R.5.1 Any person who has taken the degree of Bachelor of Teaching & Bachelor of Education of this University or a degree of another university recognized as equivalent there to may be admitted to the examination for the degree of Master of education after having fulfilled the requirements as mentioned in **R 5.2**

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

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

R 5.2

    (a) The examination for the degree of M.Ed shall be by papers only

    (b) A candidate desiring to appear for the M.Ed examination must either

        I.   Attend the college or other institution recognized for the purpose and shall keep two terms (one year's) to the satisfaction of the Head of the college or Institution.

<div align="center">

OR

</div>

        II.   Complete the course under guidance of a recognized teacher to the satisfaction of the Head of the college or Institution during two academic years.

R 5.3 General Objectives of The course

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

    (i)   To understand the Socio-economic-cultural background and academic of entrants to B.Ed course.

    (ii)   To master the methods and techniques of developing competencies, commitments and performance skills of a teachers.

(iii) To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.

(iv) To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.

(v) To understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual emotional and performance skills among secondary pupils, the "Global citizens of tomorrow".

(vi) To imbibe in them attitudes and skills required of 'life-long learners " on the 'ICT influenced world' of today and tomorrow.

(vii) To acquire the skills required of a 'consumer' and 'practitioner' of educational research and innovations.

R 5.4 Frame work of M.Ed course is as under

Part I   -   Theory course

Part II   -   Practical & Internal Assessment

Part III   -   External Assessment

Part I - Theory Course

The theory course will consist of two groups

Group A – Compulsory papers – Three

Group B – Optional Papers – Two

Group A – compulsory papers (Course 1 to 3)

Education in Global Society	3HRS	100 Marks
Advanced Educational Psychology	3HRS	100 Marks
Educational Research and Statistics	3HRS	100 Marks

Group B – Optional Papers (Any two) (Course 4, 5)

1. Educational Management	3HRS	100 Marks
2. Comparative Education	3HRS	100 Marks
3. Teacher Education	3HRS	100 Marks
4. Guidance and Counseling	3HRS	100 Marks
5. Testing Measurement and Evaluation in Education	3HRS	100 Marks
6. Curriculum Development	3HRS	100 Marks
7. History of Education and Problem of Education	3HRS	100 Marks
8. Advanced Educational Statistics	3HRS	100 Marks
9. Education Technology & E-learning	3HRS	100 Marks
10. Inclusive Education	3HRS	100 Marks

Part I - Total 1 to 5 Courses

Part II – Internal Assessment (course 6 to 8)

(6)	(i) Practical Related With Theory Papers	100 Marks
	(ii) Advanced Technology lectures (Two)	020 Marks
(7)	(i) Tutorials	100 Marks
	(ii) Internal Tests	100 Marks
(8)	**Seminar Reading**	**80 Marks**
	(i) Seminar Reading on Research Proposal	25 Marks
	(ii) Seminar reading on Contemporary Issues in Education	25 Marks
	(iii) Seminar Reading on Internship Programme	30 Marks

Total	**400 Marks**

Part III – External Assessment (course 9 and 10)

(9) Evaluation of Research Report	70 Marks
(10) Viva Voce of the Research	30 Marks
TOTAL	**100 Marks**

Parts	Total Marks
Part I – Theory (1 to 5 Course)	500 Marks
Part ll – (6 to 8 Course)	400 Marks
Part lll- (9,10 Course)	100 Marks
Total	**1000 Marks**

R.5.5 the following are the syllabi for papers- Part I- Theory Course-

   Group A   -   Compulsory papers – (Three) Theory Course

   Group B   -   Optional Papers – (Any two)

Part II – Internal Assessment   400 Marks

6. (I) Practical related with theory papers -100 marks.

   Student should do the practical work for three compulsory papers and two optional papers as prescribed in the syllabus.

(ii) Advanced Technology lessons (Two) -   020 Marks

   Student should impart instructions of two advanced technology lessons for B Ed course or peer group.

| 7. | (i) **Tutorials** | **100 Marks** |
| | (ii) **Internal Tests** | **100 Marks** |

There will be ten tutorials of 20 marks – two for each theory course.
(Conversion into 'out of 100' marks)

And   Internal tests of 100 marks.

There will be two Internal Tests for all the five theory courses.

8.   Seminar Reading

(I) Seminar Reading on Research Proposal	25 Marks
(ii) Seminar reading on Contemporary Issues in Education	25 Marks
(iii) Seminar Reading on Internship Programme	30 Marks

Student should give seminar on the Research proposal which is selected for his/ her short Research work.

Student should give seminar on any topic related to contemporary issues in Education.

Student should give seminar on Internship programme which he/she has experienced in Internship programme.

Part III – External Assessment   100 Marks

For external assessment one external examiner (to be appointed by the University) and one Internal Examiner (who is the guide of the particular student) will work as the member of the committee.

09.   **Evaluation of Research Report**   **70 Marks**

Report writing of a research will be evaluated by the above committee.

10.   **Viva Voce of the Research**   **30 Marks**

Viva Voce of the Research will be taken by the above committee.

5.6 Standard of Passing

(a) To pass the M.Ed. Examination the candidate must secure at least 50% marks in each of the ten Heads of passing. The Heads of passing are:

Theory courses -1 to 5, Practical's 6 to 10. : 1) Internal Assessment 6 to 8 and

2) External Assessment 9 & 10

Such successful candidate will be declared passed in second class.

(b) Such of the successful candidates who appear for part I, part II, and part III at one and the same time have secured at least 55% marks in each part and 60% marks or above in aggregate will be declared to have passed in first class and those who have secured, 65% marks in each part, 70% marks in aggregate will be declared to have passed in first class with Distinction.

(c) The candidate who has obtained minimum 50% marks or more in any of the Heads of passing but failed in the examination shall be eligible to claim exemption in such Heads of passing. Candidate claiming exemption will not be eligible for first class, first class with Distinction or merit. She/he will be declared to have passed in second class.

Regular M.Ed. Course-Curriculum Transaction

1.	Number of Working Days per Year	200 days
2.	Number of Teaching Days	190 Days (31 Weeks)
3.	Time Table Based Instruction	27 weeks
	3.1 Theory and Practicum Based Instructions	24 Weeks
	3.2 Internship Experience Pre-service Teacher based	3 Weeks
4.	Field Work Related To Dissertation And Practicum	4 Weeks

Total Teaching hours in a 6 Days Week (6x6) – 36 Hrs.

Analysis of Weekly Time Table

1.	Theory Papers	(5x4) 20 Periods
2.	Consultation regarding Dissertation Work	3 Periods
3.	Tutorials	2 Periods
4.	Seminar	4 Periods
5.	Library Based Self Directed Study	6 Periods
6.	Internship (Planning & Guidance)	1 Period
	TOTAL	**36 Periods**

M. Ed. PART-TIME - TWO YEARS DURATION

Same as eligibility for Admission procedure of M.Ed. (Regular), only in-service candidates are eligible for M.Ed. (part time of the committee) - In-service Teacher Educators and Jr. college teachers will be given preference for admission.

Curriculum Transaction

First Year

1.	Number of Working Days Per Year	200 Days
2.	Number of teaching Days	190 Days (30 Weeks)
3.	Time Table Based Instruction	28 Weeks
4.	Internship Orientation And Experience	2 Weeks
5.	Total Teaching hours in 6 Days Week	18 Hrs

Second Year — 200 Days

1.	Number of Teaching Days	190 Days (30 Weeks)
2.	Time Table based Instruction	23 Weeks
3.	Internship Experience	3 Weeks
4.	Field Work Related to Dissertation & Practicum	4 Weeks
5.	Total Teaching hours in 6 days week	18 Hrs

First Year – Analysis of Weekly Time Table

1.	Theory Papers (3x4)	12 Periods
2.	Tutorial	1 Period
3.	Seminar	2 Periods
4.	Internship Orientation	1 Period
5.	Library Based Self Directed Study	2 Periods

TOTAL — **18 Periods**

II Year-2 Optional paper 2x4= 8 Periods

Theory Papers (3x4)	12 Periods
Tutorial	1 Period
Seminar	2 Periods
Internship Orientation	1 Period
Library Based Self Directed Study	2 Periods
T0TAL	**18 Periods**

Teaching Load (Yearly)

First Year (30 Weeks)

Theory	3 x 4 x 30	360 Hours
Tutorial	1 x 30	30 Hours
Seminar	2 x 30	60 Hours
Library based self directed study	2 x 30	60 Hours
Internship Orientation	1 x 30	30 Hours
Total		**540 hours**

Second Year (30Weeks)

Theory	2 x 4 x 23	184 Hours
Tutorial	1 x 23	23 Hours
Seminar	2 x 23	46 Hours
Internship Orientation	1 x 23	23 Hours
Consultation of Dissertation	2 x 23	46 Hours
Library Based self directed study	4 x 23	92 Hours
Total	**(23 Weeks)**	**414 Hours**
Internship Experience Pre-service teacher based		3 weeks
Field work for dissertation & practicum		4 weeks
Total		**30 Weeks**

<div align="center">**OR**</div>

M.ED PART TIME TWO YEARS DURATION

This course will be conducted as follows –

1st year	May Session	30 Days
1st year	October Session	15 Days
2nd year	May Session	30 Days
2nd year	October Session	15 Days

In addition to these 24 Saturday & Sundays within 2 years

Analysis of the Working

First Year

May 30 Days	30 x 8	240 Hours
July, August, September	6 x 6	36 Hours
(2nd & 4th Saturday and Sunday)		
Internship of one week in the first term	6 x 6	36 Hours
October 15 Days	15 x 8	120 Hours
December, January, February	6 x 6	36 Hours
(2nd & 4th Saturday and Sunday)		
Internship of one week in the 2nd term	6 x 6	36 Hours
Total		**504 Hours**

Second year

May 30 days	30 x 8	240 Hours
July, August, September		
(2nd & 4th Saturday and Sunday)		
Internship of one week in the first term	6 x 6	36 Hours
October 15 days	15 x 8	120 Hours
December, January, February	6 x 6	36 Hours
(2nd & 4th Saturday and Sunday)		
Total		468 hours

Total Work load for 1ˢᵗ & 2ⁿᵈ Year   **972 Hours**

In addition to this 4 weeks for dissertation work according to the convenience of candidate are allotted.

8 hours per day x 90 days =	720 Hours
80 days x 6 periods	480 Theory Periods (Hours)
Library	144 Hours
Internship orientation	24 Hours
Guidance of dissertation	72 Hours
	720 Hours

Working during 24 Saturday and Sundays

24 Saturdays x 3 Hours	72 hours
24 Sundays x 3 hours	72 hours
Total	**144 hours**

Tutorials 24x2	48 hours
Seminar	96 hours
Total	**144 hours**

Addition to this internship experiences

For 3 weeks 3x6x6	108 Hours
Total – 720+144+108	**972 Hours**

Transaction & Evaluation Techniques-

(A)   Dissertation/ Research Guidance on individual basis (as far as possible not more than five students should be allotted to a teacher educator for supervision of dissertation work)

(B)   Curriculum transaction techniques

Lectures, Tutorials, Discussions, Writing papers, Laboratory work, Library study-based assignments. Seminars, Review of literature etc.

(C)   Internship experiences – Lectures, discussions, observations, supervision, assessment, feedback etc

(D)   Evaluation Techniques-

(I)   Continuous internal Assessment as much as possible

(ii)   Test, Assignments, Seminars, Presentations.

(iii)   Part III for External assessment one external (to be appointed by the University) and ne internal examiners (who is guide of the particular student) will work as the member of the committee

Course I-   EDUCATION IN GLOBAL SOCIETY

Objectives of the course

To enable the student-

(i)   to develop understanding of the interrelationship between Philosophy and Education

(ii)   to develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.

(iii)   to develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.

(iv)   to acquire knowledge of human values and role of education.

(v)   to develop the understanding of interrelationship between Sociology and Education.

(vi)   to develop appreciation of education as a means of social reconstruction

(vii)   to understand the bearing of various Political ideologies on Education.

(VIII)   to understand the world problems like maintaining peace in diverse religious beliefs and cultural customs and effects of terrorism on education.

PAPER I – EDUCATION IN GLOBAL SOCIETY

Unit- 1: Philosophical Foundation of Education

1.1   Meaning & scope of Philosophy

1.2   Need of philosophy in life and for Teacher in Practical

1.3   Meaning & Various definitions of education

1.4   Interrelationship between philosophy & Education

1.5   Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism.

1.6   Scope- Functions of Educational Philosophy

Unit- 2: Indian Schools of Philosophy

2.1   Sankhya, Vedic, Buddhist, Jainism, Islamic Traditions

2.2   Education Implications of these schools with special reference to the concept of   Knowledge, reality & values, methodology, public- Teacher. Relationship, freedom & discipline, Basic Tenets, aims, & objectives, curriculum.

2.3   Contributions of Vivekanand, Tagore, Gandhiji, Dr. Ambedkar & J.P. Naik, J. Krishnamurthi, Dr. Radhakrushnan, Arbindo to educational thinking.

Unit- 3: Western Schools of Philosophy

3.1   Idealism, Naturalism, pragmatism, realism, Existentialism, Marxism with.

3.2   Educational implications of these schools with speed of to basic tenets, Aims, & objectives curriculum methodology, Teacher. Pupil relationship, freedom & discipline.

3.3   Contribution of Plato, Roussean, Dewe

Unit- 4: Human Values & Education

4.1   Meaning of values

4.2   Types of various- spiritual, moral, social, aesthetic values

4.3   National values as mentioned in the Indian Constitution & their educational   implications

SECTION II

Unit – 5: Sociology & Education

5.1   Meaning & Nature of Educational Sociology   Sociology of Education

5.2   Interrelationship between Education and Social Variables

(i)   Political Education

(ii)   Education and Family

(iii)   Education and Schooling

(iv)   Education and Peer group

(v)   Education and culture in general

(vi)   Education and religion, Caste, Gender, Class

(vii)   Education and Development

(viii)   Sex Education

(ix)   Economics of Education

(x)   Education and Constitution

Unit-6: Education and Socialization

6.1   Process of Socialization

6.2   Social Stratification and education

6.3   Social Mobility and Education

Unit- 7: Education as a means of social changes

7.1   Education for emotional and social integration

7.2   Education for Nationalism and International understanding

7.3   Meaning and need of Equality of Education opportunity and Social Justice with special reference with Indian Society

7.4   Education of Socially, Economically under-developed society.

7.5   De-Schooling of Education and views of Evan Illich and others.

Unit- 8: Social Forces and Education

8.1   Education for maintaining the peace in diverse religious beliefs.

8.2   World problems and terrorism – its causes, its impact on Society and remedies through Education.

8.3   concept of Secularism in India and World prospect and building of Secularism through Education

Unit- 9: Political Ideologies and Education

9.1 Totalitarian: Meaning, Main features, aims of Education, curriculum, Methods of teaching and School administration.

9.2 Democracy: Meaning, Values, Main features of democratic Education, aims, curriculum methods of teaching and School administration.

Unit- 10: Globalization and Education

10.1 Nature of Globalization- GATS, WTO; Social, Economic, Cultural, Political.

10.2 Nature of Indian Education System- Merits, Demerits

10.3 Globalization and Challenge before Education at different levels.

10.4 Globalization: Development and Education

10.5 Restructuring education at different levels due to Globalization.

- Institutional Restructuring

- Curriculum Restructuring

- Reforming in Evaluation

- Impact of Globalization on Knowledge, Skill and attitude.

Practical Work (Any one)

(i) Study of the comparison between one western school with one Indian school of philosophy.

(ii) Case study from varied sections of Society

(iii) Study of the impact of modern Technology in one secondary school.

Reference books

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

2. The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia

3. Groundwork of Theory of Education – by Ross

4. Modern Philosophy of Education – by Brubacher

5. Foundations of Education – V.P. Bokil

6. Educational Sociology – Brown

7. De Schooling Society- Evan Illich.

8. Globalizing Education Perceptions and Processes. Edited by Sharad Chandra Behar I.I.E.

9. Global Trends in Teacher Education –A.P.H .Publishing Corporation.

10. Globalization and Challenges for Education –NIEPA.

COURSE – II Advanced Educational Psychology.

OBJECTIVES:

To enable students:

(1) to develop understanding of the Psychological basis of Education

(2) to understand the Cognitive, Affective and Psychomotor development of adolescents and youth.

(3) to develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.

(4) to understand the Changing Concept of Intelligence and it's application.

(5) to understand the theories of Learning and their Utility in the Teaching Learning Process.

(6) to understand the Concept and Process of teaching.

SECTION – 1

Unit-1: Introduction to Psychological Basis of Education

1.1   Psychology as scientific study, its concerns-mind, consciousness, behavior, and experience: methods   of   study   in   psychology-introspection/self-reporting- observation, survey, case/study, interview, testing, Experimental.

1.2   Major schools of psychology-Structuralism, associationism behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive.

1.3   Contribution of these Schools to Education.

1.4   Neurological and other biological factors of significance in psychological functioning/processes, the concept of man as a Bio-Psychological organism.

Unit-2:   Development

2.1   Development – Concept, stages, dimensions, methods of study, developmental tasks

2.2   Factors influencing development – genetic, biological environmental and physical.

2.3   Theories of development

- Piaget's Cognitive development
- Freud's Psycho-sexual development
- Erikson's psycho-social development
- Having Hurst's developmental tasks
- Kohlberg's moral development
- Gessel's Maturation theory.

2.4   Cognitive development –concept and development of thinking and problem solving

2.5   Affective development – Concept and development of attitudes, interests and values.

2.6   Psychomotor development – development of skills, objectives, task-analysis, practice,   feed back.

2.7   Language development with reference to syntax and structure

2.8   Social development – Erisco's Psycho-socio test.

2.9   Moral Development- Theories of Piaget and Kolhers.

2.10   Emotional development – Aesthetic development.

Unit – 3: Personality

3.1   Theories of personality –

(i) trait (Allport, Cattell)

(ii)Type

(iii) Humanistic (Carl Rogers)

(iv) Indian concept of personality development

3.2   Self – concept – Meaning and development

3.3   Personality variables and learner –motivation, achievement motivation, locus of control.

3.4   Measurement of Personality -

SECTION II

Unit- 4: Intelligence and Creativity

4.1   Nature of Intelligence –   academic intelligence

Emotional intelligence

Social Intelligence

Creative Intelligence

Practical intelligence

4.2   Theories of intelligence by –   Guilford J.P

Gardener

Sternberg

Goleman

4.3   Measurement of Intelligence –   Verbal

Non-Verbal

Performance

Individual and Group

4.4   Test of intelligence developed in India

4.5   Creativity Concept, Factors and process, techniques for development of Creativity.

Brain-Storming (Osborn)

Synectics (Gorden)

Attribute – listing (Allan)

Unit- 5: Learning

5.1   (A) Theories of Learning

(i)   Operant conditioning (Skinner)

(ii)   Conditions of Learning (Gagne)

(ii)   Information processing (Donald Norman)

(iv)   Mastery learning (Bloom)

(V)   Hull's reinforcement theory

(Vi)   Toleman's theory of learning

(Vii)   Levin's field theory

5.1   (B)   (i)   Constructivism & learning**.**

              (ii)   Brain based learning.

5.2   (i)   Educational implications of theories of learning

       (iii)   Factors influencing learning

       (iv)   Learning & motivation

       (v)   Transfer of learning and its theories.

Unit-6: Teaching

6.1   Concept and definitions of teaching

6.2   Models of teaching –concept and 4 families of models

       (i)   Concept attainment- Jerome Burner

       (ii)   Advance organizer – David Ausubel

       (iii)   Inductive thinking – Hild Taba

       (iv)   Juris Prudential – Donald Oliver

       (v)   Role- playing – Shaffen and Shaffen

       (vi)   Assertive training – Wolpe Lazarus Salter

       (vii)   Synectics – William Gordon

       (viii)   Stress reduction – Rimn & Masters, Woipe

6.3   Educational implications of researcher in the following areas in teaching :

       (i)   Teacher's thought processes

       (ii)   Student's thought processes

       (iii)   Teaching of learning strategies

       (iv)   Teacher behavior and student achievement

       (v)   Teaching functions

       (vi)   Classroom organization and Management

       (vii)   Punishment & classroom management.

Practical Work (Any one)

Administer and interpret one of the following tests:

(1) Individual test of intelligence

(2) Group test of intelligence

(3) Personality inventory

(4) Aptitude test

(5) Test of creativity

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1. Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc 1969.

2. Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B

3. Gage and Berlinger : Educational Psychology, Boston Houghton Miffins Company 1984.

4. Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinoins. The Dorsey press 1978

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10. Michael Green : Theories of Human Development prentice Hall, englewood cliffs, New Jersy,1989

11. S. Owen, H. Parker Blount, Heny Moscow : Educational Psychology – An Introduction Little, Brown and Company Boston, Toronto, 1978.

12. C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989

13. Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc. Boston, London, Sydney, Totonto, 1985.

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15. Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.

16. Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.

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18. Anastasi Anne: Psychological Testing, McMillan Co. New York.

19. Passi B.K. : Creativity ineducation NPC Agra 1982.

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21. Daniel Goleman : Emotional Intelligence, Bantam books 1995

22. Daniel Goleman 'Working with Emotional Intelligence 1998'

23. संपादक डॉ.ह.ना. जगताप शैक्षणिक मानसशास्त्र अनमोल प्रकाशन पुणे (१९९९ वा.ना. दांडेकर प्रतिष्ठानतर्फे संपादित)

24. डॉ. ह.ना. जगताप अध्ययन उपपत्ती नूतन प्रकाशन पुणे १९९२

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26. Herenhahn B.R. : 'An Introduction to Theories of Learning Prentice Hall International Edition, 1988.

27. Wittrock, Merlin C. : Handbook of Research on Teaching, Rand MaNally, Chicago,1966.

28. Sarah-Jayne Blackmore and Uta Frith : The learning brain, Blackbell publishing, 2005

PAPER III: EDUCATIONAL RESEARCH METHODOLOGY

OBJECTIVES:

To enable the students to

(1) understand the concept of research and educational research.

(2) understand the types and methods of educational research,

(3) understand the steps involved in educational research,

(4) understand the use of different tools and techniques in educational research

(5) use the library, Internet services and other sources of knowledge for educational research Purposes.

(6) understand the procedure to conduct the research in the educational field.

(7) understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.

(8) understand the role and use of statistics in educational research.

(9) Select the appropriate statistical methods in educational research.

10) Review the educational research articles.

11) Use computers for data analysis.

SECTION I

Unit –1: Concept of Educational Research

1.1   Meaning, nature, need, importance and scope of educational research.

1.2   Scientific Inquiry and Theory Development- some emerging trends in research.

1.3   Areas of educational research and different source of generating knowledge.

1.4   Interdisciplinirity in Educational Research.

Unit- 2:   Review of related literature-

2.1   Purpose and need at different stages of research

2.2   Sources and types

2.3   Recording of various references- notes taking etc.

2.4   On line/ off line references.

Unit-3: Research Proposal

3.1   Conceptual Framework

3.2   Selection & finalization of an educational research problem

3.3   Operational and functional terms

3.4   Review of related literature

3.5   Objectives, assumptions, hypothesis

3.6   Selection of method, sample and tools of research

3.7   Data analysis method

3.8   Time schedule, financial budget

Unit –4: Types and Methods of Educational Research

4.1   Types of educational research – Fundamental, Applied, Action research

4.2   Methods of Educational Research:

   (i)   Historical Research- need and significance, types, sources and collection of   data; establishing validity and interpretation of data

   (ii)   Descriptive Research- surveys, case study, developmental and correlation studies – nature and use, steps and interpretation, Ex- Post Facto Research.

   (iii)   Experimental Research – need and significance- nature and steps- validity; internal and external, use and limitations of different types of experimental designs: Pre-experimental, Quasi- experimental, True- experimental- role of   control.

   (iv)   Naturalistic   inquiry   –   situation-related   integrative, Phenomenological,   experience- based, subjective qualitative.

   (v)   Product Research.

   (vi)   Qualitative Research- Ethonomethodical

Unit-5:   Research problems, Variables and Hypothesis

5.1   Source, selection and criteria of research problem- based on experience, discussion. Literature- scope and delimitations, statement of the problem indifferent forms.

5.2   Concept, nature characteristics and types of variables- inter relationship of different variables.

5.3   Concept, importance, characteristics and forms of hypothesis- formulation and testing.

5.4   Assumptions- meaning and role

Unit- 6: Population and Sampling

     6.1   Population- Concept

     6.2   Sampling- Concept and Need, characteristics of good sample

     6.3   Sampling Method

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

     6.4.2   non probability sampling (Quota, judgment and purposive.

     6.5   Errors in sampling

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SECTION II

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Unit -7: Tools and Techniques of Educational Research- meaning and concept

     7.1   Observation

     7.2   Interview Schedule

     7.3   Questionnaire

     7.4   Tests-achievement, intelligence, aptitude, and personality

     7.5   Opinionative-attitude scale, rating scale, check list

     7.6   e- tools – e-mail, fax, website, Internet, tele - conferencing

     7.7   Qualities of a good measuring tool and standardization procedure

Unit – 8: Collection of Data

     8.1   Preparation of tools

     8.2   Implementation of tools

     8.3   Collection of information.

     8.4   Methods of collection

Unit- 9: Analysis and Interpretation of Data

     9.1   Organization and tabulation of data

     9.2   Graphical Representation

           (i)   Histogram

           (ii)   Frequency polygon

           (iii)   Ogive

           (iV)   Pie chart

9.3 NPC- Properties and uses, Skewness and Kurtosis

9.4 Descriptive Statistics – Significance and uses of:

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

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

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

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

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

9.6 Regression equation and predictions

Unit – 10: Inferential Statistics.

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

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

10.3 F-test (one way ANOVA)

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

10.5 Data analysis using computers – EXCEL/SPSS

Unit- 11   Educational Research Report Writing

11.1 Format, Style, content and chapterisation

11.2 Bibliography, Appendices

11.3 Characteristics of a good research report.

PRACTICAL WORK: (any one)

    (i)   Review of Educational research report/article.

    (ii)   Data analysis using computer

Reference Books

1. Best, J.W. and Kahn research in Education (10th Ed. Prentice of India, Pvt. Ltd, New Delhi,1982)

2. Tuckman Bruce W: Conducting educational Research (Harcourt Brace Javanovich, Inc. New York, 1978)

3. Garrett H.E. Statistics in Education and Psychology (Yakills Fitter & Simsons Pvt. Ltd., Bombay, 1973)

4. Kuriz Albert J. and Samuel T. Mayo, Stastitics in Education and Psychology (Narousa Publishing House, New Delhi, 1981)

5. Buch M.B., A survey of Research in Education (Centre of advanced Studies in Education, M.S. University Baroda, 1974)

6. Buch m.B. et al' second Survey of research in Education.

7. Donald Ary, Lucy Cheser Jacobs, Asghar Razavich "Introduction in research in Education" (Holt Rinehrt and Winston, New York, 19790.

8. Kreppendorff Kians contents analysis: An Introduction to its Methodology, Sage Publications. Beverly Hills, London, 1985.

9. Action research – Corery.

10. Fox David J : Techniques for the Analysis of Quantitative Data, Holt, Rinehart, & Winson, Inc. 1969.

11. George Aegyrous, Statistics for research II edition Sage Publication, 2006.

12. Bieger and Gerlach, Educational Research: A Practical Approach, Thomson Wadsworth Pup.

13. कृतिसंशोधन म . राज्य पाठ्यपुस्तक निर्मिती व संशोधन मंडळ ''बालभारती'' सेनापाती बापट मार्ग पुणे ४

14. शैक्षणिक संशोधन डॉ भा . गो . बापट नूतन प्रकाशन टिळक रोड पुणे

15. शैक्षणिक संशोधन मुळे व उमाठे श्री विद्या प्रकाशन .

Group B

Optional Paper –I: Educational Management

OBJECTIVES:

(1) To enable the learner to become effective manager of teaching /Administration of Education.

(2) To enable learner to become & agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, Educational policies.

(3) To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.

(4) To acquaint the learner with the Central and State machinery for educational administration and management.

(5) To make the students understand about the finance, management of Education.

(6) To make the student familiar with the new trends and techniques of education.

(7) To enable the students to get some insight into supervision, inspection and know trends of development

(8) To development an understanding of the planning of education in India and its Socio-economic context.

SECTION I

Unit- 1: Management: concept and process

    1.1   Management – concept, Need of Management, Characteristics of good Management.

    1.2   Management at different levels-Elementary, Higher, secondary, Higher Education, Time Management.

    1.3   Development of modern concept of Educational Management from 1900 to present – day. Taylorism, Management as process, Management as bureaucracy, Human relations to Management.

Unit- 2: Management functions

    2.1   Leadership –Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership.

    2.2   Role of Management/Principal characteristics of effective Educational leadership, Time management techniques, manager as a good leader, group dynamics and motivation.

Unit- 3: Application of Management concept in Academic areas of the educational systems-

    3.1   Curriculum development /Evaluation

    3.2   Teaching Learning Processes

    3.3   Evaluation Assessment (Management, Manager, Teacher, student, Parents)- Self Appraisal.

    3.4   Professional Growth- In service Training

Unit- 4: **Planning in Education** –

    4.1   Meaning and Nature of Planning

    4.2   Approaches to Educational Planning

    4.3   Perspective Planning

    4.4   Institutional planning, its importance, Man Power planning, Man power forecasting.

<div align="center">SECTION II</div>

Unit – 5: **Communication**

    5.1   Communication skills. (Verbal, Non-verbal, Written),

    5.2   Barriers and distortions in communication.

    5.3   Information Systems- Modern Information Technology.

Unit – 6: Machinery for Educational Administration

    6.1   Central Machinery (CABE, NCTE, UGC) / State Machinery for educational Administration.

    6.2   Organization and functions of directorate of Education.

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

Unit - 7: Trends in Educational Management

7.1 Decision Making – Nature, division of work, Centralization action and Decentralization of decision making, their merits and limitations.

7.2 Organizational compliance.

7.3 Organizational Development.

7.4 PERT

7.5 Modern trends in Educational Management.

Unit -8: Finance Management

8.1 National budget of Education

8.2 Principles of Educational finance

8.3 Methods of Financing Education

8.4 Source of Income Govt. Private and co-operative patterns of investment in education- past, present and future.,

8.5 Grant – in-aid principles, practices, types and procedure in- respect of University level.

8.6 Cost of Education.

Unit- 9: Quality Management in Education

9.1 Meaning and importance of Quality

9.2 Quality in Higher Education

9.3 Accreditation Concept- Meaning, parameters.

9.4 Role of NAAC

Unit – 10: Educational Supervision and Inspection

10.1 Meaning and Nature of Educational Supervision

10.2 Supervision as service activity

10.3 Supervision as process and functions

10.4 Supervision as educational leadership

10.5 Modern Supervision : New trends and techniques and planning, controlling in service training

10.6 Functions of a supervisor, Defects in existing system of supervision, Remedies.

Practical – (Any one)

(1) Educational Survey of any state educational Institution.

(2) Report on an Institutional Planning of any one Educational Institute.

(3) Report on an Educational Institute on Quality Management...

Reference books

1. शैक्षणिक व्यवस्थापन व प्रशासन ঃ डॉ . अरविंद दुनाख डॉ हेमलता पारसनीस नूतन प्रकाशन पुणे .

2. School Organisation and Administration- M.S. Sachdeva

3. Management in Education- Namita Roy chaudhary A. P.H. Publishing corporation, New Delhi.

4. Educational Planning and Management Premila Chandrasekaran, sterling Publication Pvt. Ltd.

5. Educational Administration and Management – S.S. Mathur

6. Theory of Educational Administration- S.R. Vashost

7. Efficient School Management and Role of Principals- Alka Karla

8. Administrative Strategy and Decision making- Hardwick Landuyt

9. Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House

10. Educational Administration Planning and Supervision- T.P. Lambal, V.R. Saxena, V.Murthy, Delhi Daoba house

11. School Organisation and Administration- U.S. Sidhu

12. Administration of Education in India- S.N. Mukharji

13. Educational Administration Principles and Practices- S.S. Mathur

Optional Paper- II Comparative Education

OBJECTIVES:

(1) To acquaint the student with concept, scope, Need, History and development of Comparative Education.

(2) To acquaint the student with the methods of Comparative Education

(3) To study the Problems of Education in World perspective.

(4) To understand the factors and forces and forces influencing practice of Education.

(5) To create awareness and develop understanding of system of Education in developing and developed countries.

(6) To develop the sense of international understanding.

(7) To acquaint the students with the current trends and problems in world in world Education.

SECTION I

Unit- 1: Perspective of Comparative Education

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

    1.2   History and Development of comparative Education.

    1.3   Types of Comparative Studies in Education.

Unit-2: Methods of Comparative Education

    2.1   (i)   Area Studies (Descriptive and Interpretation)

        (ii)   Comparative Study (Description of Educational System Junta position Comparison)

        (iii)   Distinction between Comparative Education and International Education.

    2.2   Interpretative and Explanatory Methods

        (i)   Historical Approach

        (ii)   Sociological Approach

        (iii)   Philosophical Approach

        (iv)   Scientific Approach (Quantities).

Unit- 3: Education in Developing and Under Developed countries with reference to following problems

    3.1   Universal compulsory Education

    3.2   Higher Education

    3.3   Adult Education

    3.4   Finance

Unit -4: Problems to be studied in world Perspective

    4.1   Women Education

    4.2   Teacher Education and Teachers' Status

    4.3   Education of Exceptional Children

    4.4   Technical & Vocational Education

SECTION II

Unit – 5: Factors and Forces Influencing theory and Practice of Education in Country.

    5.1   Racial

    5.2   Linguistic

    5.3   Technological

    5.4   Scientific

    5.5   Historical

    5.6   Sociological

    5.7   Political

    5.8   Economical

    5.9   Religious

Unit- 6: Study of Education in Developed Countries- U.K., U.S.A. and Australia with reference to the following problems:

6.1   Historical Background and Geography of the country.

6.2   Aims and objectives of Education.

6.3   Administration of Education.

6.4   Present system of primary, Secondary and Higher Education.

6.5   Influence of Culture on Education

6.6   Distance education

Unit-7: Study of Education in Developing Asiatic Countries

Japan, China, Pakistan and India with reference to above mentioned six points from Unit-6

Unit-8: Current trends and problems in Education to be Studied in world perspective.

Practical Work: (Any one)

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

(i)   Linguistic

(ii)   Technological

(iii)   Scientific

(iv)   Historical

(iv)   Sociological

Reference Books

1. Comparative Education – Moehteman and Roucek
2. Comparative Methods in Education – George,2 F., Berday Holt, Rinehard and Wistoninc, New York.
3. Education in China priestlay K.E.
4. Education in Communist China-Price
5. Education in Japan-School-Down S.W.
6. Education for New Japan- Hall R.K.
7. UNESCO- Developing of Education in Asia, Unesco/Mineda's/Paris,1971.
8. Contemporary education – J.F. Cramer and C.S. Browne
9. Introduction of American Public education – De- Young, Mac-Graw Hill.
10. Education in Great Britain – W.O. Lister smith
11. Education in India To-day
12. Education in Japan, school and Society-Downx S.W.
13. Educdt.1.on in Japan (1901)- Ministry of Education
14. Education in China- J.B. Priestlay
15. Education in communist China- price
16. Search engine Education in New Era- I.L Kandel Education in Israel – by Equal Brothers
17. Tulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale, Dr, Nalini Pichad
18. www.google.com
19. www.attavista.com
20. www.aj.com
21. www.weberawler.com
22. www.britanica.com
23. Education in Israel – by Equal Brothers
24. Tulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale, Dr. Nalini Pichad

Optional Paper- III   Teacher Education

Objectives:

To enable the students

   (1) to understand the concept of teacher Education

   (2) to develop necessary skills

   (3) to develop insight into the problems of teacher Education at different levels.

   (4) to develop experimental attitude in teacher Education

   (5) to understand new trends, and techniques in teacher Education.

SECTION – I

Unit- 1: Historical development of teacher Education in India

   1.1   Historical development of Teacher Education

   1.2   Teacher education as distinguished from teacher training.

   1.3   The need and importance of Teacher Education

Unit-2: Concept and structure of teacher Education

   2.1   Meaning, Nature, Scope of Teacher education

   2.2   Aims and Objectives of teacher Education at different level

   2.3   Need for pre-service and in service professional education of teachers at different levels in the present Indian situation.

   2.4   Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.

   2.5   Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational, Technical and work experience.

   2.6   Teacher Education by Open and Distance Learning.

Unit – 3: (A) Content of Teacher Education

      i.   Theory of teacher education and its duration.

     ii.   Practical activities to be conducted during the training Course

    iii.   Relationship and weightage given to theory and practical work.

     iv.   Evaluation – Internal and external

(B) Instructional Methods in Teacher Education

      I.   Lecture and discussion

     II.   Seminars

    III.   Work shops

    IV.   Symposium

     V.   Group Discussion

    VI.   Supervised study

   VII.   New Methods- Microteaching, Macro-teaching, programme learning, Models of teaching, Content-cum methodology approach.

  VIII.   Virtual and e-mode

Unit-4: Practice teaching in Teacher Education

4.1   Demonstrations

4.2   Experimentation

4.3   Practice teaching and observations

4.4   Significance and Supervision of Practice teaching

4.5   Internship

4.6   Relationship of College of Education with Co-operating Schools

SECTION II

Unit-5: Evaluation procedures in Teacher Education

5.1   Internal Assessment

    (I)   Aspect of Internal Assessment

    (II)   Weightage for Internal assessment

    (III)   New techniques of Evaluation

5.2   External Evaluation

    (I)   Practice Teaching – Final Lesson

    (ii)   Theory papers

Unit- 6: Teaching as a profession:

    6.1   Recommendations of various commissions on Teacher Education: Kothari Commission, National policy on Education, NCTE policy.

    6.2   Professional organizations for various levels of teacher-types and there role & functions

    6.3   Performance appraisal of teacher

    6.4   Code of conduct and ethics of teaching profession.

    6.5   Faculty improvement programme for teacher Education.

Unit-7: Research and Teacher Education

    7.1   Need of Research in Teacher Education

    7.2   Action Research for quality improvement in T.E.

    7.3   Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification of Teacher behavior, School effectiveness.

Unit -8: Current problems of Teacher Education

    8.1   Teacher Education and practicing schools

    8.2   Teacher Education and UGC, NCTE, University.

    8.3   Preparing teacher for special school

    8.4   Preparing teacher for Inclusive classroom.

    8.5   Integrating Technology in Teacher Education.

Unit- 9 Types of Teacher Education Programmes and Agencies

    9.1   In-service T.E. - Concept, Meaning, Need and nature

    9.2   Preserves T.E. - Concept, Meaning, Need and nature

    9.3   Orientation and Refresher courses

    9.4   Agencies of T.E.-UGC, NCTERT, SCERT, Colleges of T. E., Open University, Academic Staff Colleges, University Department of Education and Teacher Organization.

Practical:

Work a Critical Study of one teacher training College

<div align="center">**OR**</div>

A Critical study of anyone Mentioned in 9.4 Unit

Reference Books

1. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.

2. William Taylor – Society and the Education of Teachers, Faber 7 Faber

3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.

4. Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi

5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India

6. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi- G

7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.

8. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, Model Down, Delhi-9.

9. Investigations, Studies, and Projects Relating to Internship in teaching- N.C.E.R.T., New Delhi.

10. Report of the Committee on Teacher Education in Maharashtra State, Government of Maharashtra.

11. Richardson C.A. and others – Education of Teachers in France and U.S.A.   Unesco, 1953.

12. Commission on teacher Education- The Improvement of teacher Education, Washington.

13. The process of Education-Burner S S The Education Harvard University Press 1961.

14. The future of teacher Education Edited by J.W. Tibble Routledge & Kegan Paul, London

15. Innovation in Teacher Education- J.J. Hayson & C.R. Sutton, M.C. Graw Hill book company (UL) Ltd.

16. Teachers Education in India (INSET)- Nizam Elahi.

17. Emerging Trends in Teacher Education- R S Shukla

18. Teacher Education modern Trends – Mohit Chakrabarti

19. Teacher education- Theory, Practice & Research – R.A. Sharma.

20. Education of Teachers in India- Volume I & II –S. N. Mukerji

21. Policy perspectives in Teacher education – Critique & documentation- NCTE, New Delhi

22. Teacher Education-Shashi Prabha Sharma ,Kanishaka Pub. New Delhi.

Optional Paper-IV: Education of Children with Special Needs

OBJECTIVES

(1) To acquaint the learner with the historical perspective of special education

(2) To promote in the learner an extensive purview of the knowledge about all exceptionalities and comprehend their inter-relatedness

(3) To enable the learner to understand the policies and legislation in special Education in India.

(4) To understand the current and future needs, trends and issues related to special education.

(5) To develop awareness of researches in special education in India.

SECTION I

Unit-1: Historical Perspective of Special Education

    1.1   Historical Development in India, U.K. and U.S.A.

    1.2   Evolutionary Approaches in Attitudinal change towards persons with special Needs (nomenclature)

    1.3   Philosophical Approaches to special Education

    1.4   Psychological perspectives of Special Education

    1.4   Sociological Perspectives of Special Education

Unit-2: Policy and Legislation for special Education in India

    2.1   National Legislation :

              (i) RCL Act, 1992

              (ii) PWD Act,1995.

              (iii) National Trust Act, 1999.

    2.2   National policy on Education: 1986

    2.3   The Integrated Education Scheme 1992 (for children with disabilities)

    2.4   The Programme of Action 1992

Unit-3: Overview of Different Disabilities and Exceptionalities

    3.1   Concept, nature, characteristics and causes of Visual Impairment

    3.2   Concept, nature, characteristics and causes of Hearing, Speech and Language Impairment

    3.3   Concept, nature, characteristics and causes of locomotive and nemomuscular Disability.

    3.4   Concept, Nature, Characteristics of :

            (i) Learning Disabilities

            (ii) Behavioral and emotional Disorders

            (iii) Intellectual Impairment

            (iv) Giftedness

    3.5   Concept, Nature, and Characteristics of Multiple Disabilities.

Unit-4: Identification of Children with Special Needs

    4.1   Observable Symptoms

    4.2   Psychological Testing

    4.3   Medical Examinations

SECTION II

Unit 5: Agencies of Education

    5.1   Family

    5.2   Regular and Integrated schools

    5.3   Special Schools

    5.4   Vocational Guidance Institution and Clinics

    5.5   Residential rehabilitation centers

Unit-6: Aspect of Special Education

    6.1   Curriculum

    6.2   Methodology of teaching – Learning

    6.3   Remedial Help

    6.4   Teaching aids

    6.5   Evaluation

Unit-7: Current Trends and Future Perspectives

     7.1   Special education Normalization, Mainstreaming, Inclusion

     7.2   Rehabilitation: Deinstitutionalization, Community based rehabilitation.

     7.3   Cross disability approach

     7.4   Open School Learning system : non-formal Education

     7.5   Parent and Community involvement

Unit- 8: Research in Education of children with special needs

     8.1   Areas of Research in the Indian Context

        (a) Curriculum and Instruction

        (b) Management of Educational Environment

        (c) Research in Assessment

     8.2   Recent Development of research Focus in India

Practical: (Any one)

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

Reference Book

1. Curickshank W. and Jonson O. (1965) Education of Exceptional Children, Prentice Hall.
2. Deno E (1973) – Instructional Alternatives for Exceptional Children Reston – VAE.F.
3. Dunn. L.M. (1963)- exceptional Children in the schools. Holt,Rinehert and Winston
4. Evans R.C. and Laughlin P.J. (1993) – recent advances inSpecial education and rehabilitation –Boston: Andover Medical Publishers.
5. Evans, P and Verma, V(Eds) – Special Education, Past,Present & Future- The Falmer Press (1990).
6. Frank M Hewett and Steven R. Forness- (1983) eduction of Exceptional Learners
7. Fogell, J and Long R.,(1997) – Emotional and Behavioral Difficulties – Stafford NASEN, ISEN 0906730937

8. Panda, K.C. (1997) – Education of Exceptional Children, New Delhi: Vikas publishing House.

9. Pandey,R.S. and Advani l.(1995) – Perspectives in Disability and Rehabilitaion,New Delhi.Vikas Publishing House.

10. Hughes,. M (1986)- Children and Number – Oxford Black Well ISEN 0631135812

11. Montgomery, D. (1996) Educating the Able. London Cassell, ISEN 0304325872

12. Montgomery, D. (1998) – Reversing Lower Attainment London Falton ISEN 1853465615

13. Panda K.C. (1997)- education of exceptional Children, New Delhi: Vikas Publishing House.

14. Pandey, R.S. and Advani L., (1995) Perspectives in Disability and Rehabilitation. New Delhi. Vikas Publishing House.

15. Pollock, J and Waller, E (1997)- Day to Day Dyslexia in the Classroom. London, Routledge (Revised edition) ISAN 0415111323

16. Rechard J . Morris, Burrton Blatt,(1986) – Special Education Research and Trends. Pergamon Press, New York, Beijing, Frankfurt.

17. Stephen, T.M. etal (1983) – Teaching main streamed students. New York: John Wiley.

18. Westwood, P (1997) – Commonsense Methods for Children with special needs (3 edition) London, Routledge, ISEN 0415156238.

19.   डॉ प्रेमला काळे अपवादात्मक बालकाचे शिक्षण मॅजेस्टिक प्रकाशन पुणे

20.   डॉ शरश्चंद्र गोखले अपंगाची हाक

Optional Paper –V : Guidance and Counseling

OBJECTIVES:

To enable learners-

1. to develop understanding of bases meaning, need and types of guidance
2. to get acquainted with the tools and techniques of appraisal of an individual
3. to get acquainted with the need and various ways of collection and dissemination of occupational information.
4. to develop understanding of meaning characteristics and types of counseling
5. to get acquainted with process and techniques of Counseling.
6. to get acquainted with the importance of placement and follow up services.
7. to get acquainted with meaning, purposes and out-line of job-study.
8. to develop understanding about Counseling- research, issues and trends.

SECTION I

Unit- 1: Guidance

1.1   Bases of guidance Philosophical, Sociological, Pedagogical, Psychological

1.2   Concept of guidance Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance. Functions and purposes of Guidance.

1.3   Types of guidance. Major guidance areas- Personal, Educational, Career, Social, Health, Marital, Moral.

1.4   Adjustive guidance, Identification of maladjusted children and the principles of dealing with them.

Unit – 2: Appraisal of an individual

2.1   Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories Interest, Inventories, Attitude Scale

2.2   Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study. Anecdotal Record, Autobiography.

2.3   Techniques of guidance- home visits, interview, observation.

2.4   Presenting, analyzing, interpreting and reporting the data

Unit- 3: Occupational Information

3.1   Collection-need, sources, method of classification of occupation information.

3.2   Dissemination of information about various Courses and occupation-career conference, Career exhibition, Visits, field trips, Career films etc.

3.3   Use of technology in the collection and dissemination of occupational information.

Unit- 4: Job Analysis

4.1   Meaning and objectives of job analysis

4.2   Outline for job study

4.3   Job profiles

4.4   Job satisfaction

SECTION II

Unit-5: Counseling

5.1   Meaning, need, characteristics, principles of Counseling

5.2   Process and types of Counseling

5.3   Counseling therapies.

(i) Client Centered Therapy (Carl Rogers)

(ii) Rational Emotive Therapy (Albert Ellis)

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

(iv) Gestalt Therapy (Fredric Pearls)

(v)Psychoanalytic Therapy (Sigmund Freud)

Unit- 6: Techniques of Counseling

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

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

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

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

Unit-7: Placement and follow up

7.1   Aims and types of placement
7.2   Responsibility of the school and Community about the placement services
7.3   Importance and purposes of follow up services

Unit-8: Guidance and counseling

8.1   Research
8.2   Issues
8.3   Trends

Practical Work (any one)

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

Reference Books

1. J. Agrawal J.C.: Educational Vocational Guidance and Counselling,Daoba House, Nai Salak, Delhi.

2. Anatasi Anne : Psychological tesing, New York, Mac Millan 1982

3. Mennet M.E. : Guidance and Counselling in Groups, McGrow Hill book Company, 1963.

4. Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968

5. Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.

6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.

7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.

8. Swedish Mohan : Readings for Careers Teachers, NICER 1985

9. Koceher SK : educational and Vocational Guidance in Secondary Schools, Sterling Publisher (p) Ltd. Delhi

10. Jones A.J. : principles of Guidance, McGraw Hill Book Co., New York.

11. Jayawal S.R. : Guidance and Counselling. Prakashan Kendra Lucknow.

12. Rogers C.R. : Client Centered Therapy, Mifflin

13. Rao, S.N: Counselling and Guidance, Tata McGra Hill, Delhi

14. Central Institute for Research and Training in Employment Service (C.E.D.G.E. & T), Ministry of Labour and Rehabilitation, Govt. of India, New Delhi,- Handbook in Vocational Guidance 1972

15. Sarswat. K.R. gaul, J.S. : Manual for Guidance Counsellors, NCERT, Delhi, 1993

16. पत्की श्री . मा . ः व्यवसाय मार्गदर्शन आणि सल्ला कार्य मिलिंद प्रकाशन औरंगाबाद

17. दुनाखे अरविंद ः व्यवसाय मार्गदर्शन व समुपदेशन .

18. वझे नी ए . ः व्यवसाय मार्गदर्शन पब्लिकेशन्स प्रायवेट लिमिटेड दादर मुंबई

19. डॉ . मो . ह . पिंपळखुबरे व नलिनी चौधरी व्यावसायिक जीवनाची प्रवेशद्वारे अनाथ विद्यार्थी पकाशन पुणे १९८७

Optional Paper - VI : Testing, Measurement and Evaluation in Education

OBJECTIVES:

To enable the students to

(1) understand the meaning of testing, measurement and evaluation.

(2) understand the general principles of test constructions,

(3) understand the interpretation of test scores,

(4) plan, prepare, to administer and execute the teacher made test.

(5) Understand the concept of Grading system

SECTION I

Unit- 1: Concept of Testing

1.1   Meaning and Concept of testing

1.2   Origin and development

1.3   Indian contribution

1.4   Need and uses of testing

Unit-2: Theories and Practices of Testing

2.1   Types of Tests

(a)   Psychological

(b)   Teacher made test, Standardized test

(c)   Reference test- Criterion reference test/Norm reference test.

(d)   Diagnostic test

2.2   Criteria of good test
        Reliability, Validity, Objectivity, discriminative power adequacy, usability

2.3   Standardization of test-norms

2.4   Planning of different types of test

2.5   Steps of Construction, Administration and execution of different types of teacher made test.

Unit-3: Factors Influencing Test Scores

3.1   Nature of test

3.2   Psychological Factors

3.3   Environmental Factors

Unit- 4: Tests relating to teacher behavior and teaching situation

4.1   Testing of teacher effectiveness

4.2   Testing of teaching process

4.3   Testing of educational environment

SECTION II

Unit- 5: Measurement

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

5.2   Functions of Measurement and evaluation in Education

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

Unit- 6: Statistical Concept in testing

6.1   Assessment of different tests

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

6.3   Interpretation of Test Scores, qualitative and quantitative.

6.4   Item analysis and improvement of test.

Unit-7: Measurement of different aspects of an individual

Attitude, Intelligence, Interest, aptitude, motivation, personality values, creativity.

Unit-8: Grading

8.1   Meaning and Importance of Grade

8.2   Procedure of Grading System

8.3   Functions of Grade

PRACTICAL WORK

Preparation , administration and reporting a teacher made test

Reference Books

1. Measuring Learning, outcomes-Bruce W. Turkman. Brace, Jovanovich

2. Theory and Practices of Psychological Testing-Frank S. Freeman, Holt Rinehart and Winston, New York.

3. Classroom Test Construction (1971) – Marshall and Hales, Addison Wesley Publishing Company, London.

4. Educational Psychology of Ancient Hindus (1949)- D.C. Dasgupta.

5. Measurement and Evaluation in Psychology and Education- Thorndike Hegen, John Wiley and Sons, London, New York.

6. In Introduction to Psychological Testing and Statistics- Prof. Dandekar and Prof.Rajguru, Sheth Publishers, Bombay.

7. Principles and Techniques of Unit testing- Dr. V.Z. Sali, National Publishing House, 23, Darya-ganj, Ansari Road, New Delhi-110005.

8. शिक्षणातील परीक्षण आणि मापन प्रा . सौ . माणिक फाटक नूतन प्रकाशन पुणे

9. A Practical Introduction to Measurement and Evaluation- H.R. Remmers, Gage Rummel, Universal Book stall, New Delhi.

10. Measuring Educational Achievement- William Micheels, Ray Karnes, McGraw Hill Book Company, New Delhi.

11. Educational Measurement- Richard h. Lindeman. D.B. Tara. Taraporevala Sons & Co. Bombay.

OPTIONAL PAPER VII: CURRICULUM DEVELOPMENT

OBJECTIVES

(1) To understand the concept and principles of curriculum development.

(2) To understand and appreciate curriculum as a means of development of the individual.

(3) To gain insight into the development of new curriculum.

(4) To understand the Foundations of curriculum development.

(5) To appreciate the need for continuous Curriculum reconstruction.

(6) To help the student to develop skills in framing curriculum for subjects of teaching, analyzing curriculum for teaching-learning process and developing course contents in the subjects of teaching.

Unit – 1: Principles of Curriculum development

    1.1   Meaning and Concept of Curriculum

    1.2   Concept of Curriculum development

    1.3   Stages in the Process of Curriculum development

    1.4   Curriculum, Syllabus and Units

    1.5   Fusion, integration and Inter-subject co-relation.

Unit- 2: Philosophical, Sociological and Psychological foundation of curriculum.

    2.1   Philosophical theories and their implications to Curriculum.

    2.2   Sociological needs and their implications for curriculum development.

    2.3   Psychological needs their implications for curriculum development.

Unit-3: Curriculum and Course of Studies

    3.1   Curriculum development and teaching-learning process.

    3.2   Implementation of Course- full time, Part time, Correspondence, Open University, non formal and Continuing Education.

Unit-4: Curriculum Development

    4.1   Need and Scope for Curriculum development, Criteria for Future Curriculum development and Characteristics of a good Curriculum.

    4.2   Strategies of Curriculum development.

    4.3   Guiding Principles for Curriculum development.

Unit- 5: Organization of Curriculum

    5.1   Organization by subjects- Co-relation of different subjects, Indian, experiments on basic Education.

    5.2   Organization by unit-Subject matter units, experiences units.

    5.3   Core curriculum

    5.4   Activity Curriculum

    5.5   Interdisciplinary Curriculum

SECTION II

Unit-6: Selection of materials.

    6.1   Individual capacities as productive member of Society, Power of thought, scientific attitude, Power of expression, Vocational and Practical Skills.

    6.2   Fostering Moral, Spiritual and Aesthetic values, consideration of student Population of today and tomorrow.

    6.3   Consideration of economic growth- greater efficiency in production and removal of poverty.

Unit-7: Procedure of Organizing Content

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

    7.1   Formation of general objectives at School stage and their specification.

    7.2   Formation of instructional objectives and their specifications

    7.3   Terms of expected behavior changes in the students.

    7.4   Suggesting appropriate content to fulfill the objectives.

Unit-8: Factors responsible for innovations in curriculum development.

    8.1   Problems of curriculum reform.

    8.2   Periodic revisions of curriculum in view of the knowledge.

    8.3   Evaluation as an integral part of curriculum development.

    8.4   Need for permanent curriculum research unit.

Unit-9: Evaluating the Curriculum

    9.1   A frame work for evaluation

    9.2   Planning for evaluation

    9.3   Conducting the Programme evaluation

    9.4   Evaluating the curriculum materials

    9.5   Conducting the Curriculum material evaluation

    9.6   Utilizing evaluation results for curriculum improvement.

Unit-10: Research in curriculum development

    10.1   Pilot Project

    10.2   Fundamental research

    10.3   Action research

PRACTICAL WORK (Any One)

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

Reference   Books

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

OPTIONAL PAPER VIII

HISTORY OF EDUCATION AND PROBLEMS OF EDUCATION

OBJECTIVES

(1) To acquaint the students with the general development and progress of education prior to independence.

(2) To acquaint the students with general development and progress of education after independence.

(3) To enable the students to assess and evaluate various "Plan efforts" (V Year Plans) put into effect from time to time.

(4) To enable the students to understand the concept and meaning of problems of Education (social, economic, political)

(5) To enable the students to understand the various problems of education at different stage (Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped) with special reference to different Commissions and Committees.

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

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

SECTION I

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

    1.1   Brahmanic (Vedic)

    1.2   Buddhistic

    1.3   Jain

    1.4   Muslim-Islamic-(Education System during these periods)

Unit-2: Progress of Education in British Period

Review of British period of Education. With reference to :

(a) Macaulay's Minutes

(b) Woods Dispatch

(c) Sergeant Commission

Unit -3: Progress of Education after Independence

    3.1   Constitutional Provision for Education

    3.2   University Education Commission(1948)

    3.3   Secondary Education Commission(1952-53)

    3.4   Indian Education Commission (1964-66)

    3.5   Policy of Education 1986

    3.6   National Policy of Education1992

Unit-4: Needs of Education of free India, world new trends

    4.1   Planned efforts of India for Education Plans (V Year Plans)

    4.2   Assessment and Evaluation of development and progress of Education during plan

Unit-5: Problems of Education

    5.1   Social

    5.2   Economical-Problem related to quality and quantity.

    5.3   Administrative

    5.4   Political

    5.5   Role and impact of different organizations (private and public, Govt.) NCERT, UGC, NCTE.

Unit-6: Problem of Education at different stages-

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

PRACTICAL WORK (Any One)

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

Reference Books

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

Optional Paper IX: Advanced Educational Statistics

OBJECTIVES:

To enable the students

(1) to understand the role and use of advanced Statistics in educational research.

(2) Select appropriate statistical methods in educational research

(3) to understand various Statistical measures for interpretation of data.

(4) to interpret the Statistical data.

SECTION I

Unit- 1: The Normal distribution

1.1   Properties of normal probability distribution

1.2   Defects in normality-1 Skewness, 2. Kurtosis

1.3   Applications of normal probability curve

Unit-2: Significance

2.1   Statistical Measures

2.2   Difference between Statistical Measures

2.3   The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.

2.4   The significance of difference, coefficient of correlation

Unit- 3: The scaling of tests

3.1   Sigma scaling and standard scores

3.2   T scaling

3.3   Stanine scaling

3.4   Percentile scaling

Unit- 4: Analysis of Variance

4.1   Meaning of variance

4.2   Method of analyzing variance

4.3   Meaning of Covariance

4.4   Analysis of Co-variance

SECTION II

Unit- 5: Testing of Experimental hypothesis by, non parametric tests.

5.1   Chi-square test

5.2   Sign test

5.3   Median test

5.4   Mann whitney U-test

Unit-6: Regression and prediction

6.1   Nature of Scatter- diagram

6.2   Meaning of regression

6.3   Regression equations

6.4   Application of regression equations in prediction

Unit – 7: Partial and Multiple correlation

7.1   Meaning of partial and multiple correlation

7.2   Simple applications of partial and multiple correlation

7.3   Biserial Correlation – Point biserial correlation

7.4   Phi-correlation-contingency coefficient

Unit- 8: The Reliability and Validity of test-scores

8.1   Reliability of test scores and methods of determining it.

8.2   Validity of test scores and determining validity

8.3   Item analysis

Unit- 9: Factor analysis

9.1   Nature of factor analysis

9.2   Basic assumptions I factor analysis

9.3   Spearman's two factor theory

9.4   Graphical representation of correlation matrix

9.5   Hierarchy, factor saturaturion and group factors

9.6   Methods of factor analysis – diagonal, Centroid , principle axes rotation.

Reference Books

1. H.E. garett- Ststistics on Psychology & edn, Longman Green & co., London
2. B. fruchter-Introd 1.1ction to factor analysis – D Van Hostrand & co., N.Y.
3. G Thompson – Frctoranalysis of human Ability, University of London Press
4. Albert Kurtz Semual Mayo –Statistical Methods in education and Psychological springer International student edition.

Optional Paper X : Educational Technology and e-learning

OBJECTIVES   :

1) To enable the learner to become effective user of technology in Education
2) To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
3) To make the student familiar with new trends, techniques in education along with e-learning.
4) To enable the student to become good practioner of Educational technology and e-learning.

SECTION – I

Unit – 1: Meaning & Scope of Educational Technology

1.1   Educational Technology as system approach to Educator.

1.2   System approach in educational technology and its characteristics.

1.3   Components of Educational technology software and hardware.

Unit – 2 : Modalities of Teaching

2.1   Difference between teaching and Instruction, conditioning & training

2.2   Stages of teaching pre – active, interactive and post – active.

2.3   Teaching at different levels one way, understanding and reflective.

2.4   Modification of teaching behavior microteaching, Flander's interaction analysis simulation.

Unit-3: Instructional Design System

3.1   Formulation of instructional strategies

3.2   Task analysis

3.3   Designing of Instructional strategies, such as lecture, team teaching, discussion, panel discussion, seminars & tutorials.

Unit- 4: Communication Modes in Education

4.1   Concepts and process of communication

4.2   Principles of communications

4.3   Communication and learning

4.4   Modes of communication

Speaking and listing ⟷ Writing and reading ⟷ visualizing and observing

4.5   Basis model of communication – Sender – Message - Receiver and Devid Berlo's

SMCR model of communication, Sharon's model of communication

SECTION – II

Unit – 5: Integrating Multimedia in Education

5.1   Multimedia concept and meaning text, graphics, animation, audio, video

5.2   Multimedia applications

- Computer based training

- Electronic books and references

- Multimedia application for educationist

- Information kiosks

- Multimedia www and web based training

Unit – 6: Educational software applications

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

Unit -7: e-learning

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

    7.2   Pedagogical designs & e-learning

    7.3   Assessments, feedback and e-moderation

Unit- 8: e-learning on line learning management

    8.1   On line learning management system

    8.2   Digital learning objects

    8.3   Online learning course development models

    8.4   Management and implementation of e-learning

PRACTICAL WORK –

    Creating and presenting multimedia application (three)

Reference Books

1.   Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology

2.   Essentials of Educational Technology, Madan Lal, Anmol Publications

3.   Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons

4.   Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford &

    IBH Publishing company, New Delhi

5.   Information and Communication Technology, N. Sareen, Anmol Publication

6.   Communication and Education, D. N. Dasgupta, Pointer Publishers

7.   e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commwealth of Learning, Commonwealth Educational Media Centre for Asis

8.   Education and Communication, O. P. Dham

Optional Paper- 11
Inclusive Education

Objectives:

1) To enable the learner to understand Inclusive, Integrated and special education, need of inclusive education and its practices.

2) To enable Diverse learner and Diverse Learner's needs and challenges related to Diverse Learners.

3) To develop awareness of learner towards inclusive education and its practices.

4) To enable the learner to understand inclusive instructional design and collaborative instruction to promote inclusion.

5) To enable the student to organize inclusive classroom.

SECTION I

Unit- 1: Inclusive Education:

 1.1 Inclusive, Integrated and Special education- concept, meaning and difference.

 1.2 Benefits of Inclusion.

Unit-2: Diversity in the classroom

 2.1 Diversity- Meaning and definition.

 2.2 Disability – Legal definition, discrimination.

 2.3 Giftedness.

Unit-3: Attitudes and Inclusion

 3.1 Attitudes

 3.2 Values

 3.3 Ideologies

 3.4 Facing disability & Realizing plan.

Unit- 4 : Psychology & Teacher- based Assessment of exceptional students

 4.1 Intelligence test

 4.2 Achievement test

 4.3 Teacher based assessments.

SECTION II

Unit- 5: Inclusive Instructional design

    5.1   Inclusive – Curriculum

    5.2   Linking individual objectives and the classroom curriculum.

    5.3   Inclusive Lesson Planning.

    5.4   Inclusive Instructional Strategies.

Unit-6: Collaborative instruction for Inclusion

    6.1   Collaboration

    6.2   Co-operative Learning.

    6.3   Peer-mediated instruction and interventions.

Unit- 7: Inclusive classroom

    7.1   Physical Layout of Inclusive Classroom.

    7.2   Special assistance to children.

    7.3   Medication in the classroom.

Unit-8: Positive Behavior for Inclusion

    8.1   Challenging Behavior

    8.2   Violence & Touching

    8.3   Class Meetings.

    8.4   Developing action plan.

PRACTICAL WORK

Visit to a Inclusive School and Prepare a Report.

Reference Books

1) Loreman, Deppeler and Harvey- Inclusive Education, Allwen & Unwin Australia.

2) Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.

3) Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.

4) Mike Adams & sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.

5) Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000.

6) Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub. `17) Integrated and Inclusive Education, Premavathy and Mittal, R C I, 2006.