SWAMI VIVEKANAND SUBHARTI UNIVERSITY, MEERUT

Syllabus of (M.A. Education) Course

Session 2013-14 Onwards

Department of Education
(Faculty of Education)

PHILOSOPHICAL FOUNDATIONS OF EDUCATION (MAE-101)
Objectives :   **CREDITS : 4**

- ❖ To enable the student to understand the philosophical and sociological origins of education.
- ❖ Logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumptions about educational phenomena.
- ❖ To help the student to develop a philosophical and sociological outlook towards educational problems.
- ❖ Critical appraisal of contributions made to education by prominent educational thinkers

Content of Paper:

UNIT-I
- ❖ Philosophy – meaning, need, its Nature and functions.
- ❖ Philosophy of Education – meaning & scope
- ❖ Nature of Philosophy of Education: A directive Discipline, Liberal Discipline, An activity
- ❖ Functions of Philosophy of Education : Speculative, Analytic ,Normative
- ❖ Understanding Nature & Functions of Philosophy with respect to aspects : like Aims and Objectives, Methods of Teaching.
- ❖ Curriculum, Text Book, Teacher-Pupil Relationship, Discipline, Methods of Evaluation

UNIT- II
- ❖ Western Schools: Idealism, Realism, Naturalism, Pragmatism and Existentialism: concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.
- ❖ Indian Schools: Vedanta, Buddhism, Jainism and Islam: concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

UNIT-III
- ❖ Educational thoughts and practices made by great thinkers like Vivekananda, Tagore, Gandhi and Sri Aurobindo and critical appreciation of their contribution with reference to their views on:
- ❖ Concept of Man and his Development
- ❖ Socio-cultural scenario, a global perspective.

UNIT- IV
- ❖ Metaphysics and Education
- ❖ Epistemology and Education
- ❖ Axiology and Education
- ❖ Meaning, Nature , limitations , significance and impact on aspects of education like Aims and Objectives, Methods of Teaching, Curriculum, Text Book, Teacher-Pupil Relationship, Discipline, methods of evaluation with reference to various Indian and western school.

UNIT-V
- ❖ Educational thoughts and practices made by great thinkers like Plato, John Dewey, Kant and critical appreciation of their contribution with reference to their views on:
- ❖ Concept of Man and his Development
- ❖ Socio-cultural scenario, a global perspective.

Practicum: (any one)
- ❖ Identifying the educational problems of socially deprived students and preparing and implementing a compensatory programme for them.
- ❖ Reflective writing, in about 1000 words, on educational thoughts of any one educationist not included in curriculum.

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (MAE-102)

Objectives: **CREDITS: 4**
- ❖ To enable the student to understand concepts and principles of Educational Psychology as an applied science.
- ❖ To enable the leaner to understand implications of psychological theories for education.
- ❖ To acquaint the learner with the process of development and assessment of various abilities and traits

Content:

UNIT-I

- ❖ Educational Psychology : Concept, concerns and scope of educational psychology, contribution of psychology to education.

UNIT-II

- ❖ Human Development : Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage.
- ❖ Theories of Piaget and Bruner – major concepts and stages and implications for education.
- ❖ Indian theory of Psychological Development.

UNIT- III

- ❖ Learning : Concept, kinds, levels of learning various view points on learning, Gagne's conditions of learning; cognitive view point and information processing; issues related to learning. Educational implications of the view points on learning.

UNIT- IV

- ❖ Group Dynamics: Group process, interpersonal relations, sociometry grouping, Social-Emotional climate of the classroom and influence of teacher characteristics.

UNIT – V

- ❖ Individual Difference: Concept of intra and inter differences:
- ❖ Intelligence and cognitive abilities, identification fostering
- ❖ Creativity – Nature, Process, Identification, fostering and Guiding creative children.
- ❖ Interests, attitude and values
- ❖ Adjustment of teaching – learning process to suit individual
- ❖ differences – learning styles and teaching strategies.

Practicum (any one)
- ❖ Preparing a lesson plan incorporating the various psychological principles
- ❖ Administering any one psychological test to 5 peers and writing a report.

METHODOLOGY OF EDUCATIONAL RESEARCH (MAE-103)

Objectives of Paper: **CREDITS: 4**

 ❖ The meaning of scientific method, scientific inquiry, Paradigm, theory and this implications for educational research.
 ❖ The characteristics of philosophical, psychological and sociological researches in education.
 ❖ The different strategies of educational research.
 ❖ The techniques of developing a research proposal.
 ❖ The meaning and techniques of sampling
 ❖ The various types of tools of data collection.

Content:
UNIT- I

 ❖ Nature of Research, knowledge and Inquiry.
 ❖ Scientific inquiry, scientific method, nature and sources of knowledge.
 ❖ Paradigm, theory, model and approach; positivist and no positivist(humanities)
 ❖ Paradigms and their implications for educational research.

UNIT –II

 ❖ Philosophical, psychological and sociological orientation in educational research.
 ❖ Interdisciplinary in educational research and its implications.

UNIT - III

 ❖ Experimental; Normative Survey; Historical' Case Study; Development; Ethnographic; Documentary-analysis.
 ❖ Evaluative Research and Action Research

UNIT- IV

 ❖ Problem and its sources; Selection and Definition of problem.
 ❖ Objectives – primary, secondary and concomitant
 ❖ Hypothesis – nature, definition, types, sources, characteristics of agood hypothesis; directional and non-directional hypothesis.

UNIT -V

 ❖ Observation; Interview; Socio-metric techniques.
 ❖ Questionnaire, Rating scales; Interview schedules Attitude scales etc. Reliability and validity of various tools and techniques.

PRACTICUM (any one):
 ❖ Development of a research proposal for M.Ed. Dissertation and its seminar– presentation.
 ❖ Construction of one tool of data collection.

TEACHER EDUCATION (MAE-104)

Objectives of Paper: **CREDITS:4**

  ❖ Understand the philosophical foundation of teacher education.
  ❖ Acquaint with aims, objectives, structure and curriculum of teacher education.
  ❖ Trace the development of teacher education in India & West.
  ❖ Understand the thinking process of a teacher.
  ❖ Become acquainted with managerial aspects of various Practical's in teacher education.

Content:

UNIT-I

  ❖ Concept, Aims and General objectives of Teacher Education
  ❖ Objectives of Teacher Education at various Levels
  ❖ Schools of Philosophy, Psychology and their Implications for Teacher Education:
  ❖ Behaviorist
  ❖ Humanistic
  ❖ Constructivist
  ❖ System Approach
  ❖ Ethics of shaping another Person's Behavior

UNIT-II

  ❖ History of Teacher Education in West and India: Qualitative and quantitative growth
  ❖ Reports of National Commissions on Education - (with reference to Teacher Education only)
  ❖ Reports of International Commissions on Education - (with reference to Teacher Education only)
  ❖ Agencies of Teacher Education, their functions and role with reference to NCTE, UGC, NAAC, NCERT, SCERT, University Faculty of Education, Academic Staff Colleges, Open Universities.

UNIT-III

  ❖ Pre-service and In-service Teacher Education: Meaning, rationale, need.
  ❖ Structure and content of Pre-service and In-service Teacher Education at various levels.
  ❖ General Components: Theory, Practical activities, Laboratory experiences, Practice Teaching, Field Experiences and Internal assessment: Nature, need, interrelations , constraints and quality management.

UNIT-IV

  ❖ Contexts of Becoming a Teacher:
  ❖ Personal Context
  ❖ Teacher Educator's Context
  ❖ Client Context
  ❖ Research Context
  ❖ Teacher Professionalism – Roles, Attitudes, Values, Job Satisfaction
  ❖ Role of Teacher Education in shaping the behavior
  ❖ Teacher and Professionalizing a Teacher
  ❖ Role of In service Teacher Education in shaping the teachers behavior and professionalizing a teacher

UNIT-V

  ❖ Fundamental and applied researches in Teacher Education in India and in other countries
  ❖ Areas of researches: Teaching Effectiveness, Criteria of admission, Modification of Teacher behaviour, School effectiveness, classroom processes, teacher competencies & Values.

Practicum (any one)

  ❖ Prepare a tool for observation or measurement of any one field activity like practice teaching, internship etc.
  ❖ Critical analysis of curriculum of teacher education program at various level.

(MAE-201)
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objective: **Credits: 4**

- ❖ To make them familiar with the prevailing cultural diversity and conflict as well as the role of education for a composite culture in India.
- ❖ To Orient them in the Concept, Features, Policies and Strategies for Multicultural Education.
- ❖ To acquaint them with the meaning, scope, process and theories of social change.
- ❖ To help them understand various processes of social change in India.
- ❖ To make them aware about the differences and relationship between social change and cultural change.
- ❖ To develop among them the understanding of the relationship between social change and education.
- ❖ To acquaint them about the limitations of education in the process of social change as well as limitations of social change in India.
- ❖ To make them familiar and aware about the impact of Science, Technology, Industrialization, Urbanization and Modernization on Education.

UNIT-I
- ❖ Relationship of Sociology and Education
- ❖ Meaning and nature of Educational sociology and Sociology of education.
- ❖ Education-as social sub-system-specific characteristics.
- ❖ Social Process like Socialization, Stratification, Social Change, social mobility; their meaning, nature, role, constraints and relation to education

UNIT-II
- ❖ Emerging trends in society, their meaning, nature, scope and impact on education regarding aims of education, curriculum, role of teacher, student teacher relations, Methods of teaching and Evaluation.

Emerging Trends:
- ❖ Knowledge Society, Education for Sustainable Development, Liberalization, Privatization, Globalization, Multicultural Society & Open and Distance Education

UNIT-III
- ❖ Women Empowerment through Education : Gender Disparities, Women empowerment – need & Role of Education
- ❖ Education in multicultural society.
- ❖ Parent Education: Meaning, need and scope, Parent-Teacher Associations & their functions, main features of Parent Education Programmes.

UNIT-IV
- ❖ Impact of Individualism
- ❖ Impact of Fascism
- ❖ Impact of communism
- ❖ Philosophy of Emerging Indian Society and Education: Meaning and Characteristics of Democracy, Socialism and Secularism and Role of Education with reference to them

UNIT-V
- ❖ Education and Family
- ❖ Education and Schooling
- ❖ Education and Peer group
- ❖ Education and culture in general
- ❖ Education and religion, Caste, Gender, Class
- ❖ Education for Weaker Sections

PRACTICUM (ANY ONE)
- ❖ Write your statement of Educational Philosophy in 5oo words
- ❖ Conduct a survey regarding educational issues of your locality References:

ADVANCE EDUCATIONAL PSYCHOLOGY (MAE-202)

OBJECTIVES: **CREDITS:4**

- ❖ To acquaint the students about various theories of personality and their educational implications.
- ❖ To develop adjustment & mental health so as to improve teaching.
- ❖ To familiarize the students with identification, characteristics and education of exceptional children.

UNIT-I

- ❖ Personality: Concept, development, structure and dynamics of personality
- ❖ Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Erickson;
- ❖ Behavioural approach – Miller, Dollard and Bandura, Humanistic approach – Rogers, Maslow

UNIT-II

- ❖ Exceptional Children II: Identification, Characteristics and Education of Creative and Learning Disable Children.

UNIT-III

- ❖ Assessment of Personality – Techniques:
- ❖ Personality inventories – rating scales
- ❖ Projective techniques : Rorchach, TAT

UNIT-IV

- ❖ Adjustment and Mental Health:
- ❖ Concept, mechanism of adjustment – defence; escape, withdrawal, compensatory.
- ❖ Introduction to common forms of neuroses, psychosis and somatic disorders
- ❖ Principles of mental hygiene – preventive, constructive, curative measures,
- ❖ Implications for education

Practicum: (any one)

- ❖ Prepare two case studies regarding various factors of personality
- ❖ Organize a programme for mental health and report the outcomes

METHODOLOGY IN EDUCATIONAL STATISTICS (MAE-203)

OBJECTIVES: **CREDITS: 4**

- ❖ Students will be able to distinguish between Internal Validity and External Validity.
- ❖ Students will be able to discriminate between Parametric and Non Parametric Statistical Techniques.
- ❖ Students will be able to select appropriate method of computing Correlation and interpret the Coefficient of Correlation.
- ❖ Students will be able to write the Thesis/Dissertation in a systematic way.

UNIT-I

- ❖ Nature of educational data : Quantitative and Qualitative data.
- ❖ Qualitative data : its analysis with emphasis on content analysis; analysis of interview based data and observation based data.
- ❖ Quantitative data : Scales of measurement : nominal, ordinal, internal, Ratio.
- ❖ Organization and representation : Frequency distribution. Frequency polygon,
- ❖ Histogram, Ogive, Smoothed frequency curve.

UNIT-II

- ❖ Concept, calculation and uses of : Measures of central tendencies:
- ❖ Measures of variability.
- ❖ Percentiles and Percentile Ranks.
- ❖ Correlations, Regression equations
- ❖ Properties and uses of normal distribution

UNIT-III

- ❖ Standard errors, Confidence limits
- ❖ Hypothesis testing difference between means, Correlations, Cross breaks (Chi-square) , ANOV Anal
- ❖ Application of statistical tests and their interpretation

UNIT-IV

- ❖ Validity and Limitations of findings; factors influencing validity of research; internal vs. external validity; how to increase validity of research findings.

UNIT-V

- ❖ Research report: sections (Preliminary part, main body, referencesection)
- ❖ Skills of writing research report:
- ❖ Evaluation of Research: Criteria and types and types of research.

Practicum: (any one)

- ❖ Review of two published research papers; one quantitative and the other qualitative.
- ❖ Evaluation of an M.Ed. or an M.Phil. Dissertation.

<div align="center">**TEACHER EDUCATION-I (MAE-204)**</div>

Objectives of Paper: **Credits:4**

To enable the student to:
- ❖ Understand the philosophical foundation of teacher education.
- ❖ Acquaint with aims, objectives, structure and curriculum of teacher education.
- ❖ Trace the development of teacher education in India & West.
- ❖ Understand the thinking process of a teacher.
- ❖ Become acquainted with managerial aspects of various Practicals in teacher education.

UNIT-I

- ❖ Concept of Teaching & Learning
- ❖ Relationship among Learning, Teaching and Teacher Education
- ❖ 3 Ps in Teaching – Perception, Planning and Performance
- ❖ Principles of planning, guiding for planning and procedure of feed back
- ❖ Teacher Thought process and Decision making

UNIT-II

- ❖ Demonstrations
- ❖ Experimentation
- ❖ Practice teaching and observations
- ❖ Significance and Supervision of Practice teaching
- ❖ Internship
- ❖ Relationship of College of Education with Co-operating Schools

UNIT-III

- ❖ Internal Assessment
- ❖ Aspect of Internal Assessment
- ❖ Weight age for Internal assessment
- ❖ New techniques of Evaluation
- ❖ External Evaluation
- ❖ Practice Teaching – Final Lesson
- ❖ Theory papers

UNIT-IV
- ❖ Teacher Education in the context of 21st century and Current issues in Teacher Education
- ❖ Preparing teachers for special schools and inclusive education
- ❖ Modification of teacher behaviour and teacher characteristics
- ❖ Technological, Managerial, Pedagogical Trends in Teacher Education.

UNIT-V

- ❖ Professional organizations for various levels of teacher-types and there role & functions
- ❖ Performance appraisal of teacher educator
- ❖ Code of conduct and ethics of teacher education profession.
- ❖ Faculty improvement programme for teacher Education.

Practicum: (any one)
- ❖ Organize a work shop/ seminar on any theme related to teacher education
- ❖ Make a case study of a teacher education college.

EDUCATIONAL ADMINISTRATION AND MANAGEMENT (MAE-301)

Objectives of Paper: **Credits: 4**

- ❖ To help the students to understand the concepts, principles processes and techniques of management of education scientifically.
- ❖ To acquaint the students with some management skills required in the educational environment.
- ❖ To enable the students to apply the concepts, techniques and processes of management to the situations in education.
- ❖ To orient the students with the procedures of supervision and inspection and bring about improvement in the field of education.

Content:

UNIT-I
- ❖ Educational Management: Concept, Nature, importance
- ❖ Trends in management (concept, Nature and importance)
- ❖ Human Resource Management
- ❖ Performance Appraisal
- ❖ Time Management

UNIT-II
- ❖ Development of Modern Concept of Educational Administration from 1900 to Present-day, Taylorism
- ❖ Administration as a process
- ❖ Administration as a bureaucracy
- ❖ Meeting the Psychological needs of employees, systems approach
- ❖ Administration such as (a) Decision making, (b) PERT,

UNIT-III
- ❖ Agencies of educational Management – U.G.C., NCERT, NIEPA, CABE, NCTE, IGNOU (Genesis, objectives, functions and role)
- ❖ Management of Schools : Role of headmaster in planning of school activities
- ❖ Staff development programmes
- ❖ Role of teachers in school management and administration

UNIT-IV
- ❖ Planning, Meaning and Nature
- ❖ Perspective Planning & Institutional Planning
- ❖ Approaches to Educational Management
- ❖ Concept of Organization, Organization theory, Concept of Organizational structure, Factors affecting organizational structure
- ❖ Leadership: Meaning and Nature of Leadership theories of Leadership
- ❖ Styles of Leadership
- ❖ Measurements of Leadership

Unit-V
- ❖ Meaning and Nature: Supervision as service activity, Supervision as a process
- ❖ Supervision as functions, Supervision as educational leadership, Modern supervision
- ❖ Functions of supervision, Planning the supervisory programme
- ❖ Organizing supervisory programme, Implementing supervisory programme.

EDUCATION TECHNOLOGY (MAE-302)

Objectives: **Credits: 4**

- ❖ To enable the students teacher to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.
- ❖ To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- ❖ To acquaint students teachers with levels, strategies and models of teaching for future improvement.
- ❖ To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
- ❖ To acquaint the student teachers with emerging trends in ET along with the resource

UNIT-I

- ❖ Meaning, Nature, Scope and Significance of E.T.
- ❖ Components of E.T.: Software & hardware.
- ❖ Educational Technology and Instructional technology.
- ❖ systems approach in educational technology and its characteristics

UNIT-II

- ❖ Communication and Instruction: Theory, concept, nature, process, components, types and barriers
- ❖ Classroom communication: (Verbal- Nonverbal)
- ❖ Mass media approach in educational Technology.
- ❖ Designing instructional system
- ❖ Formulation of instructional objectives.
- ❖ Task analysis.
- ❖ Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT-III

- ❖ Stages of teaching- pre-active, interactive and post-active
- ❖ Teaching at different levels-memory, understanding and reflective
- ❖ Modification of teaching behaviour : Microteaching, Flander's Interaction Analysis, simulation.
- ❖ Models of Teaching: meaning, nature, functions and types (Psychological models and modern models of teaching.
- ❖ Teaching strategies: meaning, Nature, functions and types like lecturing, questioning , presentation etc.
- ❖ Modalities of Teaching-difference between teaching and instruction.
- ❖ Conditioning and training

UNIT-IV

- ❖ Programmed instruction (linear/branching model) - Origin and types – linear and branching.
- ❖ Development of the programmed instruction material
- ❖ Teaching machines
- ❖ Computer Assisted Instruction
- ❖ Researches in Educational Technology
- ❖ Future priorities in Educational Technology

UNIT-V

- ❖ Educational technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.
- ❖ Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT – Problems of New Technologies.
- ❖ Evaluation and Educational Technology.
- ❖ Resource Centres for Educational Technology, CIET, UGG, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc. – their activity for the improvement of teaching learning.

ELECTIVE RELATED TO SCHOOL SUBJECT PEDAGOGY
(Selected any one paper from MAE-203 to MAE-305)

SOCIAL SCIENCE IN EDUCATION (MAE-303)

Objectives: **Credits: 2**

❖ To enhance the learners' understanding of new perspectives in Social Sciences education by developing a world view of the practices in the area.
❖ To acquaint the learner with the latest educational thinking about Social Sciences education.
❖ To develop the skills needed for the devising Social Sciences curriculum for schools and for developing support materials and literature for curriculum transaction.
❖ To develop the ability and skills for evaluating the range of outcomes in Social Sciences education.
❖ To use of research findings in Social Sciences education for improving practices related to Social Sciences education.

Content:
UNIT-I
❖ Meaning, Nature, Characteristics and Limitations of Social Sciences Philosophy of Social Sciences
❖ Social Sciences Education: Concept, Need and Scope and aims
❖ Subjects studied under social sciences like Economics, Geography, Civics and History: their significance, nature and interrelations
❖ Interdisciplinary Nature of Social Sciences
❖ Psychological , Sociological foundations of Social sciences Education

UNIT-II
❖ Aims & Objectives of Social Sciences Education at Primary, Secondary and Higher Education level
❖ Pedagogical principles of Social Sciences teaching, Methods, models and strategies for teaching of General and Specific Social Sciences.
❖ Innovative Teaching Social Sciences: Brain Storming, Group
❖ Discussion & Panel Discussion, Project, models of Teaching, CAI, multimedia approach.

UNIT-III
❖ Structure of General Social Sciences as a Subject of Study
❖ Curriculum & Text books of Social Sciences at School Level with reference to Content Cum Methodology
❖ Content Analysis and Content Enrichment of Social Sciences at School level
❖ Co curricular activities for value addition of Social Sciences Education
❖ Evaluation of Social Sciences learning related to cognitive, affective and psychomotor domain: tools and techniques

UNIT-IV
❖ Curriculum of Social Sciences Methodology in teacher education program at various level
❖ Practice teaching, lesson guidance and super vision of Social Sciences teaching
❖ Behavior modification of student teacher as a Social
❖ Sciences teacher: Inculcation of skills, methods and attitude
❖ Qualities of Social Sciences teacher- cognitive, affective and Psychomotor

UNIT-V
❖ Research in Social Sciences Education: Need & Importance
❖ Researches related to Curriculum, Syllabus & Text Books, teaching –learning process, evaluation and teachers of Social Sciences at School Level
❖ Present status of evaluation of Social Sciences teaching.
❖ Institutions/Organisations Involved in Social Sciences Education & Research: NCERT, Tata Institute of Fundamental Research, University departments and NGOs.

PRACTICALS: (any one)
❖ Planning a lesson using any one model of teaching.
❖ Preparation of 20 higher order questions on any one unit of Social Sciences at Upper Primary and Secondary level.
❖ Review of Minimum five Researches in Social Sciences Education.
❖ Visits to Institutes related to Social Sciences Education.

SCIENCE EDUCATION (MAE-304)

Objectives: **Credits: 2**

- ❖ To enhance the learner's understanding of new perspectives in science education by developing a world view of the practices in the area.
- ❖ To acquaint the learner with the latest educational thinking about science education.
- ❖ To develop the professional skills needed for practicing modern education including the Scientific listing of behavioral objective, devising appropriate transactional methodologies and technologies for achieving the outcomes.
- ❖ To develop the skills needed for the devising science curriculum for schools and for Developing support materials and literature for curriculum transaction.
- ❖ To develop the ability and skills for evaluating the range of outcomes in science education.
- ❖ To use of research findings in science education for improving practices related to science education.

UNIT-I
- ❖ Meaning, Nature, Characteristics and Limitations of Science
- ❖ Philosophy of Science : Positivistic and Non positivistic
- ❖ History of Science Revolution
- ❖ Major Scientific Principles evolved during the progress of Science
- ❖ Science Education: Concept, Need and Scope and aims
- ❖ Scientific Attitude And Science Literacy : meaning, nature,
- ❖ parameters and dimensions of Development : Personal, Social and National

UNIT-II
- ❖ Aims & Objectives of Science Education at Primary, Secondary and Higher Education level
- ❖ Pedagogical principles of science teaching, Methods, models and strategies for teaching of General and Specific Science.
- ❖ Innovative Teaching Science: Brain Storming, Group Discussion & Panel Discussion, Project, models of Teaching, CAI, multimedia approach.
- ❖ Constructive Learning in Science: Knowledge Construction- Meaning & Importance

UNIT-III
- ❖ Structure of General Science as a Subject of Study
- ❖ Interdisciplinary Nature of Science
- ❖ Curriculum & Text books of Science at School Level with reference to Content Cum Methodology
- ❖ Content Analysis and Content Enrichment of Science at School level
- ❖ Co curricular activities for value addition of Science Education
- ❖ Evaluation of Science learning related to cognitive, affective and psychomotor domain: tools and techniques

UNIT-IV
- ❖ Curriculum of Science Methodology in teacher education program at various level
- ❖ Practice teaching, lesson guidance and super vision of science teaching
- ❖ Behavior modification of student teacher as a science teacher: Inculcation of skills, methods and attitude
- ❖ Qualities of Science teacher- cognitive, affective and Psychomotor

UNIT-V
- ❖ Research in Science Education: Need & Importance
- ❖ Researches related to Curriculum, Syllabus & Text Books, teaching –learning process, evaluation and teachers of Science at School Level
- ❖ Present status of evaluation of science teaching.
- ❖ Institutions/Organizations Involved in Science Education & Research: NCERT, Tata Institute of Fundamental Research, Marathi Vidynyan Parishad, Centre for Environmental Education

PRACTICALS: (any one)
- ❖ Planning a lesson using any one model of teaching.
- ❖ Preparation of 20 higher order questions on any one unit of Science at Upper Primary and Secondary level.
- ❖ Review of Minimum five Researches in Science Education.
- ❖ Visits to Institutes related to Science Education.

OBJECTIVES: Credits: 2
  ❖ To develop an understanding of the nature functions and implications for planning and teaching language.
  ❖ To acquaint the students to the traditions of Language education.
  ❖ To acquaint the students with pedagogy of language learning and teaching.
  ❖ To develop understanding and skill in differentiating between Teaching language and teaching literature in the context of L 1 and L2.
  ❖ To help the students to know various problems such as contextual, curriculum, teacher preparation etc. of language education in India.

Content:
UNIT-I
  ❖ Nature and characteristics of language
  ❖ Use of Language
  ❖ Social Context of Language
  ❖ Saussure and Yekaboson's views about language

UNIT-II
  ❖ Indian Traditions: Yask, Panini, Patanjali, Bhartihari
  ❖ Western Tradition: Behavioristic Approach, Cognitive Approach, Communicative Approach

UNIT-III
  ❖ Psycholinguistic approach, principles of language
  ❖ Relation between the brain and language
  ❖ Psychology of language learning and language acquisition
  ❖ Factors affecting language learning and language acquisition

UNIT-IV
  ❖ Developing the language curriculum and the syllabus, Need & Methods of teaching languages (L1, L2, L3) in school curriculum.
  ❖ Innovative techniques for teaching grammar reading comprehension written expression, note-making, differential assignments, classroom tasks, personalized system of instruction, programmed learning and individualized i.e. need based reading and writing programmes.
  ❖ Teaching of Literature: Story, Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, Self Narration, Memories
  ❖ Teaching language for creativity

UNIT-V
  ❖ Multi lingual context of India
  ❖ Three –Language formula original as well as modified and its present status
  ❖ Policy Formulation and language Education levels: National Level, State level, District and Local level
  ❖ Researches done in India in the field of Teaching of language

PRACTICUM (any one)
  ❖ Preparation of vocabulary test for L1/L2/L3 at Primary /Secondary level
  ❖ Survey the language Competency of school children /women /disadvantaged groups and writings its report.
  ❖ Visit to Language Laboratory and writing its report Preparation of two content enriched lesson –Plan by using various sources.

PRACTICAL & FIELD STUDY (MAE-306)

Credits: 4

Sl. No.	Particulars	Marks
1.	Dissertation-Selection of topic design presentation of synopsis	20
2.	Practice teaching observation (minimum 5 lessons)	10
3.	Extension/ Community work related to Health, nutrition, cleanliness, literacy and other educational issues	15
4.	Internship at Teacher Education Institutions (3 days)	30
5.	Seminar on Comprehensive issues	15
6.	Paper presentation at state/ National level (minimum 1 during the period of course)	10
	Total	**100**

EDUCATIONAL MEASUREMENT AND EVALUATION (MAE-401)

Objectives: **Credits: 4**

❖ Get acquainted with the basic concepts and practices adopted in educational measurement and educational evaluation
❖ Understand , manipulate and prepare the tools of measurement
❖ To understand measurement of educational and psychological aspects
❖ Get acquaint with various reforms in examination system Content of course:

UNIT-I

❖ Meaning and concept of Educational Measurement
❖ Historical background of measurement
❖ Educational Evaluation - Concept, process, principles and types
❖ Relationship among measurement, assessment and evaluation
❖ Taxonomies of educational objectives.
❖ Objective as a base of teaching and measurement.

UNIT-II

❖ Subjective and objective tools of measurement
❖ Nature, characteristics, advantages and limitations of the tests: essay tests, objective tests, and performance tests; Scales; Inventories; Questionnaires and Schedules.
❖ Norm –referred and criterion referenced tests.
❖ Raw derived and standard scores Z score and T score

UNIT-III

❖ Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power, Norms
❖ Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability
❖ Validity - Types, Factors affecting, interpretation and improving validity
❖ Process of standardization of test: meaning, nature, steps and limitations.

UNIT-IV

❖ Intelligence & creativity: Techniques, Needs, significance and limitations
❖ Personality : Techniques, Needs, significance and limitations
❖ Achievement, Interest, Attitude and Aptitude: Techniques, Needs, significance and limitations

UNIT-V

❖ Meaning, nature, significance and limitations of following reforms :
❖ Grading, Marking and Credit System
❖ Semester System
❖ Question Bank
❖ Continuous Internal Assessment
❖ Moderation and revaluation
❖ Online Examination
❖ Researches in Measurement & Evaluation : present status and future priorities.

PRACTICALS

❖ Prepare a question bank of 25 questions at different levels and types for any one paper of B.Ed. or M.Ed. Course.
❖ Study of online examination system through visit to computer Institute.
❖ Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)with the readymade test or inventory and interpret the results.
❖ Prepare administer and assess an achievement test for one Unit at B.Ed or M.Ed level and equivalence the results (within the group and against a standard)

Credits: 4

COURSE OBJECTIVES:

❖ Define the concept of exceptional Children
❖ Explain the needs and problems of Exceptional Children
❖ Describe the meaning and scope of Special Education in India
❖ Describe the meaning of Integrated / Inclusive Education
❖ Explain various types of disabilities and their cause
❖ Describe various types of educational programmers for exception children.

COURSE CONTENTS

UNIT-1

1. Concept and content of Exceptionality and Special Education
   ❖ Types of Exceptionality
   ❖ Positive, Negative and Multiple deviations
   ❖ Needs of Exceptional Children
   ❖ Problems of Exceptional Children

2. Nature of Special Education
   ❖ Objectives of Special Education
   ❖ Historical perspective
   ❖ Continuum of special education alternative programmers.
   ❖ Scope of Special Education
   ❖ Integrated / Inclusive Education

UNIT-II

1. Education of orthopaedically Handicapped children
   ❖ Concept
   ❖ Etiology
   ❖ Characteristics
   ❖
   ❖ Educational Programmes

UNIT-III

2. Education of Mentally Retarded Children
   ❖ Concept
   ❖ Classification
   ❖ Etiology
   ❖ Educational Prgrammes for educable mentally retarded
   ❖ Educational Prgrammes for trainable mentally retarded

UNIT-IV

3. Education of visually Impaired Children
   ❖ Concept Characteristics
   ❖ Degree of Impairment
   ❖ Etiology and Intervention
   ❖ Educational Programmes

COMPUTER EDUCATION (MAE-403)

Credits: 4

Objectives:-
- ❖ Enable the students to explain the History of Computers
- ❖ Enable the students to differentiate between single user & multi user operating system
- ❖ Learn about origin of Artificial Intelligence & its applications
- ❖ Learn about the application of MS Word & M.S. Excel.

COURSE CONTENTS

UNIT-I

Computer Basics
- ❖ History of Computers
- ❖ Types of Computer
- ❖ Flow Diagram of Computer
- ❖ Number system: Binary, Decimal, Octal and Hexadecimal

Operating System
- ❖ Meaning of Operating System
- ❖ Need of Operating System
- ❖ Types of Operating System-Single User and Multi-User

UNIT-II

Artificial Intelligence
- ❖ Origin of Artificial Intelligence
- ❖ Meaning of Artificial Intelligence
- ❖ Applications of Artificial Intelligence
- ❖ Artificial Intelligence and Education

UNIT-III

Application Oriented Information
- ❖ Word Processing and its Creation – M.S. Word
- ❖ Data Bases and its uses: Excel

UNIT-IV

Networking on Computers
- ❖ Meaning of Networking, Need of Networking, Types of Networking & Use of Networking in Education

Internet
- ❖ Meaning of Internet, Internet Tools, E-Mail, Browsers & Visiting Web Sites

EDUCATIONAL AND VOCATIONAL GUIDANCE (MAE-404)

Credits: 4

COURSE OBJECTIVES:
- ❖ Explain life and the world around.
- ❖ Explain the importance of making right choice in life, education, vocation etc.
- ❖ Describe the importance of working with a group, for a group and in a group.
- ❖ Explain as every individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
- ❖ Assess the needs of the individual correctly.
- ❖ Understand life and the world around.
- ❖ Understand the importance of making right choice in life, education, vocation etc.
- ❖ Understand the importance of working with a group, for a group and in a group.
- ❖ Understand that every individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
- ❖ Assess the needs of the individual correctly.

COURSE CONTENTS
UNIT-I
a. Concept, meaning, principles, need and importance of guidance.
b. Types of Guidance – Educational Guidance, Vocational Guidance and personal Guidance
UNIT-II
- ❖ Organization of guidance services in schools – need, principles, steps & Strategies for effective organization of Guidance services at school level.
UNIT-III
a. Group Guidance – Meaning, advantages, principles and kinds of group guidance.
b. Guidance of exceptional children – Physically Handicapped, Gifted and children with Behavioral Problems
UNIT-IV
Counseling – Meaning, Need, Procedure and Types
a. Directive counseling – concept, advantages and limitations
b. Non-Directive Counseling-concept, advantages and limitations
c. Elective counseling – concept, advantages and limitations
UNIT-V
a. Occupational information – meaning and need.
b. Methods of imparting occupational information.
c. Sources of occupational information in India.
UNIT-VI
a. Job Analysis-Meaning, Types and Purposes of Job Analysis
b. Job Satisfaction- Meaning & Factors affecting Job Satisfaction
c. Placement Service –Meaning, Functions and Principles
d. Follow-up Service – Meaning, purposes and characteristics
UNIT-VII
a. Study of the individual, data collection techniques of Information.
b. Standardized and Non-Standardized techniques:
  - ❖ Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation & Interview & Commutative Record Card.

INFORMATION COMMUNICATION TECHNOLOGY AND EDUCATION (MAE-405)

Objectives: **Credits: 4**

- ❖ Be acquainted with the Information and Communication Technology to apply for Education
- ❖ Be acquainted with Computer Hardware and Software to be able to use in Education.
- ❖ Be acquainted with Media Technology and Instructional System for use in Education

Content:

UNIT-I
- ❖ Information technology: concept need and importance
- ❖ Historical development of information technology and different facts of information technology
- ❖ Meaning of telecommunication, Analog and digital signal, Modulation and its need
- ❖ Modems: Transfer speeds
- ❖ Communication satellite, ISDN
- ❖ Need for Data Transmission, The Basic communication systems, Data Transmission and techniques
- ❖ Importance of computer networks, network terminology, types of network
- ❖ Theory and models of communication

UNIT-II
- ❖ Meaning of hard-ware and various hardware components of a personal computer
- ❖ Input Device: Input fundamentals, Categories of Input Devices: Keyboard, Pointing Devices, voice Input Devices
- ❖ Hardware inside data processing unit
- ❖ Output devices : Output Fundamentals, Categories of output devices: Monitors,voice output systems, :Hard Copy Output Devices
- ❖ Memory and its types–primary secondary stage devices

UNIT-III
- ❖ Computer Software: Meaning and Types
- ❖ System software: Types - System Control Software, System support software, System Development Software
- ❖ Operating Systems: Meaning, Types, Commands and Working
- ❖ Programming language: Classification, Types, Uses and special features of high level languages
- ❖ Application software, Utility software (in brief) & Features of MS Windows & MS Office

UNIT-IV
- ❖ Concept and Meaning of Internet, A brief History of the Internet, Applications of the Internet
- ❖ Internet Hardware and Software requirement, Internet Security, Internet Terminology.
- ❖ The World Wide web : Introduction to WWW, web pages and HTML, web Browsers; web Search Engines, Internet Service Providers, Net Surfing, Internet Services.
- ❖ Electronic Mail (e-mail) : The Concept of e-mail, \ Advantages and Disadvantages of e-mail, working with e-mail, Mailing Basics, Internet Mail Protocols, Useful e-mail services, Newsgroups
- ❖ The Concept of Multimedia, Components of Multimedia, Use Of Multimedia : in Entertainment, Software Training, Education and Training, in office work; Multimedia Servers and Databases
- ❖ Multimedia Tools (In brief) : Paint and Draw Applications, Graphic Effects and Techniques, Sound and Music, Video, Multimedia Authoring Tools, types of Presentations.
- ❖ Computer care - Virus, security and maintenance

UNIT-V
- ❖ Use of IT in Educational Management : Office Automation, Correspondence, Personal records, Accounting, Examinations.
- ❖ Use of IT in Self Learning; Distance learning, Virtual schools and colleges, Educational web sites.
- ❖ Use of IT in Teaching and Learning at School and College Levels : Computer in schools, Computer Aided Instruction, Computer Assisted Learning, Drill-Practice-Tutorial, Simulation and games in instruction, Presentation aids, interactive multimedia, web based learning.
- ❖ Use of IT in Research : Problem selection, Review, Data collection, Analysis and Interpretation, Reporting, Presentation.

Practicum:
- ❖ Use Internet for e-mailing, chatting, Blog etc.
- ❖ MS word application: A letter for Job application or Leave application.
- ❖ MS Excel –feed and process data: Mean; Median; SD; Correlation & prepare graphs.
- ❖ Power point slide show between 12 to 15 slides on school topic or B.Ed topic or M.Ed topic.
- ❖ Paint applications: Prepare pictorial chart.
- ❖ Use Internet for teaching, learning and research.

ENVIRONMENTAL & POPULATION EDUCATION (MAE-406)

OBJECTIVE: **CREDITS: 4**

- ❖ Understand the meaning, nature and importance of environmental education or develop sensitivity towards environmental issues.
- ❖ Know the relationship between man and environment and understand the need for a sustainable development.
- ❖ Develop competencies of environmental education.
- ❖ Understand environmental hazards or their procreative measures.
- ❖ Know about the progress of various environmental projects that are going on the Globe.
- ❖ To understand the nature scope and need of population education;
- ❖ To know about the factors affecting population growth and understand the need for balancing the composition through distribution.
- ❖ To gain knowledge about the various techniques of maintenance of "status" of population.
- ❖ To understand the concept of prosperous family.
- ❖ To learn about the latest policies of population education and agencies working towards their achievement.

COURSE CONTENTS:
UNIT-I

- ❖ Nature, Meaning and importance of environmental education.
- ❖ Relationship between man and environment: Ecological and psychological perspectives.

UNIT-II

- ❖ Programmes of environmental education for Primary, Secondary and Higher institutions.
- ❖ Education for environmental awareness and attitude change.

UNIT-III

- ❖ Environmental stressors – Natural and man made disasters; education for coping with the environmental stressors.
- ❖ Comparative study of environmental projects from various countries.

UNIT-IV

- ❖ Nature and Scope of Population Education: Meaning, Concept, Need and Importance of population education, objectives of Population Education.
- ❖ Population Situation and Dynamics : Distribution and density; Population composition – age, sex, rural/urban, world and Indian factors affecting populaton growth, mortality, migration and other implications.

UNIT-V

- ❖ Population and Quality of Life : Population in relation to socioeconomic development; health status health service; nutrition, environment, resource educational provision.
- ❖ Family Life Education : Concept of family, family role and responsibilities, family needs and resources, responsible parenthood, life values and beliefs.
- ❖ Population related policies and programmes : Population policy in relation to health environment education policies; programmes related to employment social movements; voluntary and international agencies, UNFPA, WHO, UNESCO etc.

YOGA EDUCATION (MAE-407)

OBJECTIVE: **CREDITS: 4**

❖ Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc.
❖ Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
❖ Understand different types of Yoga – The Ashtang yoga, the Jnana yoga. Bhakti yoga, and other modern off-shoots.
❖ Understand the socio-psychological basis leading to a dynamic transformation of personality.
❖ Understand the scientific basis and therapeutic values of yoga.

COURSES CONTENT:
UNIT-I
❖ Metaphysical basis of yoga
❖ Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
❖ Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
❖ Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras (the Suksham Sharir).
❖ Nature of knowledge and knowledge getting process – the Pramanas.

UNIT-II
❖ The Philosophy of yoga and its relationship to individual and social up liftmen:
❖ The meaning and definitions of Yoga.
❖ Yoga as a way to healthy and integrated living.
❖ Yoga as a way to socio-moral upliftment of man.
❖ Yoga as a way to spiritual enlightenment – Atmanubhuti Pratykshanubhuti.

UNIT-III
❖ Different types of yoga systems and characteristics of yoga practitioner:
❖ Ashtanga yoga of Patanjali
❖ Jnana yoga, Bhakti yoga and karma yoga of the Bhagwadgita.
❖ Integral yoga of Aurobindo and modern off shoots of yoga
❖ Characteristics of a practitioner of yoga.

UNIT-IV
❖ The instrumentals of yoga (Sadhana pad).
❖ The Five yamas (observances).
❖ The Five Niyamas (abstinences).
❖ Asans – The right postures.
❖ Pranayam – controlling the breadth.
❖ Pratyahara – controlling the senses.
❖ Dharana (concentration) and its methods
❖ Dhyana (meditation) and its kinds.
❖ Samadhi – its various types.

UNIT-V
❖ Scientific basis of yoga – yoga and mental health:
❖ Yoga and Bio-feedback
❖ Therapeutic values of yoga.
❖ Different Asans and their effects to promote a sound physical and mental health.
❖ Dhyana, and its therapeutic value.

Practical : DISSERTATION & VIVA-VOCE (MAE-407)