

**SWAMI RAMANAND TEERTH MARATHWADA  
UNIVERSITY, NANDED**



**STRUCTURE AND SYLLABUS**

For award of degree of

**Master of Education**

**(M.Ed.)**

**Choice Based Credit System**

**(CBCS)**

*(Two Years-Semester Pattern Program)*

To be introduced from June- 2015 onwards

And

Subject to revise from time to time

**June -2015**

## INDEX

1. **Preamble**
2. **Introduction:**
3. **The General Objectives of M.Ed. Course**
4. **Admission procedure**
5. **Eligibility for Admission**
6. **Duration of the Course**
7. **Eligibility for appearing M.Ed. Examination**
8. **Medium of Instruction & Examination:**
9. **Medium of Instruction & Examination:**
10. **Choice Based Credit System (CBCS):**
11. **Mechanics of Credit Calculation:**
12. **Evaluation System**
13. **Assessment:**
14. **Final result:**
15. **15. Curricular Areas:**
16. **17. Course Structure:**
17. **18. Over all structure**

## **1. Preamble**

The Master of Education (M.Ed.) Programme is a two year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. This is mainly to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialization in selected areas, and also develop research capacities leading to specialization in different fields of education.

## **2. Introduction:**

Swami Ramanand Teerth Marathwada University, Nanded reframed curriculum of M.Ed. course under the Faculty of Education from June- 2015. From this academic year program will be of two years with semester pattern and Choice Based Credit System (CBCS).

Course structure and syllabus for this is formed with following objectives.

## **3. The General Objectives of M.Ed. Course:**

1. To enable to promote goals of education in response to our constitutional values and national policies in the capacity of Teacher Educator.
2. To enable to understand, analyse, evaluate, criticise changes in education, Philosophical-Social- Economic-Cultural-Psychological concern of Education.
3. To prepare professional personnel required for staffing of the Colleges of Education.
4. To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational Research and Educational planning.
5. To prepare personnel for various educational services.
6. To enable to conduct research in different fields of education.

7. Advancement of specialized knowledge and understanding about the philosophical, sociological, Psychological, Historical, Political and Economic perspectives of education.
8. Develop ability to understand human behaviour and personality, and capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively
9. Develop Worldwide perspective about educational theories and practices to enable the learners to visualize the inter-linkages different educational systems and educational phenomena
10. Enhance knowledge of ICTs and their application for empowerment of educational practices and research.
11. Enhance knowledge and understanding of Educational Management, Administration, Financing and built up capabilities and skills to effectively work in educational institutions
12. Develop research aptitude and skills to advance knowledge in the field of Education
13. Enhance awareness and understanding of emerging areas of education and human development like special needs of education, curriculum development, environmental education, vocational education, teacher education, elementary education, measurement and evaluation, value education and human responsibility so as to develop ability to deal with modern educational practices and issues related to education.

#### **4. Admission procedure**

Admission to the eligible candidates shall be as per procedure laid down by the State Government of Maharashtra and University from time to time.

#### **5. Eligibility for Admission:**

- a.** Candidate seeking admission to the M.Ed. programme should have obtained at least 50 % marks or an equivalent grade in the following programmes:
  - (i) B.Ed.
  - (ii) B.A. B.Ed., B.Sc. B.Ed.
  - (iii) B.El.Ed.
  - (iv) D.El.Ed. with an undergraduate degree (with 50 % marks in each) of this University or any other recognized University.

- b. Equivalent to the above mentioned qualification degree of this or other recognized university shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part.
- c. In the case of SC/ST /VJNNT/ OBC/PWD and other notified categories as per direction of Government students this percentage of marks shall be at least 45%. Timely changes will be followed as per Government Rules.
- d. Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university or recognised Admission Committee and Government in this respect from time to time
- e. The reservations will be given as per the policy and guidelines prescribed by Government and University, subject to revision by the university from time to time.
- f. At the final stage of admission student- teachers must submit an undertaking regarding regular attendance and practical work.

## **6. Duration of the Course**

The course for the M.Ed. Degree in Regular shall be of two academic years. The required minimum working days for teaching –learning will be as per the norms of NCTE and given by University. The Terms and vacations of the course shall be as prescribed by the University from time to time.

## **7. Eligibility for appearing M.Ed. examination**

1. Student- teachers must be present 80 % for theory classes and practical work.
2. The powers of condolence are given to Principal for 20 % attendance.
3. Student –teachers should complete all practical and other work assigned in each part of syllabus.
4. Student-teachers have to obtain completion certificate of theory & practical work from the principal/ Head of Institute.
5. Unless and until he/she obtains such a certificate, he/she will not be allowed to appear in the university examination.

## **8. Medium of Instruction & Examination:**

The medium of instruction for this course will be Marathi or English or the medium granted by Government through notification to particular college/course. Concerned college will make this arrangement and is permitted to do so by the University.

#### **9. Medium of Examination:**

The medium of the Examination shall be the medium allowed for instruction.

#### **10. Choice Based Credit System (CBCS):**

CBCS is a flexible system of learning that permits students to, Learn at their own choice and pace. Adopt an inter-disciplinary and intra disciplinary approach in learning, and make best use of the expertise of available faculty. The relative importance of subjects of study is quantified in terms of credits.

In CBCS for M.Ed. program of this university carry **88** numbers of credits distributed in two academic years comprising of four semesters. Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as number of contact hours, the course content, teaching methodology, learning expectations, etc.

In each of the courses, credits are assigned on the basis of the number of lectures / tutorials / laboratory work and other forms of learning required for completing the course contents in academic year excluding examination, vacation period from the commencement of course.

The minimum instructional days as worked out by the NCTE for one academic year are 200 working days.

The courses offered in this Programme consist of Core Courses (CC), Optional Courses (OC), Specialization Courses (SC), Elective Courses (EC) Enhancing Professional Competencies (EPC), Practical Courses (PC), Dissertation and Internship with defined ratio of weightages for each. The core papers deals with the discipline specific and the optional paper deals with inter and intra disciplinary nature.

Features of CBCS for M.Ed. are as following.

1. Choose electives from a wide range of elective courses offered within faculty including set of different skills.
2. This program with choice based courses is offered within the faculty.
3. The curricula should be unitized.
4. A contact hour is a 60 minute duration a teacher engaged in Lecture, tutorial, practical, field work, discussion etc.

5. Contact hours include all the modes of teaching like lectures / tutorials / practical/ laboratory work / fieldwork/ Internship or other forms which suits to that particular course.
6. In determining the number of hours of instruction required for a course involving laboratory / field-work/practicum/ Internship etc, 2 hours of laboratory / field work is generally considered equivalent to 1 hour of lecture.
7. The credits shall be based on the number of instructional hours per week, generally 1 credit per one hour of instruction in theory and 1 credit for 2 hours of practical/project work/Field work/internship.
8. 'Academic Week' is a unit of six working days during which distribution of work is organized from five to seven contact hours of one hour duration on each day and the total number of contact hours in a entire course shall be 1856.
9. Four –credit course of theory will be of four clock hours per week.
10. The evaluation will be on Continuous Internal Assessment (CIA) and End Semester Assessment (ESA). The final results shall be declared after integration of CIA and ESA.
11. The declaration of result is based on the Grade Point Average (GPA) earned towards the end of each semester and the Cumulative Grade Point Average (CGPA) earned towards the end of the program.
12. Befits of Sports/ NSS etc. Shall be given according to university rules.

### **11. Mechanics of Credit Calculation:**

As per SRTMUN standard for M.Ed.,

- 01Credit= 16 contact hours for theory courses &  
32 contact hours for practicum/internal etc.
- 01 credit= 25 marks

### **Credit Point (P):**

Credit point is the value obtained by multiplying the grade point (G) by the credit

$$(C): P = G \times C.$$

### **Grade Point:**

Grade point is an integer indicating the numerical *ANNUAL GRADE POINT AVERAGE (AGPA)*:

**I. Semester Grade Point Average (SGPA)** is the value obtained by dividing the sum of credit points (**P**) earned by a student in various courses taken in a semester by the total number of credits earned by the student in that semester. SGPA shall be rounded off to two decimal places.

**II. Cumulative Grade Point Average (CGPA):**

‘Cumulative Grade Point Average’ (CGPA) is the value obtained by dividing the sum of credit points in all the courses earned by a student for the entire programme, by the total number of credits. CGPA shall be rounded off to two decimal places. CGPA indicate an overall letter grade (Cumulative Grade) for the entire programme shall be awarded to a student depending on his/her CGPA. The comprehensive academic performance of a student in a programme is equivalent of the letter grade.

**12. Evaluation System**

The evaluation will be on Continuous Internal Assessment (CIA), End Semester Assessment (ESA). The final results shall be declared after integration of CIA and ESA.

**Weightage: 53% for End Semester Assessment (ESA) & 47% for Continuous Internal Assessment (CIA)**

The declaration of result is based on the grade point average (GPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the end of the program.

**Examination/Evaluation Rules**

The evaluation of the student will be mainly on

- 1. Continuous Internal Assessment (CIA) and**
- 2. End Semester Assessment (ESA).**

**The ratio of CIA and ESA is 53:47**

**Passing Rules:**

The CIA and ESA have different passing heads and Minimum passing:- 50% of passing for each course in each head.

To pass the degree program, a student will have to obtain a minimum aggregate of 50% marks (C+ and above in grade point scale) in each course.

**13. Assessment:**

- 1. Continuous Internal Assessment (CIA):** CIA aims to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned



college. **CIA** will be done on a continuous basis during the year with prescribed assessment components.

2. **The components selected for CIA** may be: Tests, Quiz, Seminars, Assignments, essay, tutorials, term paper, seminar, laboratory work, field work, workshop practice, Comprehensive Viva, Attendance and any other best and innovative assessment practice approved by the Board of Studies.
3. Components of internal evaluation are to have a time frame for completion (by student teachers), and concurrent and continuous evaluation (by teacher educators).
4. The evaluation outcome shall be expressed initially by predetermined marks and latter converted by grades. Minimum Mark for passing in each Paper is 40% for Continuous Internal Assessment (**CIA**)
5. **End Semester Assessment (ESA):** This is to be carried out at the end of each Semester by University, and will aim to assess skills and knowledge acquired by the students through classroom instruction, fieldwork, and laboratory work and/or workshop practice. The End Semester Assessment (ESA) is based on written examination. These examinations shall be at the end of each semester.
6. **Integration of CIA and ESA:**
  1. A student failed in CIA shall have to appear for ESA again in that particular paper. In a particular paper if a student failed in internal (CIA), he deemed to be failed in that course and he has to reappear for CIA and ESA irrespective of the marks he got in ESA.
  2. If a student passed in CIA and failed in ESA, the student needs to appear for ESA only in his next attempt and the CIA marks shall be carried.
  3. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in winter/summer season. However the student has to clear the course in the prescribed maximum period for that course.
  4. CIA marks will not change. A student cannot repeat CIA. In case s/he wants to repeat CIA, then s/he can do so only by registering the said course during the semester in which the course is conducted and up to 4 years as the case may be, provided the student was failed in that course.
  5. Students who have failed in a course may reappear for the ESA only twice in the subsequent period.

6. If student fail to acquire required Credits within four years from admission period, such student has to acquire Credits with prevailing / revised syllabus at that time.
7. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.
8. A student cannot register for the second year, if she/he fails to complete 75% credits of the total credits expected to be ordinarily completed within first year (ATKT is 25 %).
9. While marks will be given for all examinations, they will be converted into grades. The end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points).

**7. Assessment and Grade point average:**

The system of evaluation will be as follows: Each CIA and ESA will be evaluated in terms of marks. The marks for CIA and ESA will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester.

After the completion of minimum number of credits of program, a student will get a grade sheet with total grades earned and a grade point average.

**Table 1: Conversion of marks to grades in credit system**

Marks (for papers having weightage of 100 marks)	Marks (for papers having weightage of 50 marks)	Marks (for papers having weightage of 25 marks)	Grade	Grade Points
<b>100-90</b>	<b>50-45</b>	<b>25-23</b>	S	10
<b>89-80</b>	<b>44-40</b>	<b>22-21</b>	O	09
<b>79-70</b>	<b>39-35</b>	<b>20-18</b>	A+	08
<b>69-60</b>	<b>34-30</b>	<b>17-16</b>	A	07
<b>59-55</b>	<b>29-26</b>	<b>15-14</b>	B+	06
<b>54-45</b>	<b>27-23</b>	<b>13-12</b>	B	05
<b>44-40</b>	<b>22-20</b>	<b>11-10</b>	C+	04
<b>39 and Less FC</b>	<b>19--</b>	<b>9--</b>	FC	0 (Fail but Continue)

<b>39 and Less (Internal)</b>	<b>19--</b>	<b>9--</b>	<b>FR</b>	<b>0 (Fail and Repeat the course)</b>
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A student who passes the internal tests but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/she shall be disqualified for a credit and will have to opt for another credit.

Student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course. The grade FC and FR will be taken into consideration while calculating Semester Performance Index (SPI). It shall be replaced only when student clears the course with passing grade within 1.5 year from appearing for first time in the concerned semester.

Grade points earned in each paper shall be calculated as-

Grade points obtained (vide Table 1 above) X Credits for the paper.

The Semester Performance Index (SPI) gives weighted performance index of a semester with reference to the credits of a course.

The SPI shall be calculated as-

$$\text{SPI} = \frac{\text{Total Earned Grade Pointes (as given above) for the Year}}{\text{Total Credits for the semester}}$$

The total grade point earned in each course shall be calculated as:

Grade point obtained as shown in table -1 X Credits for the Course

**Semester Grade Point Average (SGPA):** The performance of the student in a semester is indicated by number called SGPA. It shall be calculated as follows:

$$\text{SGPA} = \frac{\text{Total earned grade point for the Year}}{\text{Total credits for the semester}}$$

#### 14. Final result:

The final marks after assessment will be submitted by the respective schools to the controller of Examination for finalization of the results. Up to date assessment of the overall performance of a student from the time of his / her first registration is obtained by calculating a number is called as Cumulative Grade Point Average (CGPA), which is weighted average of the grade points obtained in all courses registered by the student since he / she entered the department.

$$\text{CGPA} = \frac{\text{Total earned grade point for the program (I+II+III+IV semester)}}{\text{Total credits for the Program}}$$

Final Grade: Table -2

CGPA	Grade	
09.00-10.00	S:	Super
08.00-08.99	O:	Outstanding
07.50-07.99	A+:	Excellent
07.00-07.49	A:	Very Good
06.00-06.99	B+:	Good
05.00-05.99	B:	Satisfactory
04.00-04.49	C+:	Pass
00.00-03.99	F:	Fail

- i) 'B+' Grade is equivalent to at least 55% of the marks as per circular No. UGC-1298/ [4619] UNI- 4 dated December 11, 1999.
- ii) "A" Grade is equivalent to first class
- iii) If the (C) 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 (C)GPA of 3.992 may be awarded 'C+' grade).
- iv) If a student failed to obtain a grade other than F in a course then such a course will not be taken into account for calculating CGPA and overall grade. In fact, all the courses in which a student has passed will be taken into account for calculating the CGPA and overall grade.

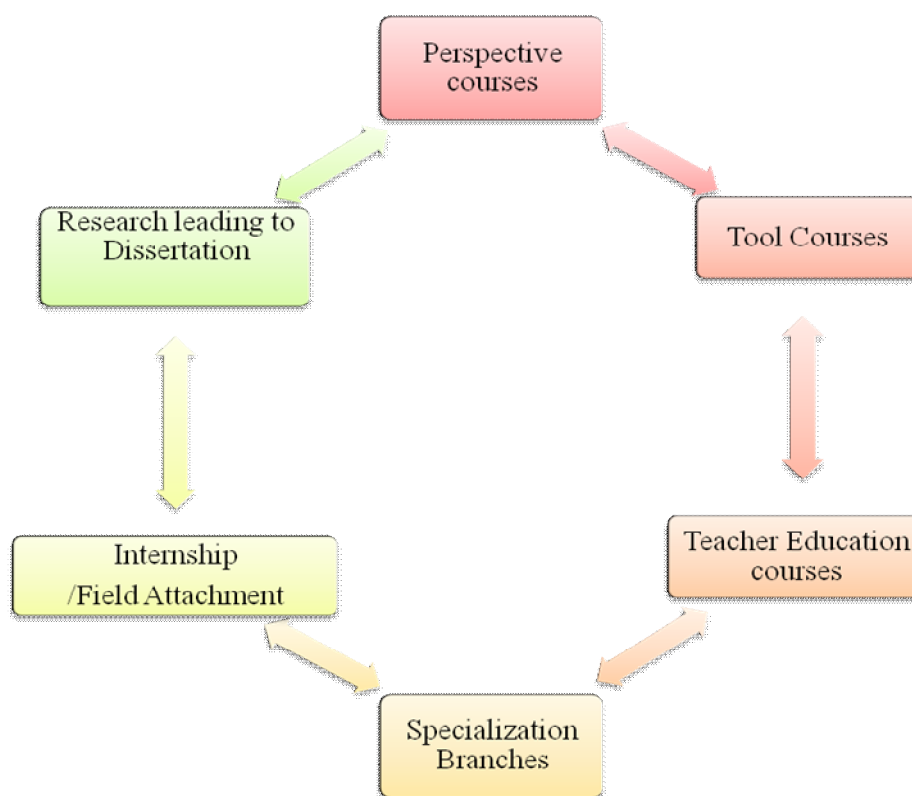
- v) For grade improvement a student has to reappear for End Year Examination (EYE) after the successful completion of the course for a minimum 20 credits. These courses will be from theory courses (CC, PSS, OC).
- vi) A student can appear only once for the Grade Improvement Program only after the successful completion of Degree program and at the end of the next academic year after completion of the Degree and within two years of completion of the Degree.

### **15. CURRICULAR AREAS:**

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the education and teacher education. It comprises of following broad interrelated curricular areas prescribed by NCTE :-

- I. **Perspectives Courses** : Philosophy of Education, Sociology-History-Political-Economy of Education, Psychology of Education, Education Studies and Curriculum Studies
- II. **Tool Courses:** Basic and Advance level education research, academic writing and communication skills, Education Technology and ICT, Self Development (Gender & Society, Inclusive Education, Mental & Physical well-being through modalities like Yoga.
- III. **Teacher Education Courses:** these are linked with the field internship.
- IV. **Specialization Branches:** one of the School stage (Elementary/Secondary) and cluster of electives in thematic areas pertinent to that stage.
- V. **Internship/Field attachment** : Internship/Field attachment in (i) Teacher Education Institution and (ii) the area of specialization
- VI. **Research leading to specialization:** related to specialization/core courses.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.



The course structure designed according to themes and areas prescribed by NCTE is given below.

### 17. Course Structure:

Course structures for first & second year are as following.

#### **COURSE STRUCTURE: FIRST SEMESTER**

Code	Title	Credit	Marks		Contact Hours
			Ext	Int	
	<b>COMPULSORY COURSE ( CC)</b>				
MEDCC - 101	Philosophy of Education	4	75	25	64
MEDCC -102	psychology of Learner and Learning process	4	75	25	64
MEDCC -103	Fundamental of Educational Research and Statistics	4	75	25	64
	<b>OPITIONAL COURCE ( OC )</b> <b>(Opt any one from following)</b>	4	75	25	64
MEDOC - 104	Educational Technology				

MEDOC - 105	Educational Guidance and Counselling				
MEDOC - 106	leadership and Human Resource Management in Education				
	<b>Practicum course (PC)</b>				
MEDPC - 107	Communication Skills	<b>2</b>		<b>50</b>	<b>64</b>
MEDPC - 108	Expository Writing ---1	<b>1</b>		<b>25</b>	<b>32</b>
MEDPC - 109	Self Development	<b>1</b>		<b>25</b>	<b>32</b>
MEDPC - 110	ICT and Education	<b>1</b>		<b>25</b>	<b>32</b>
	<b>Total</b>	<b>21</b>	<b>300</b>	<b>225</b>	<b>416</b>

(Total 525 marks (21 credits) = CIA (09 credits): 225 marks+ ESA (12 credits): 300 marks )

### COURSE STRUCTURE: SECOND SEMESTER

Code	Title	Credit	Marks		Contact Hours
			Ext	Int	
MEDCC -201	Educational Studies	4	75	25	64
MEDCC-202	Sociology of Education	4	75	25	64
MEDCC –203	Advance Educational Research and Statistics	4	75	25	64
	<b>OPTIONAL COURSE (OC )</b> <b>(Opt any one from following)</b>	4	75	25	64
MEDOC –204	Comparative Education				
MEDOC –205	Inclusive Education				

MEDOC-206	Disaster Management and Environment				
	<b>Practicum course &amp; Inter semester break</b>				
MEDPC – 207	Academic Writing	1		25	32
MEDPC – 208	E- Education	1		25	32
MEDPC – 209	<b>DISSERTATION</b>	2		50	64
	Preparation of Research Proposal				
MEDPC – 210	<b>Inter semester break</b>	2		50	64
	<b>Total</b>	22	300	250	448

(Total 550 marks (22 credits) = CIA (09 credits): 250 marks+ ESA (12 credits): 300 marks)

### COURSE STRUCTURE: THIRD SEMESTER

Code	Title	Credits	Marks		Contact Hours
			Ext	Int	
MEDCC -301	Teacher Education	4	75	25	64
MEDCC -302	History and Political Economy	4	75	25	64
	SPECIALIZATION COURSE ( SC )				
	<b>Elementary School Stage Specific Specialization: (Opt any one from following)</b>	4	75	25	64
MEDSC –303	A) Elementary school level status, issues and concerns.				
MEDSC –304	B) Elementary school level curriculum, pedagogy and assessment.				
	<b>Secondary School Stage Specific Specialization:</b>	4	75	25	64



	<b>(Opt any one from following)</b>				
MEDSC -305	A) Secondary school level status, issues and concerns.				
MEDSC - 306	B) Secondary school level curriculum, pedagogy and assessment				
	<b>Practicum</b>				
MEDSC –307	<b>Internship</b>	3		50	96
MEDSC -308	<b>Dissertation</b>	2		50	64
	Review of literature and tool development				
MEDSC–309	<b>Inter semester break</b>	1		50	32
	<b>Total</b>	22	300	250	448

(Total 550 marks (22 credits) = CIA (09 credits): 250 marks+ ESA (12 credits): 300 marks )

- Internship will be organized at Teacher Education Institute

#### **COURSE STRUCTURE: FOURTH SEMESTER**

<b>Code</b>	<b>Title</b>	<b>Credit</b>	<b>Marks</b>		<b>Contact Hours</b>
			Ext	Int	
	<b>COMPULSORY COURSE ( CC )</b>				
MEDCC -401	Curriculum studies	4	75	25	64
	<b>ELECTIVE COURSE (One from each group] ( EC)</b>				
	<b>Group A</b>	4	75	25	64
MEDEC-402	yoga and physical Education				
MEDEC -403	Educational Measurement and Evaluation				
	<b>GROUP B</b>	4	75	25	64
MEDEC -404	Special abled children				
MEDEC -405	Educational planning and Management and financing				
	<b>Practicum course</b>				
MEDPC -406	<b>Case studay of special children ( minimum Two )</b>	1		25	32

MEDPC -407	Institutional study Project	2		50	64
MEDPC 408	Internship	4		100	128
MEDPC -409	Dissertation ( Data collection , analysis, Report Writing and viva voce	4	50	50	128
	<b>TOTAL</b>	23	275	300	544

(Total 575 marks (22 credits) = CIA (09 credits): 300 marks+ ESA (12 credits): 275 marks)

- Internship will be organized regarding area of Specialization

### 18. ver all structure

Overall structure of parts of course and marks is as follows:

Semester	Courses	Credits	Marks			Contact Hours
			Ext	Int	Total	
<b>I</b>	<b>Core Courses</b>	12	225	75	300	192
	<b>Optional courses</b>	04	75	25	100	64
	<b>Practicum</b>	05		125	125	160
	<b>Total</b>	<b>21</b>	<b>300</b>	<b>225</b>	<b>525</b>	<b>416</b>
<b>II</b>	<b>Core Courses</b>	12	225	75	300	192
	<b>Optional courses</b>	04	75	25	100	64
	<b>Practicum</b>	02		50	50	64
	<b>Dissertation</b>	02		50	50	64
	<b>Inter Semester Break</b>	02		50	50	64
	<b>Total</b>	<b>22</b>	<b>300</b>	<b>250</b>	<b>550</b>	<b>448</b>
<b>III</b>	<b>Core Courses</b>	08	150	50	200	128
	<b>Specialization courses</b>	08	150	50	200	128
	<b>Internship</b>	03		75	75	96
	<b>Dissertation</b>	02		50	50	64
	<b>Inter Semester Break</b>	01		25	25	32
	<b>Total</b>	<b>22</b>	<b>300</b>	<b>250</b>	<b>550</b>	<b>448</b>
<b>IV</b>	<b>Core Courses</b>	<b>04</b>	75	25	100	64
	<b>Elective courses</b>	<b>08</b>	150	50	200	128
	<b>Practicum</b>	<b>01</b>		25	25	32
	<b>Institution Study</b>	<b>02</b>		50	50	64
	<b>Internship</b>	<b>04</b>		100	100	128
	<b>Dissertation</b>	<b>04</b>	50	50	100	128
	<b>Total</b>	<b>23</b>	<b>275</b>	<b>300</b>	<b>575</b>	<b>544</b>

<b>GRAND TOTAL</b>						
	<b>SEM-I</b>	21	300	225	525	416
	<b>SEM-II</b>	22	300	250	550	448
	<b>SEM-III</b>	22	300	250	550	448
	<b>SEM-IV</b>	23	275	300	575	544
	<b>TOTAL</b>	<b>88</b>	<b>1175</b>	<b>1025</b>	<b>2200</b>	<b>1856</b>

### Summary of Course Structure:

Courses	Credits			Marks			Contact Hours
	Ext (ESA)	Int (CIA)	Total (ESA+ CIA)	Ext (ESA)	Int (CIA)	Total (ESA+ CIA)	
<b>Core Courses</b>	27	09	36	675	225	900	576
<b>Optional Courses</b>	06	02	08	150	50	200	128
<b>Specialization courses</b>	06	02	08	150	50	200	128
<b>Elective Courses</b>	06	02	08	150	50	200	128
<b>Practicum</b>		10	10		250	250	320
<b>Internship</b>		07	07		175	175	224
<b>Dissertation</b>	02	06	08	50	150	200	256
<b>Inter semester Break</b>		03	03		75	75	96
<b>Total</b>	<b>47</b>	<b>41</b>	<b>88</b>	<b>1175</b>	<b>1025</b>	<b>2200</b>	<b>1856</b>

M.Ed., Semester -I  
Compulsory Course (CC)  
**MEDCC 101 : Philosophy of Education**

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Credits : 4

Units : 4

Hours : 85

Marks : 100, 75+25

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**Objectives :**

- 1) To understand the nature and function of philosophy of education.
- 2) Critical Analysis an Indian and western school of philosophy.
- 3) Critical analysis and appreciate the thoughts of great thinkers with reference man and his development.
- 4) To understand the critical analysis of Indian school of philosophy.

**Unit 1 : 1.1 Philosophy and philosophy of education**

- i) Philosophy : meaning scope, need and importance.
- ii) Major branches of philosophy metaphysics. Epistemology and axiology.
- iii) Function of educational philosophy: Speculative, normative and analytical.
- iv) Relationship between philosophy and education
- v) Philosophy of education : Meaning, scope need and importance and functions
- vi) Teaching philosophy statement : Meaning, importance
- vii) Philosophy of Indian constitution and role of education.

**1.2 Indian and western school of philosophy**

- i) Indian school : Vedant, sankhya and charvak
- ii) Western school : Idealism, naturalism & realism
- iii) Comparative study of Indian and western school wrf. Nature aims educational impact.

**Unint II : Indian and western school of Philosophy**

- 2.1 Indian schools : Vedant, Sankhya and charvak.
- 2.2 Western schools : Idealism, Naturalism & realism.
- 2.3 Comarative study of Indian and western school wrf. Nature, aims and educational impact.

**Unit III : Critical analysis of Indian school of philosophy**

- 3.1 Methods of acquiring valid knowledge with reference to -
  - i) Nyaya Darshan
  - ii) Yoga Darshan
- 3.2 Axiology : contribution of education with reference to
  - i) Bhagwatgeeta
  - ii) Buddhism
  - iii) Jainism
  - iv) Islam

**Unit IV : Educational thoughts of Indian thinker**

- 4.1 J. krushnamurthy : with special reference aims, curriculum, methods of teaching, contribution in education and society.
- 4.2 Rashtrasant Tukdoji Maharaj : educational thoughts, social change, Life education - women empowerment and gramonnati (rural development)
- 4.3 Swami Vivekananad : concepts of man and his deveolpment.

**Practicum :**

- 1) Seminar on one subject vedant, sankhya and charvak
- 2) Assignment of and one Philosophy of education
- 3) prepare one project on Rashtrasant tukdoji maharaj, j. Krushanmurthy, Arbindo Ghosh

**References :**

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- 2) Ambedkar, B.R. (1953) Gautam Buddha & His Dhamma. New Delhi : Government Press.
- 3) Brubacher, John. S. (1969). Modern Philosophies of Education, Tata McGraw Hill, Publishing Company Pvt Ltd, New Delhi.
- 4) Chaube S P & Chaube Akhilesh (1981). Philosophical & Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
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- 6) Curtis, S.J. (1968). An Introduction to Philosophy of Education. London: University Press.
- 7) Dharam, M. L. (2005) Philosophy of Education. Delhi: Isha Books.
- 8) Hoffking Harold. (1985). A History of Modern Philosophy. Drover Publications, Inc.
- 9) Kabir. Indian Philosophies of Education.
- 10) Killpatrick, W. H. Source Book in the Philosophy of Education, New York: McMillan & Co.
- 11) Mukherjee, K. K. (1972). Some Great Educators of The world. Calcutta. Das Gupta & Co. Pvt Ltd.
- 12) Nagi, M. (2005) Modern Philosophies of Education. New Delhi: Anmol Publication Pvt Ltd.
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- 15) Wall, Edmund (2001). Educational Theory: Philosophical & Political Perspectives. Prometheus Books.
- 16) Winch, C. (1996). Key Concepts in the Philosophy of Education. Routledge.

- 17) Winch, C. (1986). Philosophy of Human learning. Routledge: London.
- 18) दिक्षीतत श्रीनिवास (1986) भारतीयतत्वज्ञान, कोल्हापूर फडके प्रकाशन.
- 19) कुंडले, म. फ्रा. (2003) शैक्षणिकतत्वज्ञान आणि शै. समाजशासन पुणे. श्रीविद्याप्रकाशन.
- 20) वाशीकर, स. श्री (1940) चारशिक्षणसज्ज, पुणे, नूतन प्रकाशन.
- 21) पाटीललीला, कुलकर्णी वि. म. (1970) शिक्षणाचे तत्वज्ञानात्मक अधिषण पुणे, व्हीनस प्रकाशन.
- 22) जोशी, गजानन (1994), भारतीय तत्वज्ञानाचा खंड 1 ते 6, पुणे, मरी तत्वज्ञान महाकेश मंडळ.
- 23) फ्रोंकील, वि. पा. (1967) शिक्षणाचेतत्वज्ञान पुणे, चिमशाळाप्रेस.
- 24) भोसले शिवाजीराव (1984) मुक्ती गाथा माहामानवाची, पूर्ण योगी श्री अरविंद, जीवन व तत्वज्ञान, पुणे अनमोल प्रकाशन.
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- 26) तापकीर दत्तात्रय, तापकीरनिर्मला, (2008) शैक्षणिकतत्वज्ञान आणि शैक्षणिक समाज शासन, नागपूर, विद्याप्रकाशन प्रकाशन.
- 27) घोरमोडे कृष्णा, घोरमोडेकला, शैक्षणिक तत्वज्ञान आणि शैक्षणिक समाज शासन, नागपूर, विद्याप्रकाशन.
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## **MEDCC 102 : Psychology of Learner and Learning Process**

Credits : 4

Marks 75 + 25

### **objectives :**

- 1) To understand the concept of human development and contribution various school of psychology in Education.
- 2) To enable the students to understand conceptual background of learning theories and motivation.
- 3) To enable the students to understand implication of personality development theories.
- 4) To understand the process of group dynamics.
- 5) To develop an awareness of direct and indirect mechanisms of adjustment and mental health.

### **Unit 1 : Development of Learner and school of psychology**

- 1.1 Development - Concept, stages, Dimensions, principles of Development, General Characteristics and problems of each stage.
- 1.2 Theories of Development Piaget, Brunner, Erickson and its educational implications.
- 1.3 Factors Influencing Development.
- 1.4 School of psychology.
  - i) Associationism
  - ii) Purposivism
  - iii) Behaviorism
  - iv) structuralism
  - v) Gestalt

### **Unit 2 : Frame work for learning process**

- 2.1 Learning - Concept, Characteristics, Levels of learning constructivism and learning.
- 2.2 Brain base learning
- 2.3 Theories of Learning - Hull's Reinforcement Theory. Tolmen's theory of learning, Lewin's field theory and educational implications of all theories.
- 2.4 Factors influencing learning.
- 2.5 Transfer of Learning
  - Thordike Theory
  - Bagles' Theory
  - Judd's theory

### **Unit 3 : Individual Differences, Intelligence and Creativity**

- 3.1 Individual Difference -  
concept of Intra and Inter differences and factors affecting them.

- 3.2 Intelligence - Concept, Theories - Gilford, Gardner, Stunberg, Thursturn.
- 3.3 Measurements of Intelligence  
Concept IQ (Intelligence Quotient), EQ. (Emotional Quotient), S.Q. (Social Quotient). and tests related to them
- 3.4 Creativity -  
concept, Nature, factors and process. Identification, fostering and Guiding creative children.

**Unit 4 : Group Dynamics and personality**

- 4.1 Group Dynamics - Concept, types of group, leadership, sociometric grouping.
- 4.2 Social, Emotional climate of the classroom, and influence of teacher characteristics.
- 4.3 Personality - Concept, factors influencing personality.
- 4.4 Theories of personality - Type of trait theory C Roger's.
- 4.5 Measurement of Personality and Inventories.

**Practicum :**

- 1) Preparation and presentation of seminar on any one topic from the above units.
- 2) Conducting case study on one student who has difficulties in learning in primary years.
- 3) Administrations of personality test, its interpretation and report writing.
- 4) Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.

**References :**

- 1) Bany M. and Johnson L. (1964), Classroom group behaviour : Group Dynamics in Education.
- 2) Bigge M.L. (1982), Learning theories for teachers (4th Edi.), New York : Harper and Row publication.
- 3) Dandapani S. (2001). A Textbook of Advanced Educational Psychology (2nd Ed.). New Delhi.
- 4) Daugall W. (2004), A Text book of Psychology (4th Ed.) New Delhi : Discovery Publishing House.
- 5) Mangal S.K. (1964), Psychological Foundations of Education Ludhiana : Prakash Publishers Alport G.W. (1960) Peronality : A Psychological interpretation, New Yourk. Henry HClt and company.
- 6) आळंदकर जयकुमार, अभिनव शैक्षणिक मानसशास्त्र.
- 7) कुलकर्णी के.व्ही., शैक्षणिक मानसशास्त्र
- 8) नानकर प्र.ल., सुबोध शैक्षणिक मानसशास्त्र
- 9) पारसनीस न.रा. प्रगत शैक्षणिक मानसशास्त्र
- 10) खरात अ.पा. प्रगत शैक्षणिक मानसशास्त्र



- 11) दांडेकर वा.ना., शैक्षणिक व प्रयोगिक मानसशास्त्र
- 12) अकोलकर ग.वि., शैक्षणिक मनोविज्ञान
- 13) जोशी देवेद्र, सदावर्ते उज्ज्वला (2008), शैक्षणिक मानसशास्त्र, आदित्य पब्लिकेशन्स, नांदेड.
- 14) शिराढोणकर प्रतिमा, शिक्षक क्षमता, मृण्मयी प्रकाशन, औरंगाबाद.
- 15) लाहोरकर बालाजी (2005), अध्ययन अध्यापनाचे मानसशास्त्र, विश्व प्रकाशन, औरंगाबाद.

## CC 103 : Fundamentals of Educational Research and Statistics

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Credits : 2	Units : 4	Hours : 32	Marks : 50
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**Objectives : To enable the students**

- 1) to understand the concept of Educational Research
- 2) to understand the process of Educational Research
- 3) to develop the research Proposal design
- 4) to acquire knowledge of various methods and types of Educational research.
- 5) to understand the use of tools of educational research
- 6) to understand analysis of collection of data
- 7) to review the educational research literature
- 8) to understand the role and use of statistics in educational Research

**Unit I : Educational Research**

- 1.1 Research and Scientific Research, objectives of research.
- 1.2 Meaning, need, importance, scope of Educational Research Criteria of Good Research
- 1.4 Defining the research problem, selection and necessity with various illustration.
- 1.5 Review of related literature, Design of Research Proposal, Hypothesis and its types.
- 1.6 Population and Sampling concept, need, characteristics, different types of samples.

**Unit II : Types, Methods of Educational Research.**

- 2.1 Types of Educational Research fundamental applied and Action.
- 2.2 Methods of Educational Research
  - a) Historical
  - b) Descriptive - Survey, School Survey, Public opinion Survey, Social Survey
  - c) Experimental method and experimental design
- 2.3 Factorial Design : K X L, KXLXM, Latin Square Design
- 2.4 Pilot study - External and Internal validity of result in experimental research.

**Unit - III : Methods of Data collection.**

- 3.1 Collection of Primary Data
- 3.2 Preparation of tools and its standardization
- 3.3 Tools - Observation, Interview, Schedule, Questionnaire, Opinionnaire, Attitude, Rating scale and check list
- 3.4 Test - Achievement, Intelligence, Aptitude, Personality and Interest

Inventory. E-tools, - Internet, Website, E-mail, teleconferencing  
3.5 Secondary Data and its sources.

**UNIT - IV : Analysis of Data**

- 4.1 Data types - Nominal, Ordinal, Interval, Ratio, Tabulation of Data  
Graphical Representation of Data
- 4.2 Processing Statistics in Research - Measures of central tendency -  
Mean, Median and Mode
- 4.3 Measures of variability - Range, quartile deviation, standard Deviation,  
Average Deviation, Percentile and Percentile Rank.
- 4.4 Measures of Relationship - Concept of corelation, and its types meaning  
of coefficient of corelation, Rank difference method, Product-moment  
method, only concepts of biserial, point biserial, tetra choric, partial and  
multiple corelation.
- 4.5 Normal probability curve - Properties, uses, skewness and Kurtosis.

**Practicum : (any three)**

- Collect scores is from one subject of science and one subject from  
language or social Science of the student from any one class and find  
corelation between them.
- Preparation of Research proposal Design
- Prepare PPT on and its presentation. Any one method of educational  
research with its presentation.
- Conduct a seminar on preparing tools and techniques related to research  
problem.
- Review any two research epaers from any research journal and its  
submission.
- Prepare one research paper / article related to your own research  
problem.

**References :**

- 1) Johan W. Best; James V Kahu (2010), Research in Education, 10th  
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- 2) C.R. Kothari (2006); Research Methodology - Methods and  
Techniques; New Age International (P) Limited Publishers, New Delhi -  
02.
- 3) Robert C. Bogdan, Sari Knopp Biklen (2011); PH I learning Pvt limited,  
New Delhi 01.
- 4) John E. Wise, S.J. Robert B. Nodberg; Donald J. Reitz (1967) Methods  
of Research in Education; D.C. Health and Company.
- 5) K. K. Garg (2009); Research Methodology: Omega Publication, New  
Delhi 02.
- 6) R.C. Mishra (2009); Educational Research and Development; A.P.H.  
Publishing Corporation, New Delhi 02.
- 7) R.K. Verma, Gopal Verma (2010); Research Methodology; Common

Wealth Publisher, New Delhi 02.

- 8) Gopal Lal Jain (2003); Research Methodology, Methods, Tools and Technique, 2nd Edition; Mangal deep publications, Jaipur.
- 9) Dr. Y.K. Singh, Dr. R. B. Bajpai (2001); Research Methodology Data presentation: A.P.H. Publishing Corporation, New Delhi 02.
- 10) R.C. Mishra (2011); Educational Research; A.P.H. Publishing Corporation, New Delhi 02.

## **MEDOC104 : Educational Technology and ICT in Education**

Credits : 4

Marks 100

**Objectives: On Completion of this course, student will be able to**

- 1) Understand and Educational Technology in teaching learning process.
- 2) Understand Information Technology and communication skill in teaching learning process.
- 3) Understand learning resources of ICT in teaching learning process.
- 4) Understand Communication approach in teaching learning process.
- 5) To develop use of multimedia in teaching learning process.

**Unit 1 : Educational Technology**

- 1.1 Concept, Meaning and Scope of Educational Technology.
- 1.2 Objectives, Importance and uses of Educational Technology.
- 1.3 Hardware technologies : Important accessories and their application - over Head Projector (OFIP), Liquid Crystal display (LCD), Projector, Audio-video recording Instrument; TV.
- 1.4 Software technology : important accessories and their application.
- 1.5 Distinction between Hardware and software technology.

**Unit 2 : Informational and communication technology in Education.**

- 2.1 Concept, meaning and importance of ICT.
- 2.2 Place and need of ICT in daily life and in Education.
- 2.3 Scope of ICT in Education - Teaching learning process, publication, evaluation, research and Administration.
- 2.4 Methods of learning and teaching of ICT.
  - a) Computer Assisted Instruction.
  - b) Project based learning.
  - c) Technology aided learning.
  - d) On-line learning and teaching.
  - e) Web-based learning and teaching.
- 2.5 Limitations of ICT.

**Unit 3 : Learning Resources and Role of Teacher.**

- 3.1 Concept, Need and Importance of learning resources.
- 3.2 Information Technology Lab Need and Importance, Feature, Problems and Maintenance.
- 3.3 Educational Software - Types, Characteristics uses and evaluation in learning teaching process.
- 3.4 Mass Media approach in Educational Technology and uses of learning resources of ICT.
- 3.5 Information Technology Teacher - Qualities and Role.

#### **Unit 4 : Communication Process**

- 4.1 Concept, Meaning, Importance of Communication.
- 4.2 Objectives, Process and types of communication.
- 4.3 Communication tools : uses of E-mail, Chatting, Blogs, Wikies, Newsgroup, Mobiles, Video Conferencing,
- 4.4 Channels of Communication in classroom learning teaching process.
- 4.5 Barriers of Communication.

#### **Practicum :**

- a) Critically analyze any one subject related lesson plan with respect to communication process. (Report writing and presentation)
- b) Choose any one of the following as seminar or project.
  - i) Seminar : Critical issues in Internet usage - authenticity of information, addiction, plagiarism, downsides of social Networking group.
  - ii) Project : Innovative usage of technology case studies.

#### **References :**

- 1) Arora Bansal, Computer fundamentals
- 2) Kishor Chavan, Information and communication
- 3) Dyne Nandkishor, Information Technology
- 4) Mohanty Laxman, ICT strategies for school.
- 5) Chauhan S. S., Innovations of teaching learning process
- 6) Shah Shashikant. Better teaching through effective media
- 7) ओक सुमन, शैक्षणिक तंत्रविज्ञान
- 8) जगताप ह. ना., शैक्षणिक तंत्रज्ञान
- 9) येवले सीमा, भोसले रमा, शैक्षणिक तंत्रविज्ञान
- 10) दुनाखे अरविंद, शैक्षणिक तंत्रविज्ञान

## **MEDOC105 : Introduction to Guidance And Counseling**

Credits : 4

Marks 100

### **Objectives :**

- 1) Understand the meaning, nature and scope of guidance.
- 2) Understand the meaning of ... the need for group guidance.
- 3) Appreciate the need guidance.
- 4) Understand the various stages involved in the process of counselling.
- 5) Understand the essential services involved in schools guidance program.
- 6) To analyze the relationship between guidance and counselling.
- 7) To recognize the different techniques and approaches of counselling.

### **Unit 1 : Understanding guidance and counselling**

- 1.1 Concept, scope and principles of guidance.
- 1.2 objectives of guidance : self understandings, self discovers, self direction.
- 1.3 characteristic of guidance.
- 1.4 concept, scope, Need of counseling.

### **Unit - 2 : Educational guidance and counselling**

- 2.1 Meaning of Education guidance.
- 2.2 Types of Educational counselling and Technique of Educational Counselling.
- 2.3 Types of Guidance personal Guidance, individual guidance, group guidance.
- 2.4 Relation between guidance and counselling.

### **Unit 3 : Essential services in Educational Guidance program.**

- 3.1 Types of Guidance service, information, counselling, follow-up, evaluation.
- 3.2 School guidance committee roles and function.
- 3.3 Concept, placement series
- 3.4 Roles of Principal and Teacher in school guidance program.

### **Unit 4 : Techniques and Approaches carrier and Guidance and counseling.**

- 4.1 Concept, Need, importance of carrying, Guidance and counseling.
- 4.2 process and area of counseling, family, adolescent special grass.
- 4.3 carrier, guidance and Counseling Center.
- 4.4 Counseling approaches - Directive counselling, Elective counseling.

### **Practicum :**

- 1) The student may undertake any two the following activities.
  - i) Identification of the cases of counseling and organization of to counseling session.

- ii) conduct a survey of the problem that are most prevalent in school, which need immediate attention of a Guidance Counsellor and prepare a brief report.
- 2) Develop a scheme of carrier Information suitable for class XIIth students.
- 3) Prepare a detailed outline of a class talk on 'Need for guidance services in schools.

**References :**

- 1) Bhatnagar Asha and Gupta ... 1999 Guidance and Counseling Vol. 1 A
- 2) Gardan H (1999), Multiple Intelligence, Intelligence, Understandings and the Mind Nation a profession Rouse.
- 3) Anastasia, A and Urbian, S (1997), Psychological Aestins 7th Ed. Upper sardlle Riner MJ.
- 4) Dr. Ummend R. J. (1988) Appraiser, Procedures of coueslors and Hening.
- 5) Me Leod J and Cropley A. J. (1989), Fosterins Academic Externle, Persma Press Motion and Syllabus, Member
- 6) Dececoo, J. P. (1964). *Educational Technology: Readings in Programmed Instruction*. London: Holt, Renehart& Winston.
- 7) Joyce, B. (1972). *Models of Teaching*.
- 8) Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning)*. Ludhiana: Prakash Brothers.
- 9) Passi, B. K., Goel, D. R. and Jaiswal, K. (1992). *Educational Television*. Agra: National Psychological Corporation.
- 10) Sampath, K. (1982). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- 11) Sharma, A. R. (1985). *Educational Technology*. Agra: Vinod Pustak Mandir.
- 12) Sharma, R. A. (1986). *Educational Technology*. Meerut: International Publishing House.



## **MEDOC 106 : Human Resource Management and Leadership**

Credits : 4

Hours :

Marks 100

### **Objectives :**

- 1) To understand the concept of leadership in Management.
- 2) To understand the importance and theory of leadership in education.
- 3) To understand the characteristic of leadership in education.
- 4) To understand the various skills for human resource Management.
- 5) To know the organizational theories and Human resource Management.
- 6) To understand the concept of human resource management in education.
- 7) To understand the human resource development units/factors.
- 8) Get aware about various issues and problems of supervision.

### **Unit 1 : Leadership in Education**

- 1.1 Leadership : Concept, types, style, and qualities.
- 1.2 Leadership and Motivation.
- 1.3 Characteristic of leadership : Knowledge, Skill and Attitude.
- 1.4 Role of Leader in Fostering democratic climate.
- 1.5 Power and Politics in Leadership.
- 1.6 Need, importance and problems of women in leadership.
- 1.7 Models of Leadership.
- 1.8 Strategies adopted for male and female administrator.

### **Unit 2 : Educational Supervision Management.**

- 2.1 Meaning and Nature.
- 2.2 Component of Supervision.
- 2.3 Function of Supervision.
- 2.4 Difference between supervision and inspection.
- 2.5 Educational Supervision : New challenge.

### **Unit 3 : Human Resource Management.**

- 3.1 Meaning, Nature and Scope of Human resource management.
- 3.2 Objectives, types and function of Human resource management.
- 3.3 Organizational theories of Human resource management.
  - 1) Taylor's principles of scientific management
  - 2) Fayols staff management theories.
- 3.4 Issues in Human resource management.

### **Unit 4 : Human resource Development**

- 4.1 Skills of Human resource development : Classroom Management, Time Management, Stress Management, Conflict Management, Event Management.
- 4.2 Institutional network.

- 4.3 Institutional Functioning for human resource development.
- 4.4 Performance report.
- 4.5 Teacher Mobility
- 4.6 Work place relations
- 4.7 Working conditions.
- 4.8 Steering the management of human resource development.
- b) Choose any one of the following.
  - i) preparation of e-test with model answer.
  - ii) Prepare and evaluate any one type of tool- schedule, inventories, performance test.

### References :

- 1) वाघ रा. ए. शालेय आर्थिक व्यवस्थापन, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
- 2) अकोलकर ग. वि. व पाटणकर ना. वि., शालेय व्यवस्थापन आणि प्रशासन, पुणे.
- 3) दुनाखे अरविंद, प्रगत शैक्षणिक व्यवस्थापन, प्रशासन व वित्तव्यवहार, नित्यनूतन प्रकाशन, पुणे.
- 4) Choudhary R (2011) Case studies of women Administrators in higher education system of India. Germany: Lambert Academic publishing
- 5) • Craigs, M.W.(1995). Dynamics of Leadership. Bombay: Jaico Publishing House, Bombay.
- 6) • David, A.D. and Stephen, P. R. (1997) Personnel/Human Resource Management. New Delhi: Prentice Hall of India.
- 7) • Dessler, G. (2005) Human Resource Management. New Delhi : Pearson Prentice Hall.
- 8) • Edwin, F. (1984) Personnel Management . New Delhi: Mac Graw Hill.
- 9) • Helen M Guntur (2001). Leader and leadership in education. New Delhi: Sage publishing pvt. Ltd.
- 10) • Hersey.P & Blanchard.K (1986). Management of Organisational Behaviour: Utilizing Human Resources. New Delhi: Prentice Hall of India Pvt Ltd.
- 11) • K Aswathappa (2011) Human Resource Management: Text and cases. Hew Delhi :Tata McGraw Hill Education provate limited
- 12) • Kohli, AS and Deb,T. 2008. Performance Management. New Delhi: Oxford University Press.
- 13) • Luthans, Fred (1981). Organizational behaviour. Tokyo: McGraw-Hill International Book Co.
- 14) • Pattnayak, B. (2005) Human Resource Management. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- 15) • Rao, T.V. (1999). Appraising and Developing Managerial Performance. New Delhi: Excel Books.

M.Ed., Semester I  
PRACTICUM COURSE (PC)  
**MEDPC107 : COMMUNICATION SKILLS**

Credits : 2

Marks 50

**Objectives :**

To develop the communication skills in students.

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

Take to day workshop on communication skill development.

After completion of this course students will able to :

1. Write official letters.
2. Report official events.
3. Follow Mannerisms, etiquette and netiquettes.
4. face and conduct interviews.
5. conduct official programs.
6. Arrange activities for students to develop the communication skills.
7. Motivate students to complete project on communication skills.
8. Focus on the speaking communication skills ( English, Marathi, and Hindi).
9. Also focus on students teacher communication skills.
10. Powerpoint Presentation (PPT) IS Compulsory to present the information for Professors.

**1. Writing Official Letters - English and Marathi**

1. Leave Application to H. O. D., Request for Bona fide to Registrar.
2. Interview Skills - Conduct & face, download Interview Video and Write a reflective note.
3. Comparing the Program / Master of Ceremony
4. Proposing Vote of Thanks (After Program)
6. Basics of reporting an Activity  
e.g. - Educational Tour Report
6. News Paper Reporting of Program  
e.g. - Conference, Seminar etc.
7. Preparing a Program of an Event  
e.g. - Teachers Day, Cultural Activities

The Evaluation Structure is as follows

- |                                      |            |
|--------------------------------------|------------|
| 1) Knowledge of Communication Skills | 10 (marks) |
| 2) Project Work                      | 10 (marks) |
| 3) Participation Workshop            | 10 (marks) |
| 4) Overall Performance               | 20 (marks) |

**Total** **50**

M.Ed., Semester I  
PRACTICUM COURSE (PC)  
**MEDPC108 : Expository Writing**

Credits : 1

Marks 25

**Objectives :**

After expository writing student will be able

To do writing that is used to explain, describe, give information.

To Develop the expository writing skill in students

To help students to understand the conceptual information about expository writing skills (Concept, types with examples)

**Procedure :**

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

A short workshop is intended to enhance the ability of the M.Ed. Course students to listen, Converse, Speak, present, explain and exposit ideas in groups and before an audience- as this is one of the essential expectations from all professionals in education. The workshop should also involve training in ICT and educational technology.

Students are supposed to write an expository writing with power point Presentation in the workshop out of the following topics -

This includes,

i) Articles

ii) Biographical writing

iii) extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers ( various Science, Mathematics, History, Geography, Literature / language pieces)

iv) writing a review or a summary of the text, with comments and opinions (individual task)

v) newspaper or magazine articles on topics of contemporary interest.

The Evaluation Structure is as follows

1)	Knowledge of expository writing	10
2)	Contents of the expository writing	05
3)	Use of ICT for Presentation	05
4)	Overall Performance	05

M.Ed., Semester I  
PRACTICUM COURSE (PC)  
**MEDPC109 : Self Development**

Credits : 1

Marks : 25

**Objectives :**

To motivate students for self-development.

**Procedure :**

Arrange two day workshop on Self Development.

**In workshop :**

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

The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of Self Development	10
02	Project work	05
03	Presentation of project	05
04	Overall performance	05
	<b>TOTAL</b>	<b>25</b>

M.Ed., Semester I  
PRACTICUM COURSE (PC)  
**MEDPC110 : ICT in Education**

Credits : 1

Marks : 25

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

- 1) apply ICT in education .
- 2) use ICT in research.

**Practicum :**

- a) visit to a examination centre for knowing on-line evaluation other type of evaluation through computer use of OCR, OMR systems for examination, preparation result through computers, announcement of result through internet and writing its report.
- b) choose any one of the following
  - 1) use of different websites for citation management.
  - 2) use of internet for the review of related literature for research.
  - 3) use of multimedia in teaching process.

The Evaluation Structure is as follows

1)	Knowledge of ICT	10
2)	Contents of ICT	05
3)	Use of ICT for Presentation	05
4)	Overall Performance	05
	<b>Total</b>	<b>25</b>

M.Ed., Semesters II  
Educational Studies (ES)  
**ES 201 : Educational Studies**

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Credits : 4	Units : 4	Hours : 64	Marks : 80+20
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**Objectives : On completion of this course, the students will be able to:**

- 1) Understand and appreciate the theoretical development in Education in their proper perspectives
- 2) Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions
- 3) Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- 4) Analyze the social and the cultural dimensions of education and the issues related.
- 5) Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.

**UNIT I : Theoretical Perspectives of Education as a discipline**

- 1.1 Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.
- 1.2 Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc, and their linkage to pedagogy and practices.
- 1.3 School education : Contemporary challenges Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- 1.4 Procedure of bringing gap in the process of knowledge construction between :
  - a) Content knowledge and pedagogy knowledge.
  - b) School knowledge and out of the school knowledge.
  - c) Experimental knowledge and empirical knowledge.
  - d) Theoretical knowledge and practical knowledge.
  - e) Universal knowledge and contextual knowledge.

**UNIT II : Need for a vision of school education and Teacher**

- 2.1 Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decisions, teaching-learning process and pedagogy for different stages of education, overall development of the children, assessment, school and classroom environment, pedagogy, role of the teachers, discipline and participatory management, etc.

- 2.2 Analysis and synthesis of different Philosophical schools of thought, thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc;
- 2.3 The multiple contexts in which the schools are functioning; emerging dimensions of school and teacher education;
- 2.4 Linkage between education and other development sectors.
- 2.5 The complex process related to the role of educational transformation in national development in the rights of the child.

**UNIT 3 : Education as interdisciplinary Knowledge**

- 3.1 Interdisciplinary nature of education; relationships with disciplines/ subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
- 3.2 Contribution of science and technology to education and challenges ahead.
- 3.3 Axiological issues in education: role of peace and other values, aesthetics in education.
- 3.3 Dynamic relationship of education with the political process.
- 3.4 Interrelation between education and development. Lecture, Documentary studies , reflective discussion in small groups and presentations

**UNIT 4 : SOCIAL AND CULTURAL CONTEXT OF EDUCATION**

- 4.1 Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict
- 4.2 Social purpose of Education; Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society
- 4.3 Role of Education in addressing the technological culture, privatization and globalization.
- 4.4 Interrelationship between education and sustainable development
- 4.5 Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality; Right to Education

**PRACTICUM (Training & Creation)**

- 1) Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
- 2) Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school



education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.

- 3) Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

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- 3) Broudy, H.S. (1977) Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
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M.Ed., Semester -II  
Compulsory Course (CC)  
**MEDCC 202 : Sociology of Education**

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Credits : 4

Units : 4

Marks : 75+25

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**Objectives :**

- 1) To enable the students to understand relationship between society and education.
- 2) To develop the understanding of Sociology of Education.
- 3) To understand the role of new technologies in the changing social content.
- 4) To understand the changing nature of society and Education in 21<sup>st</sup> Century.
- 5) To enable the role of Education in sustainable development and creating a culture of peace.

**Unit I : Sociology & Education**

- 1.1 Educational Sociology : Meaning, Nature, Scope of Educational Sociology.
- 1.2 Relationship between Sociology and Edu. with special reference To aims of Edu., method & curriculum.
- 1.3 Education as a sub System of Society, as a social system.
- 1.4 Social structure and social mobility : Impact on educational process.
- 1.5 Process of Socialization and Acculturation of the child-critical Appraisal of the role of school, parents, peer group and community.

**Unit II : Education & Society**

- 2.1 Education as a process in the social system : structural functional school, symbolic interaction.
- 2.2 Education as a process of Socialization concept and agencies of socialization
- 2.3 Social organization and social groups : concept, nature and characteristics.
- 2.4 Liberalization, privatization and globalization
- 2.5 Social control : Concept and role of education in the process of social control

**Unit III : The changing nature of society and Education in 21st Century.**

- 3.1 Impact of Science & Technology on society and education
- 3.2 Modernity post modernity : Concept of modernity and post modernity. Role of Education under modernity and post modernity.
- 3.3 Social change and development through social networking
- 3.4 Learning Society : Concept, Characteristics and role of Education
- 3.5 Education of Global Citizenship : Meaning and nature of global citizenship, Role of Education in global citizenship.

#### **Unit IV : Education for sustainable development and peace**

- 4.1 Sustainable development : Concept, dimension and principles
- 4.2 Education for sustainable development : Concept, need, aims, curriculum. Teaching-Learning and role of the teacher, need of an interdisciplinary approach.
- 4.3 Education for Gender Equity : Need and importance with special reference to India. Role of Education in women empowerment.
- 4.4 Human Right Education : Concept, need, Role of Education with reference to human rights, concept of right based schools.
- 4.5 Education for peace : Concept and need of peace and peace education. Role of Education, Role of Education in developing a culture of peace

#### **Practicum :**

- 1) Preparation and presentation of seminar on any one topic from the above units.
- 2) Students will prepare an assignment on any one of the above mentioned units and submit the same in the form of an assignment.
- 3) The students will undertake any **two** of the following activities:
  - 1) Case study of any two children from varied sections of society.
  - 2) Organization of program on any social issues related to education and submission of its reports individually.
  - 3) Visit to Rural or Tribal school and observe the cultural activities and present its report.
  - 4) Presenting a power point presentation on any of the above mentioned units followed by group discussion and presenting the report.
  - 5) Development and implementation of program for national and international understanding and submission of its report.

#### **References**

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## **MEDCC 203 : Advance Research and Statistics in Education**

Credits : 4

Units : 4

Marks : 75+25

**Objective :** To enable the students

- i) To understand the concept of Regression and Prediction.
- ii) To understand parametric tests non - parametric tests
- iii) To understand the analysis of variance and covariance.
- iv) To understand the use of statistical parameters for testing the hypothesis.
- v) To understand the use of computer and software application for data analysis.
- vi) To understand the interpretation of interpretation.
- vii) To develop the writing of skill of Research Dissertation.
- viii) To prepare an research abstract.

**Unit 1 : Qualitative research and Advance Methods**

- 1.1 Qualitative research: meaning, steps and characteristics
- 1.2 Qualitative research approaches-phenomenology, casual- comparison, cross-cultural studies, ethnography, naturalistic enquiry: case studies and grounded theory.
- 1.3 Data analysis for qualitative methods: Content analysis, Reduction, Categorization, Interpretation etc.
- 1.4 Research Paradigms: concept, characteristics, theories , paradigm shifts and significance
- 1.5 Interdisciplinary Approach : concept, characteristics, theories and significance
- 1.6 Mixed Method Approach : concept, characteristics and significance

**Unit 2 : Data Analysis and Inferential Statistics**

- 2.1 Estimation of a parameter-Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean
- 2.2 Testing of hypotheses-null and alternative hypotheses, directional alternative hypotheses, testing of null hypotheses
- 2.3 Types of error and levels of significance
- 2.4 Testing the significance of difference between the following statistics for independent and correlated samples: Proportions, means (including small samples) and variances
- 2.5 Parametric tests: the test, Analysis of variance and Co- variance (ANOVA and ANCOVA), Regression Analysis-concept, assumptions , significance, interpretation and applications
- 2.6 Nonparametric statistics: Chi-square, Mann-Whitney test, Kruskall-Wallis test - concept, assumptions , significance, interpretation and applications

**Unit 3 : Applications of ICTs for Educational Research**

- 3.1 Applications of ICT sources for review of literature like INFLIBNET, Shodhganga, On-line journals, Plagiarism detection soft wares
- 3.2 Applications of ICTs for sampling designing & selection, tool designing
- 3.3 Applications of SAS, SPSS, EXCEL etc for data organization, data analysis and presentations (tables, charts, graphs etc.)
- 3.4 Applications of ICTs for preparation of proposal, final report and evaluation
- 3.5 Applications of ICTs for publication of research work: papers in journal, online conferences, webinars etc.
- 3.6 Use of ICTs for evaluation: Impact factor, H-index, Citation – concept and significance

**Unit 4 : Report Writing and Evaluation**

- 4.1 Preparation of research report : structure (Preliminary, Main body and reference section ) and significance
- 4.2 Precautions for writing report and application of style manuals (APA, MLA & Chicago) in report writing
- 4.3 Presentation of research report
- 4.4 Evaluation of research report

**Practicum :**

- 1) Review of educational Research Dissertation of M. Phill and Ph. D. level.
- 2) preparation of graphic Design of Data attained in Research Study.
- 3) Selection and description of appropriate statistical techniques for testing hypothesis related to Research problem.
- 4) Using computer software package for Data Analysis related to Research problem with the help of PPT
- 5) presentation of Seminar related to writing of Research Dissertation and education of Research Dissertation.

**References :**

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M.Ed., Semester -II  
OPTIONAL COURSE (OC)  
**MEDOC 204 : Comparative Education**

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Credits : 4

Units : 4

Marks : 75+25

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**objectives :**

- 1) The student will be able to : understand the concept, scope, need, History & development of country.
- 2) Acquaint with the methods of comparative Education.
- 3) To study the problem of Education in world perspective.
- 4) To understand the factors & process & process influencing practice of education.
- 5) To create awareness & develop understanding or system of Education in developing & developed Countries.
- 6) To understand the International understanding.

**Unit 1 : Comparative Education.**

- 1.1 Concept - Scope, Purpose, Need, or Comparative Education.
- 1.2 History & development of Comparative Education.
- 1.3 Types of comparative Students in Education.
- 1.4 Factors influencing Education System.

**Unit - 02 : Method of Comparative Education**

- 2.1 Aims & objectives of Comparative Education .
- 2.2 Area Studies ( Describing & Interpretation )
- 2.3 Historical Approach, Scientific Approach.
- 2.4 Distinction between Comparative Education & International Education.

**Unit 03 : Problems in Comparative Education.**

- 3.1 Universal Compulsory Education & Secondary Education.
- 3.2 Adult Education & Women Education.
- 3.3 Teacher Education, Exceptional Education & Technical & Vocational Education.
- 3.4 Teacher Roles : To Create the awareness among the student about developing countries with special Ref to India, Their causes & solution thru Education - Poverty, unemployment, population, Terrorism, casteism.

**Unit 04 : A Comparative study of Educational**

System of countries U.K. USA. Japan, Australia & India. With Special Reference to Following Problems.

- 4.1 Historical Background & Geography of the above Country.
- 4.2 Aims objectives & Administration of Education.
- 4.3 Present system of primary, secondary & Higher Education, Teacher Education, Adult Education.



- 4.4. Role of UNO in improving Education opportunities. Among the Countries.

**Practicum :**

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

**References :**

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M.Ed., Semester -II  
OPTIONAL COURSE (OC)  
**MEDOC 205 : INCLUSIVE EDUCATION**

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Credits : 4

Units : 4

Marks : 75+25

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**Objectives :**

1. To understand the concept & Nature of Inclusive Education.
2. To understand the concept & types of special Education.
3. Student will be understand the National policies, programs & acts.
4. To develop the competencies for Inclusive Education.
5. To understand model in Inclusive Education.
6. To Understand the Role of Teacher, parents, Counsellor. of Technology.

**Unit - I : Inclusive Education.**

- 1.1 Inclusive Education : concept, Definition and Importance of Inclusive Education.
- 1.2 Approaches to Inclusive Education.
- 1.3 Principles of Inclusive Education.
- 1.4 Advantages of Inclusive Education.

**Unit II :**

- 2.1 Meaning and Scope of Special Education.
- 2.2 Needs and objectives of Social Education.
- 2.3 Meaning Types and Characteristics of hearing impaired, Mentally retarded and visually impaired
- 2.4 Teaching strategies for Mentally retarded, visually impaired and hearing impaired.

**Unit III : Inclusive Instruction Design & Polices**

- 3.1 Inclusive curriculum modification, classification, according needs of the student.
- 3.2 Models in Inclusive Education.
- 3.2 Inclusive lesson Planning Instructional Strategies.
- 3.4 Act for Inclusive Education.

**Unit IV : Inclusive Schools**

- 4.1 Characteristics of Inclusive school
- 4.2 Role of Teacher for Inclusive Education Role of special school Teacher & General
- 4.3 Classroom : Physical layout of Inclusive Classroom, Special assistance to children with diverse needs.
- 4.4 Role of Technology of Role parents Role of counsellor in Inclusive Education.

**Practicum :**

- (1) Visit to Inclusive School and Prepare a report
- (2) Preparation of a research proposal related to differently abled learners

problems.

- (3) Critical Study of any Special Teacher training college or Institutes.

#### References :

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- 2) Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- 3) Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
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## **MEDOC 206 : Disaster Management and Environmental Education**

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Credits : 4

Units : 4

Marks : 75+25

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**objectives :**

- 1) To understand the concept and dimensions of sustainable development.
- 2) To understand the training process of disaster management.
- 3) To identify the role of national and international agencies in disaster management.
- 4) To understand the role of education in disaster management.
- 5) To know about environment movements.
- 6) To know concept and ways of conservation of natural resources.

**Unit 1 : Disaster management**

- 1.1 Disaster concept & types
- 1.2 Disaster management cycle
- 1.3 Acts & Legal aspects about disaster
- 1.4 role of national & international agencies in disaster management.

**Unit 2 : Environmental disasters meaning nature & scope man-made disasters and management**

- 2.1 natural disaster and their management earthquake, volcano cyclones flood? Drought their calls, effects and management.
- 2.2 pollution and man-made disaster causes, effects & control of air, water, land, sound, pollution.
- 2.3 advances in pollution control technology.

**Unit 3 : Education for environmental management.**

- 3.1 concept of environmental education, nature & scope.
- 3.2 importance of environmental education.
- 3.3 balance of environment.
- 3.4 management of biotic resources and energy resources
- 3.5 role of education in environmental management.

**Unit 4 : Education for conservation of natural resources**

- 4.1 conservation of Natural Resources : Concept, Need and Importance.
- 4.2 Ways of conservation of Natural Resources : Refuse, Recycle, Reduce, Replace, Restore Regenerate and Reshape.
- 4.3 Environmental movement i) Chipko, Apiko, Silent Valley and Narmada Bachao and, Western Ghat bachao
- 4.4 Environmental Acts
  - Water Act (1974)
  - Environmental Protection Act (1986)
  - Central Pollution Control Board Work

#### 4.5 Role of Education in conservation of Natural Resources

##### **Practicum :**

- 1) Report of disaster management in any place of work.
- 2) Preparation and presentation of any one type of pollution.
- 3) A critical study of acts and legal aspects about disaster
- 4) Preparation and presentation of seminar on any one topic from the above unit.

##### **Reference :**

- 1) Joshi Devendra and Sadavarte Ujjwala (2008), Environmental Education, Aditya Prakashan Nanded.
- 2) कुलकर्णी डॉ.डी.आर. पर्यावरण शिक्षण, नागपूर, विद्या प्रकाशन जाने. (2007)
- 3) घोरमोडे डॉ.के.यू. आणि घोरमोडे डॉ.सौ.कला कृष्णा नागपूर, आपत्ती व्यवस्थापन, विद्या प्रकाशन जून 2001
- 4) भोसले डॉ.रमा, आपत्ती व्यवस्थापन, कोल्हापूर फडके प्रकाशन.
- 5) नागतोडे डॉ.पी.एम. भूकंप व ज्वालामुखी, नागपूर विद्या प्रकाशन, 2003.
- 6) Bharti Kumar : Environmental Education, Diamond Publishers and Distributors.
- 7) Datta Amol K (2000), Introduction to Environmental Science and Engineering, New Delhi - 110001, Raju Parimlani for Oxford and IBH Publishing, Co. Pvt. Ltd., 66, Janpath.
- 8) Dayani S.N. (1993). Management of Environmental Hazards, New Delhi : 110014. Vikas Publishing House, Pvt. Ltd. 576, Masjid Road, Jangpura.
- 9) Mehta Cheten Singh (1997), Environmental Protection and the Law. New Delhi - 110026 : Ashish Publishing House, 8/81, Pobjabi Bagh.

## **MEDPC207 : Academic Writing and Presentation**

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Credits : 1

Marks : 25

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### **objective :**

- 1) To motivate students for academic writing .  
At a completion of academic writing course student will be able
- 2) Well Writing essay.
- 3) Attract & chapters from authors who deals with themes from education.
- 4) Schooling, teaching, leading.

### **Procedure : Take too days workshop an academic writing.**

In workshop : to help students for understand the conceptional information about academic writing. Concept, component, different types writing, writing styles etc)

\* Arranged activation for standard to develop the academic writing.

\* Motivate students to complete project on academic writing.

\* Focus on

- 1) Story writing
- 2) Script writing
- 3) Various letter writing
- 4) Essay writing
- 5) Research paper writing
- 6) Critical analysis of book writing.
- 7) Use of library for different academic writing
- 8) Extract of chapters.
- 9) Note making.
- 10) Combining sources.

The Evaluation Structure is as follows

1)	Knowledge of Academic writing	10
2)	Attend workshop	05
3)	Project writing (Any two from above)	10
	Total	25

M.Ed., Semester II  
Practicum Course (PC)  
**MEDPC208 : e-Education**

Credits : 1

Marks : 25

**Objectives :**

on completion of this skill students will be able to

- 1) To design e-content for e-teaching & learning.
- 2) To use of web sources for effective e-Teaching & learning.
- 3) To understand the use of e-content for teaching & learning process.

**Integrating Multimedia in education**

- 1) Multimedia concept and meaning text, graphics, animation, audio, video
- 2) Multimedia applications
  - Computer based training
  - Electronic books and references
  - Multimedia application for educationist
  - Information kiosks
  - Multimedia www and web based training

**Educational software applications**

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

**e-learning**

- 1) E-learning definitions, scope, trends, attributes & opportunities
- 2) Pedagogical designs & e-learning
- 3) Assessments, feedback and e-moderation

**e-learning on line learning management**

- 1) On line learning management system
- 2) Digital learning objects
- 3) Online learning course development models

**The Evaluation Structure is as follows**

1)	Knowledge of e-Education	10
2)	preparation & presentation of slides for teaching any topic at the school level.	05
3)	Searching of various webservice related to e-teaching learning	10
	Total	25

M.Ed., Semester II  
Practicum Course (PC)  
**MEDPC209 : Dissertation**

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Credits : 2

Marks : 50

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**Objectives :**

- 1) To develop the writing of skill of Research Dissertation.
- 2) To prepare an research abstract.
- 3) To formulate a research proposal and motivate student to present research proposal. Each student is expected to prepare a draft research proposal in consultation with his/her guide and make a presentation before the seminar committee and the same committee will evaluate the presentation college level.

**Procedure :**

- 1) Title of the dissertation should be submitted to the College.
- 2) The Dissertation shall be on an educational topic approved by the scrutiny committee.
- 3) Each student shall work under guidance of recognized post graduate teachers for his/her dissertation.
- 4) Preparation of Research proposal by the student.

**The Evaluation Structure is as follows**

1)	Selection of the Problem	10
2)	Proposal	15
5)	Review Literature	10
3)	Procedure of tool development	10
4)	Presentation	10
	Total	50



M.Ed., Semester II  
Practicum Course (PC)  
**MEDPC210 : Intersemester Break**

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Credits : 2

Marks : 50

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**Procedure :**

All sessional practical work should be done in intersemester break submission of tutorial and practical work related to theory.

**Total**

**50**

Paper Pattern:

Faculty of Education  
M.Ed. (CBCS)  
(Affiliated Colleges)

Marks: 75

Times: 3 Hours

NB.

1. Question no. 1 is compulsory
  2. From the Q. N. 02 to 04 solve any two
  3. From the Q. N. 05 to 07 solve any two
  4. All questions carry equal marks
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Question No.	Marks	Instruction	Level of question
Q1.	15	Write Short notes on ( any three) a) b) c) d) e)	Understanding
Q2.	15	Long question (Discuss, Evaluate, Comment, justify etc.)	Analysis and Application, Critical understanding and Evaluative
Q.3	15		
Q.4	15		
Q.5	15	Long question (Discuss, Evaluate, Comment, justify etc.)	Application and Analysis, Critical understanding, Evaluative
Q.6	15		
Q. 7	15		