizing Content**Credit 01**

- 3.1 Individual capacities as productive member of Society, Power of thought, scientific attitude, Power of expression, Vocational and Practical Skills.
- 3.2 Fostering Moral, Spiritual and Aesthetic values, consideration of student Population of today and tomorrow.
- 3.3 Consideration of economic growth- greater efficiency in production and removal of poverty.

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

- 3.4 Formation of general objectives at School stage and their specification.
- 3.5 Formation of instructional objectives and their specifications
- 3.6 Terms of expected behavior changes in the students.
- 3.7 Problems of curriculum reform.
- 3.8 Periodic revisions of curriculum in view of the knowledge.
- 3.9 Need for permanent curriculum research unit.

Unit-4: Evaluating the Curriculum and Research in curriculum development

Credit 01

- 4.1 A frame work for evaluation
- 4.2 Planning for evaluation
- 4.3 Conducting the Programme evaluation
- 4.4 Evaluating the curriculum materials
- 4.5 Conducting the Curriculum material evaluation
- 4.6 Utilizing evaluation results for curriculum improvement.
- 4.7 Pilot Project
- 4.8 Fundamental research
- 4.9 Action research

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 development
4. A Comparative study of two syllabi-state Government/ ICSE.

Reference Books

1. Curriculum Organisation and Design- Jack Walton, Great Briton
2. Curriculum and lifelong Education- Studies for UNESCO
3. School Curriculum- Mohmmad Sharif Khan- ASHISH Publishing House, New Delhi.
4. The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.
5. Curriculum reform – B.D. Bhatt, Kanishka Publishers, New Delhi
6. Developing the Core Curriculum 3/ 4 roland C. Faunce, Nelson L. Bossing, Prentice Hall of India, New Delhi
7. Evaluation and Research in Curriculum Construction- M.I. Khan I B.K. Nigam- Kanishka Publisher, New York
8. Curriculum Development & Educational Technology Mamidj, S. Ravishankar- Sterling Publishers.
9. शैक्षणिक संशोधन : मुळे व उमाटे
10. शैक्षणिक संशोधनाची रूपरेखा : डॉ वि . रा . भिंताडे
11. शैक्षणिक व्यवस्थापन व प्रशासन : डॉ दुनाखे डॉ पारसनीस .

MED 212 – Optional VII: History of Education and Problems of Education

Objectives of the course

To enable students:

- (i) to acquaint the students with the general development and progress of education prior to independence.
- (ii) to acquaint the students with general development and progress of education after independence.
- (iii) to enable the students to assess and evaluate various “Plan efforts” (V Year Plans) put into effect from time to time.
- (iv) to enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- (v) to enable the students to understand the various problems of education at different stage (Primary, Secondary, Higher Secondary, higher education, Vocational,

women, Handicapped) with special reference to different Commissions and Committees.

(vi) to enable the students to find out the reasons and evaluate the solutions to the education for different stages.

(vii) to enable the students to understand the problems related to the policies of Government and to find out remedies.

Unit -1: Progress of Education in Ancient Indian Education- Review of Credit 01

- 1.1 Brahmanic (Vedic)
- 1.2 Buddhistic
- 1.3 Jain
- 1.4 Muslim-Islamic-(Education System during these periods)

Unit-2: Progress of Education in British Period and after Independence Credit 01

2.1 Review of British period of Education. With reference to :

- (a) Macaulay's Minutes
- (b) Woods Dispatch
- (c) Sergeant Commission

2.2 Constitutional Provision for Education

2.3 University Education Commission(1948)

2.4 Secondary Education Commission(1952-53)

2.5 Indian Education Commission (1964-66)

2.6 Policy of Education 1986

2.7 National Policy of Education 1992

Unit-3: A) Needs of Education of free India, world new trends Credit 01

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

B) Problem of Education at different stages-

Primary, Secondary, Higher Secondary, Higher Education, Vocational, Technical, Education of the Handicapped, Women Education.

- 4.1 Social
- 4.2 Economical-Problem related to quality and quantity.
- 4.3 Administrative
- 4.4 Political
- 4.5 Role and impact of different organizations (private and public, Govt.)
NCERT, UGC, NCTE.

PRACTICAL WORK (Any One)

1. Identifying Social Problem and its solution for one B.Ed College
2. Critical Study of National policy of Education (1986).

Reference Books

1. Education in Ancient India – Dr. A.S. Altekar
2. Ancient Indian Education – R.K. Mikharji
3. A History of Education in India (during the British period) by J.P. Naik and Nurulla
4. A text Book in History of Education- Paul I Munroe.
5. N.C.E.R.T., NCERT- the First Year Book of Education 1961.
6. Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission
7. UNESCO- Economic and Social aspects of Educational Planning, 1963
8. Naik J.P.- educational Planning in India 1965-allied Publishers
9. Problems of Higher Education in India- An Approach to Structural Analysis and Recognition.
10. Educational Recognition- Acharya Narendra Dev Committee (1939-1953)
11. History and Problems of Education Voi.I- Yogendra K. Sharma
12. History and problems of Education Voi. II- Yogendra K Sharma.

MED 213 – Optional IX: Advanced Educational Statistics

Objectives of the course

To enable students:

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

Unit- 1: The Normal distribution and Significance of various measure Credit 01

Properties of normal probability distribution

- 1.1 Defects in normality-1 Skewness, 2. Kurtosis
- 1.2 Applications of normal probability curve
- 1.3 Statistical Measures
- 1.4 Difference between Statistical Measures
- 1.5 The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.
- 1.6 The significance of difference, coefficient of correlation

Unit- 2: The scaling of tests and Analysis of Variance Credit 01

- 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 Method of analyzing variance
- 2.7 Meaning of Covariance
- 2.8 Analysis of Co-variance

Unit- 3: Non parametric tests & The Reliability and Validity of test-scores Credit 01

- 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-4: Partial and Multiple correlation & Regression and prediction Credit 01

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

Reference Books

1. H.E. Garrett- Statistics on Psychology & edn, Longman Green & co., London
2. B. Fruchter-Introduction to factor analysis – D Van Nostrand & co., N.Y.
3. G Thompson – Factor analysis of human Ability, University of London Press
4. Albert Kurtz Samuel Mayo –Statistical Methods in education and Psychological
springer International student edition.

MED 214 – Optional X: Educational Technology and e-learning

Objectives of the course

To enable students:

- (i) to enable the learner to become effective user of technology in Education

- (ii) to acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- (iii) to make the student familiar with new trends, techniques in education along with e-learning.
- (iv) to enable the student to become good practioner of Educational technology and e-learning.

Unit – 1: Meaning & Scope of Educational Technology, Modalities of Teaching

Credit 01

- 1.1 Educational Technology as system approach to Educator.
- 1.2 System approach in educational technology and its characteristics.
- 1.3 Components of Educational technology software and hardware.
- 1.4 Difference between teaching and Instruction, conditioning & training
- 1.5 Stages of teaching pre – active, interactive and post – active.
- 1.6 Teaching at different levels one way, understanding and reflective.
- 1.7 Modification of teaching behavior microteaching, Flander’s interaction analysis simulation.

Unit-2: Instructional Design System & Communication Modes in Education

Credit 01

- 2.1 Formulation of instructional strategies
- 2.2 Task analysis
- 2.3 Designing of Instructional strategies, such as lecture, team teaching, discussion, panel discussion, seminars & tutorials.
- 2.4 Concepts and process of communication
- 2.5 Principles of communications
- 2.6 Communication and learning
- 2.7 Modes of communication

Speaking and listening ↔ Writing and reading ↔ visualizing
and observing

- 2.8 Basis model of communication – Sender – Message - Receiver and Devid
Berlo’s SMCR model of communication, Sharon’s model of
communication

Unit – 3: Integrating Multimedia in Education & Educational software applications

Credit 01

- 3.1 Multimedia concept and meaning text, graphics, animation, audio, video

- 3.2 Multimedia applications

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

3.3 Computer assisted instruction

3.4 Drill & practice software

3.5 Educational simulations

3.6 Integrated learning system

3.7 Curriculum specific Educational software

Unit - 4: e-learning & online learning management

Credit 01

- 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 –

Creating and presenting multimedia application (three)

Reference Books

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology
2. Essentials of Educational Technology, Madan Lal, Anmol Publications
3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons
4. Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford & IBH Publishing company, New Delhi
5. Information and Communication Technology, N. Sareen, Anmol Publication
6. Communication and Education, D. N. Dasgupta, Pointer Publishers
7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia
8. Education and Communication, O. P. Dham

MED 215 – Optional XI: Inclusive Education

Objectives of the course

To enable students:

- (i) to enable the learner to understand Inclusive, Integrated and special education, need of inclusive education and its practices.
- (ii) to enable Diverse learner and Diverse Learner's needs and challenges related to Diverse Learners.

- (iii) to develop awareness of learner towards inclusive education and its practices.
- (iv) to enable the learner to understand inclusive instructional design and collaborative instruction to promote inclusion.
- (v) to enable the student to organize inclusive classroom.

Unit- 1: Diversity in the classroom & Inclusive Education

Credit 01

- 1.1 Diversity- Meaning and definition.
- 1.2 Disability – Legal definition, discrimination.
- 1.3 Giftedness.
- 1.4 Inclusive, Integrated and Special education- concept, meaning and difference.
- 1.5 Benefits of Inclusion.

Unit-2: Attitudes and Positive Behavior for Inclusion

Credit 01

- 2.1 Attitudes
- 2.2 Values
- 2.3 Ideologies
- 2.4 Facing disability & Realizing plan
- 2.5 Challenging Behavior
- 2.6 Violence & Touching
- 2.7 Class Meetings.
- 2.8 Developing action plan.

Unit- 3 : A) Psychology & Teacher- based Assessment of exceptional students

Credit 01

- Intelligence test
- Achievement test
- Teacher based assessments.

B) Inclusive classroom

- Physical Layout of Inclusive Classroom.
- Special assistance to children.
- Medication in the classroom.

Unit- 4: Inclusive Instructional design & Collaborative instruction for Inclusion

Credit 01

- 4.1 Inclusive – Curriculum
- 4.2 Linking individual objectives and the classroom curriculum.
- 4.3 Inclusive Lesson Planning.
- 4.4 Inclusive Instructional Strategies.
- 4.5 Collaboration
- 4.6 Co-operative Learning.
- 4.7 Peer-mediated instruction and interventions.

PRACTICAL WORK

Visit to a Inclusive School and Prepare a Report.

Reference Books

- 1) Loreman, Deppeler and Harvey- Inclusive Education, Allwen & Unwin Australia.
- 2) Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- 3) Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- 4) Mike Adams & sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
- 5) Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000.
- 6) Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub. `17) Integrated and Inclusive Education, Premavathy and Mittal, R C I, 2006.