

K. C. E. Society's College of Education and Physical Education, Jalgaon
(Autonomous)
M.Ed. Syllabus
2025-26

Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
I	Core Course	MDCC 101	Indian Philosophy of Education	40	4	100(60/40)
		MDCC 102	Educational Psychology	40	4	100(60/40)
		MDCC 103	Methodology of Educational Research	40	4	100(60/40)
	Specialization Course (Any One)	MDSC 101	Advanced Educational Technology	40	4	100(60/40)
		MDSC 102	Educational Management			
	Ability Enhancement Courses	MDAC 101	Advanced Communication in English	40	2	50
	Total			200	18	450
Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
II	Core Course	MDCC 201	Western Philosophy of Education	40	4	100(60/40)
		MDCC 202	Educational Sociology	40	4	100(60/40)
		MDCC 203	Tools and Techniques for Research	40	4	100(60/40)
	Specialization Course (Any One)	MDSC 201	Information Communication Technology in Education	40	4	100(60/40)
		MDSC 202	National Education Policy 2020			
	Ability Enhancement Courses	MDAC 201	Testing and Measurement of Psychological Test	40	2	50
	Total			200	18	450

Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
III	Core Course	MDCC 301	Inclusive Education	40	4	100(60/40)
		MDCC 302	Curriculum Studies	40	4	100(60/40)
		MDCC 303	Economics of Education	40	4	100(60/40)
	Specialization Course (Any One)	MDSC 301	Learning Designs and Innovations Technology	40	4	100(60/40)
		MDSC 302	Advance Guidance and Counseling			
	Ability Enhancement Courses	MDAC 301	Mental Health and Hygiene	40	2	50
	Total			200	18	450
Sem	Course Area		Title of paper	Total Hours	Credits	Marks Assigned
IV	Core Course	MDCC 401	Teacher Education	40	4	100(60/40)
		MDCC 402	Assessment and Evaluation of Educational Organization	40	4	100(60/40)
		MDCC 403	Education Leadership, Organization and Entrepreneurship	40	4	100(60/40)
	Ability Enhancement Courses	MDAC 401	Internship	40	4	100 (60/40)
		MDAC 402	Research report and Viva-voce	100	4 (2+2)	150 (75+75)
	Total			260	20	650

Semester I

MDCC 101: Indian Philosophy of Education

Objectives:

1. To develop understanding and appreciation of interrelationship between Philosophy and Education.
2. To develop the understanding of Basic tenets, principles and practices of the major schools of Indian Philosophy.
3. To understand the reforms and updations in Education of India.
4. To understand the contribution of Indian Thinkers in Changing the Education in India.

Unit –1 Philosophy and Education

- a. Meaning, Need and importance of Philosophy.
- b. Branches of Philosophy: Ontology Epistemology and Axiology
- c. Relationship between Philosophy and Education.
- d. Dimensions of Philosophic thinking.

Unit- 2 Indian Schools of Educational Philosophy

- a. Concept and Types of Indian Schools of Philosophy- Orthodox and Heterodox
- b. Vedic- Aims of Education, curriculum, methods of teaching and Pupil- teacher relationship
- c. Buddhist- Aims of Education, curriculum, methods of teaching and Pupil- teacher relationship
- d. Jain- Aims of Education, curriculum, methods of teaching and Pupil- teacher relationship

Unit 3: Educational Policies and Commissions

- a. Concept, Importance of Policies and Commission
- b. Contribution of Policies before Independence
- c. Contributions of Policies and Commissions after Independence
- d. Challenges and Issues of Education in India in context to Secondary and Higher Education

Unit-4 Contribution of Great thinkers.

Following thinkers are to be studied considering these points- Aims of Education, Curriculum, Methods of teaching, Impact on the Society

- a. Rabindranath Tagore- (Brief Life Sketch and Philosophy of Life, Educational Philosophy and Aims of Education, Curriculum, Pedagogy, Teacher and Students)
- b. Swami Vivekanand- (Brief Life Sketch and Philosophy of Life, Educational Philosophy and Aims of Education, Curriculum, Pedagogy, Teacher and Students)
- c. Mahatma Fule - (Brief Life Sketch and Philosophy of Life, Educational Philosophy and Aims of Education, Curriculum, Pedagogy, Teacher and Students)
- d. Mahatma Gandhi- (Brief Life Sketch and Philosophy of Life, Educational Philosophy and Aims of Education, Curriculum, Pedagogy, Teacher and Students)

Practical: Prepare a report on the Indian thinkers and the contribution of them in National development.

Reference Books -

1. Allen E.A. : Existentialism fromwithin, RondK. Poullondn1953 Adrian M. Dupuis- PhilosophyofEducationinHistoricalPerspectiveThomasPressIndianLtd(NewDelhi, 1972)
2. Brubacher John : Modern Philosophies of Education New York, M.C.
3. GranthillBlockerH.G.HannafordWilliam-IntroductiontoPhilosophyUniversityofColorado Bombay, Himalaya Publishing House. (1985)

4. Pedagogy of the oppressed - Paulo Freire
5. Bhanu Pratap Singh : Aims of Education in India(Vedic Buddhist, medieval, British and post independence Ajanta Publications India)
6. Shivar Uderappa G : Philosophical approach to Education.
7. Smith Philip: Philosophy of Education, New York, Harper and Row. (1957) Sodhi T.S. Sondhu G.S. and Singh S. B:
8. Philosophical Dimensions of Education , Ambala Contt. The Indian publications. (1990)
9. Dr.S.S.Mathur: A sociological approach to Indian Education. Vinod Pustak Mandir Dr. Rangeya Raghav Marg, Agra -2 (1980)
10. T.M.P. Mahavdan : Invitation to Indian Philosophy Arnold Heineman Publishers Pvt. Ltd. New Delhi
11. Wingo G : Philosophy of Education : An Introduction, New York, Harper and Row. (1975)
12. A.S. Altekar - Education in Ancient India.
13. Seetharamn - Philosophics of Education - APH, Delhi
14. S.K. Murthy - Philosophical and Sociological Foundations of Education (Tandon Publication)
15. Srinibas Bhattacharya - Foundations of Education – Atlantic Publishers.

MDCC 102: Educational Psychology

Objectives:

1. To clarify the meaning of Educational Psychology.
2. To study the nature of Human development and the theories of Human Development.
3. To understand the learning aspect and the learner style of learner.
4. To understand the different theories of learning and application in learning.

Unit 1- Educational Psychology

- a. Educational Psychology: Meaning, Definition and Nature.
- b. Development of Educational Psychology.
- c. Schools of Psychology: Behaviorism, Psychoanalysis, Gestalt and Humanistic- schools (Contribution of various schools with reference to Teaching & Learning.)
- d. Indian Psychological thoughts with reference to concept and function of Pradnya, Chitta and Personality.

Unit 2-Human Development

- a. Human Development: Definition, Meaning and Characteristics.
- b. Theories of Human development : Psychoanalytical Theory(Freud), Psychosocial Theory (Erikson), Cognitive development Theory(Bruner), Moral development Theory (Kohlberg)
- c. Influence of Heredity and environment on normal and abnormal growth.
- d. Role and duty of parents and teachers in proper development of children.

Unit 3- Learners and Learners Style

- a. Concept, characteristics and Types of Learners and Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social and Solitary
- b. Concept of Intelligence and Types of Intelligence
- c. Concept of Personality and Types of Personality
- d. Measurement of Intelligence and Personality

Unit 4- Learning and Learning Theories.

- a. Learning: Meaning, Concept and Nature.
- b. Different Learning theories - Skinner's present conditioning theory, Bruner's cognitive theory, Bandura's social learning, Ausubel's meaningful learning theory
- c. Transfer of Learning and its Theories
- d. Role of Teacher to Enhance or encourage to develop learning of childhood and adolescents

Practical: Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction

Reference

1. Daniel Goleman: Working with Emotional Intelligence : Bloomsbury
2. Clifford T. Morgan: A brief introduction to Psychology :TMH Edition
3. S.K. Mangal: Essential of Educational Psychology :Prentice Hall of India
4. M.DashNeenaDash: Fundamentals of Educational Psychology :Atlantic
5. Anita Woolfolk: Educational Psychology: Ninth Edition : Pearson Education
6. Anita Woolfolk- "Educational Psychology"Allyn and Bacon- London Singapur
7. S.K. Mangal: Educational Psychology
8. Chahan S.S.- "AdvancedEducational Psychology" – Vikas Publishing House
9. Bigge M. L.- " Learningtheories for Teachers'Harper& Row Publishers
10. Harold W. Bernard- "Psychology ofLearning and Teaching"- McGraw Hills
11. W.A. Hillix and M. H. Marx "System andTheories in Psychology"- McGraw Hills
12. John P. Deccaco- "Psychology of Learning andInstruction" – Prentice Hall Publisher
13. G.W. Allport- "Personality-aPsychological Interpretation" – Prentice Hall Publisher

MDCC 103: Methodology of Educational Research

Objectives:

1. To understand the Educational Research and the step of Research proposal.
2. To understand the Methods of Educational Research.
3. To study the Qualitative methods of research
4. To study the Descriptive analysis of the data collected in Educational Research.

Unit 1 Research in Education

- a. Meaning, purpose and areas and kinds of Educational research.
- b. Preparation of a research proposal planning: the research study, sources of research Problems, review of the literature-purpose and resources; identification and conceptualization of research problem: statement of problem Objectives and research Questions in research formulation of Hypotheses and variables
- c. Concept of population and sample, Types of Sampling Methods
- d. Framework of the research proposal and strategies for writing the research proposals

Unit 2 Methods of Educational Research

- a. Types of Research studies (Survey studies, descriptive studies, co-relational studies, comparative studies, casual-comparative)
- b. Nature and characteristics of experimental research
- c. Experimental research designs(single-group pre-test post-test design, pre-test-post-test control-group design, Post-test only control-group design, and Factorial design, Quasi-experimental designs)
- d. Challenges and innovations in Educational Research

Unit 3 Qualitative Methods of Research

- a. Qualitative research: meaning, steps and characteristics
- b. Qualitative research approaches-phenomenology, naturalistic, enquiry: case studies and grounded theory. Document analysis.
- c. Historical research-meaning, significance, steps, primary and secondary sources of Information, external and internal criticism of the source
- d. Mixed Research-meaning, fundamentals principles, strengths and weaknesses, types and, limitations

Unit 4 Descriptive Analysis of Quantitative Data

- a. Concept of Descriptive analysis, Data types(Nominal, Ordinal, Interval and Ratio scale), Graphical representation of data.
- b. Measures of Central Tendency and Measure of Dispersion,
- c. Normal distribution: (characteristics of normal probability curve and its applications)
- d. Examining relationships: bi-serial, point-bi-serial, partial and multiple correlations and Problem or example of product moment method.

Practical: Prepare a research proposal on the research topic

Reference

1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.

2. Borg, W.R. and Gall, M.D. (1983). *Educational Research—An Introduction*, New York: Longman, Inc.
3. Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
4. Clive Opie (2004). *Doing Educational Research—A Guide for First-time researchers*. New Delhi: Vistar Publications.
5. Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* New York: Holt Rinehart and Winston Inc.
6. Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
7. Flick, Uwe (1996): *An Introduction to Qualitative Research*. London: Sage publication
8. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
9. Keeves, John. P. (ed) (1990) *Educational Research Methodology and Measurement : An International Handbook*. New York : Pergamo Press
10. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Brace Jovanovich.
11. Kirkpatrick, D.L. (2005). *Evaluating training Programs: The four Levels*. San Francisco: Berrett-Koehler.
12. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
13. Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
15. Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage. Reason.
16. P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*. Thousand Oaks, CA: Sage.
17. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Routledge.
18. Shank, G.D. (2002). *Qualitative Research*. Columbus, OH: Merrill, Prentice Hall.
19. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
21. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
22. Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
23. Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
24. Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

MDSC 101: Advanced Educational Technology

Objectives:

1. To understand the Concepts and Development of Educational Technology in Education.
2. To study the System approach and Communication in Classroom.
3. To understand the application of Instructional Design.
4. To analyze the new innovations in Educational Technology applied for Educational Development.

Unit 1: Introduction to Educational Technology

- a. Educational technology-concept, Forms of educational technology: teaching technology, instructional technology and behavior technology;
- b. Approaches of educational technology: Hardware and Software
- c. Historical development –media application stage and computer application stage;
- d. Major institutions of educational technology in India – CIET, EMMRC IGNOU, SIET, UGC, their role in education.

Unit 2: Systems Approach to Education and Communication

- a. Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies; Instructional Strategies and Media for Instruction.
- b. Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.
- c. Education and Training: Face-to-face, Distance and other alternative modes
- d. Programed learning stage; Programed instruction (linear/branching model)-Origin and types – linear and branching.

Unit 3: Instructional Design

- a. Instructional Design: Concept, Views, purpose and Characteristics
- b. Process and stages of Development of Instructional Design
- c. Levels of Instructional Design
- d. Overview of Models of Instructional Design- ADDIE Model;

Unit 4: New Horizons of Educational Technology

- a. Current Trends of Technology Use in Education (Learning Analytics, Virtual Reality & Augmented Reality, Gamification, Flipped Learning, Artificial Intelligence, 3D Printing, Social Media Learning, Internet of Things (IoT), Cloud Computing, Digital Badge and Open Badge
- b. Open schools and open universities.
- c. Role of teacher in era of AI in Education
- d. Recent trends of Research in Educational Technology and its future with reference to education.

Practical: Present a term paper on any educational technology using ICT/ Power point presentation in group.

References:

1. Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalaya Publishing House, Ramdoot Dr .Bhalerao Marg, Bombay – 04.

2. Chauhan S S: A Text Book of Programd Instruction.(2ndEd).Sterling Publishers Pv tLtd., New Delhi / Bangalore.
3. Dharma,OPandBhatnagarO.O:EducationalandCommunicationforDevelopment,Oxford and IBG, New Delhi. 118
4. Goldberg, Alvin and Carl E.;Larson:GroupCommunication, Prentice Hall, In. New Jersey.
5. HarunArrasjidandDorineArrasjid:Media–ApocketGuide,MSSInformationCorporation, New York. Keith Hudson:
6. Introducing CAL – Practical guide towriting CAL Programs, Chapman and Hall,London.
7. KhannaS.Det.al:TechnologyofTeachingandTeacherBehavior,DoabaHouse,NewDelhi, 1984. Four Author:TechnologyofTeaching.Patell.Jandother:AHandBookofProgramdLearning,CASE, Baroda.
8. RonaldHAnderson:SelectingandDevelopingMediaforInstruction, VanNostrandReinhold, New York
9. Ruhela S P (2001): Some Aspects of Educational Technology.
10. SharmaRA: ProgramdInstruction–AnInstructionalTechnology,LoyalBankDepot, Meerut(UP).
11. SharmaR.A: ProgramdInstruction–AnInstructionalTechnology,GoyalBookDepot, Meerut.
12. WalterAWrittenandCharlesFSchuller:InstructionalTechnology-itsnatureanduseofA.V. Materials (5th Ed), Harper and Row Publishers, New York

MDSC 102: Educational Management

Objectives:

1. To understand the Concepts and aspects of Educational Management
2. To study the Theories of Educational Management according to Education.
3. To develop the Leadership for Educational System.
4. To understand the Quality aspects and functions of Quality assessment agencies in Education.

Unit 1: Introduction to Educational Management

- a. Meaning, Concept, Principles and functions of Educational Management
- b. Educational Management at Schools and Higher Education Institutes.
- c. Concept, Functions and Purposes of POSDCORB, CPM, PERT
- d. Role of HRD and state Government in Higher Education

Unit 2: Techniques and Theories of Educational Management

- a. Theories of Educational Management
- b. Human relations approach to Administration, Organisational compliance, Organizational development, Organisational climate
- c. Organizing Meetings and the Action taken reports
- d. Concept and characteristics of Proceeding Book

Unit 3: Leadership in Educational Administration

- a. Meaning, Characteristics and Functions of Leadership in Educational Administration
- b. Type of Leadership Styles
- c. Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic
- d. Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit 4: Quality Enhancement in Education

- a. Concept of Quality and Quality in Education: Indian and International perspective,
- b. Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, SWOC analysis in Quality Enhancement
- c. Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE]).
- d. Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis,

Practical: Visit the Education institute and Prepare a report of SWOC analysis of any issue/ Institution

References:

1. Chakrabarti . M. : Teacher Education : Modern Trends New Delhi, Kanishka Publishers, 1998
2. Dhar B. B. and Sigh T. : Academic Staff Colleges. A Development Concept New Delhi, Sterling 1990. Gupta A. K. : Teacher Education : Current and Prospects New Delhi, Sterling, 1984
3. V.K. Rao. : Teacher Education, APH Publication Corporation.
4. K.K. Sharma : Teacher Education for 21st Century, Alok Press, Bhopal 2006
5. Jagannath Mohanty , Teacher Education, Deep & Deep Publications 2007

6. NCTE : Curriculum Framework for Teacher Education New Delhi , NCTE 1996
7. NCTE : Quality Concerns in Elementary Teacher Education New Delhi , NCTE 1999.
8. Ram S : Current Issues in Teacher Education , New Delhi , Sarup and Sons , 1999.
9. Singh L.C. and Sharma P.C. : Teacher Education and the Teacher New Delhi, Vikas Publishing House Pvt. Ltd. 1995
10. Singh L.C. : Teacher Education in India, A Resource Book New Delhi , NCERT, 1990
11. Singh R. P : The Challenges of Tomorrow New Delhi, Sterling Publishers, 1993.

MDAC 101: Advanced Communication in English

Objectives:

1. To understand the communication process and the skills of Language.
2. To analyze the Professional approach of writing in language.
3. To understand the aspects of speaking and communication for professional development.
4. To understand the jobs and professional approach in Communicational and Language area.

Unit 1: Communication and Language Skills

- a. Concept of Language and History of Language development
- b. Concept, Characteristics, Types and Barrier of Communication
- c. Introduction to Language skills – LSRWC
- d. global Status of English Language and required Examinations regarding English

Unit 2: Writing as a Profession

- a. Writing for News: Elements of news, Characteristics of news, Types of news, Difference between Newspaper and Radio & TV with reference to language
- b. Advertisement (Banners, Posters, pamphlets, Hoardings, Captions, invitations & Titles etc)
- c. Publication and Reviewing (Types of book and Parts of a book, Book reviews- Nature of Book review, Characteristics and purpose of book review, critical analysis of book contents)
- d. Meeting minutes and proceedings writing

Unit 3: Speaking and Communication as a Profession

- a. Opportunities regarding Speaking and Communication
- b. Group discussion (Nature, role, characteristic, techniques, procedures, elements and decorum)
- c. Debate (Nature, role, characteristic, techniques, procedures, elements and decorum)
- d. Body Language and impact of Body Language in Education System

Unit-4: Getting Ready For JOB

- a. Procedure Before Interview (Curriculum vitae/ Resume, Covering letter, E-mail writing)
- b. Components During Interview (G.D-Mock Interviews, Psychometric Tests , Follow up)
- c. After interview requirement (Excelling in Profession, Team spirit, Work culture)
- d. Online Tools for Job Finding

Practical: Prepare a report on the foreign education system and the eligibility of teaching job in that country.

Reference:

1. Abrams, M. H. A Glossary of Literary Terms. 7 th edition. Thomson India. Rprt. 2006. Print.
2. Abrams, M. H. The Mirror and the Lamp. Oxford: OUP, 1953. Print.
3. Butcher, S. H. The Poetics of Aristotle. London: Macmillan, 1898. Print.
4. Gupta, Neerja. A Student's Handbook of Indian Aesthetics. Cambridge: CSP, 2017. Print.
5. Leitch, Vincet. Ed. The Norton Anthology of Theory and Criticism. 2 nd Ed. 2001. Print.
6. Seturaman V. S. The English Critical Tradition. Delhi: McMillan.
7. Seturaman, V. S. Ed. Indian Aesthetics: An Introduction. Delhi: Macmillan India Ltd. 2005.

8. Thorat Ashok, et al. A Spectrum of Literary Criticism. Noida: Frank Brothers, 2001. Print.
9. Wimsatt & Brooks. Literary Criticism: A Short History. New Delhi: Oxford & IBH, 1957. Print

Semester II

MDCC 201 Western Philosophy of Education

Objectives:

1. To get knowledge about the western Philosophy and divisions in western philosophy.
2. To study the functions and contributions of International Agencies in Educational Philosophy.
3. To understand the various western schools of Philosophy.
4. To study the Contributions of great thinkers in western philosophy.

Unit -1: Introduction to Western Philosophy

- a. History of Western Philosophy
- b. Characteristics of western philosophy
- c. Critical constructions of western philosophy
- d. Divisions of western philosophy-Pre-Socratic Period , The Socratic Age , Epicureans, Stoics and Neo-Platonism , Medieval Scholasticism , Modern Schools of Philosophy

Unit -2: Contribution International Agencies

- a. Concept and Difference between intergovernmental organizations (IGOs) and non-governmental organizations (NGOs)
- b. Functions and Impact of intergovernmental organizations (IGOs) on countries- (UN, World Bank, WHO, UNESCO, UNICEF)
- c. Role of NGO in development of Education
- d. Impact of IGO's and NGO on Indian Education (Higher Education, Teacher and Curriculum)

Unit-3 Western Schools of Educational Philosophy

A brief History of Western Philosophy

- a. Essentialism
- b. Pragmatism
- c. Existentialism
- d. Humanism

These Philosophies are to be studied considering these points- Aims of Education, Curriculum, Methods of teaching, teacher-pupil relationship, Impact on the Society

Unit-4 Contribution of Great thinkers

Following thinkers are to be studied considering these points- Aims of Education, Curriculum, Methods of teaching, Impact on the Society

- a. Plato
- b. John Dewey
- c. Immanuel Kant
- d. Jean Jacus Russo

Practical: Prepare a term paper on contribution of any western education thinker basically in the development of the society/ Country.

References:

- 1) Adrian M. Dupuis- Philosophy of Education in Historical Perspective Thomas Press Indian Ltd (New Delhi , 1972) .
- 2) Allen E.A. : Existentialism from within, Rond K. Poul Londn 195
- 3) A.S. Altekar - Education in Ancient India.
- 4) Bhanu Pratap Sing : Aims of Education in India(Vedic Buddhist medieval, British and post independence Ajanta Publications India)
- 5) Brubacher John : Modern Philosophies of Education New York, M.C. Granthill
- 6) Blocker H.G.Hannaford William - Introduction to Philosophy University of Colorado Bombay, Himalaya Publishing House. (1985)
- 7) Seetharamn - Philosophics of Education - APH, Delhi
- 8) Shivar uderappa G : Philosophical approach to Education.
- 9) S.K. Murthy - Philosophical and Sociological Foundations of Education (Tandon Publication)
- 10) Smith Philip : Philosophy of Education, New York, Harper and Row. (1957)
- 11) Sodhi T.S. Sondhu G.S. and Singh S. B: Philosophical Dimensions of Education, Ambala Contt. The Indian publications. (1990)
- 12) Srinibas Bhattacharya - Foundations of Education
- 13) Dr. S.S. Mathur : A sociological Approach to Indian Education. Vinod Pustak Mandir Dr. Rangeya Raghav Marg, Agra -2 (1980)
- 14) Pandit BB, Morey Lata, Pathan YG: Udayonmukh Bhartiya Samajatil Shikshak. Pimpalapur & Co. Publishers, Nagpur (2009)
- 15) Pandit BB, Morey Lata, Arati Sapkale: Bharatatil Shikshan Vyavasthecha Vikas. Pimpalapur & Co. Publishers, Nagpur (2007)
- 16) Pedagogy of the oppressed - Paulo Freary (7)
- 17) T.M.P. Mahavdan : Invitation to Indian Philosophy Arnold Heineman Publishers Pvt. Ltd. New Delhi
- 18) Wingo G : Philosophy of Education : An Introduction, New York, Harper and Row. (1975)

Objectives

1. To develop the understanding of sociology of Education.
2. To develop the understanding of interrelationship between culture and Education
3. To study the Political Ideology and its impact on Education.
4. To create an awareness about the impact of Globalization on Education

Unit 1: Sociological foundation and Education

- a. Meaning and scope of Educational Sociology
- b. Relationship between sociology and education with special reference to aims of education, methods curriculum.
- c. Educational Sociology and Sociology of Education.
- d. Concept and Interrelation between Social change, Social control and Education.

Unit-2 Culture and Education

- a. Concept, Characteristics and Principles of Culture
- b. Component of culture and impact of culture on Education
- c. Concept and characteristics of Multicultural Education
- d. Concept and purposes of IKS

Unit 3 Political ideologies and Education

- a. Concept and meaning of Political Ideology.
- b. Meaning and main features of major political ideologies : Totalitarian and Democratic
- c. Aims, curriculum, methods of teaching and Administration of Education under Totalitarian state
- d. Aims, curriculum, methods of teaching and Administration of Education under Democratic state

Unit 4 Advanced Technologies and Education

- a. The impact of Globalization on Education.
- b. The importance of technology and ICT in Education.
- c. Social development through Advance Technologies.
- b. Social Networking and Education.

Practical: Prepare a report on IKS/ Culture in Education system of India

References:

1. Carey, S.M. "Attitudes and Values", Education Forum, Vol. VII, No. 3, 1962.
2. Guber, F.C. Aspects of Value. University of Pennsylvania Press, Philidelphia, 1963.
3. Khan, Wahiduddin. Moral Vision, Goodword Books, 1999.
4. Kluckhohn, C. "The Study of Values". In D.N. Barrett (ed), value in America, Norte Dame, University of Norte Dame Press, 1961.
5. Kothari D.S. "Education and Values", Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.

6. Malhotra P.L. Education, Social Values and Social Work – the Task for the New Generation, N.C.E.R.T., New Delhi.
7. Morris, Charles, Varieties of Human Values Chicago University of Chicago press, 1956.
8. Mujeeb, M. Education and Traditional Values. Meenakshi Prakashan, Meerut, 1965.
9. Mukerjee, R.K., Social Structure of Values. S. Chand and Co., New Delhi, 1969.
10. Rokeach, M. The Nature of Human Values, Jessy Brass, New York 1978

MDCC 203 Tools and Techniques for Research

Objectives

1. To study the tools and procedure for collection of data.
2. To study the tools and Techniques of inferential analyze of Data.
3. To understand the process of report writing.
4. To study the Publication and Funding agencies of Educational Research

Unit 1- Methods of Data Collection

- a. **Tests, inventories and scales:** types and construction and uses identifying a tool using reliability and validity information
- b. **Questionnaire:** forms, principles of construction and their scope in educational research, administration of questionnaires
- c. **Interview:** types, characteristics and applicability, guidelines for conducting interviews Qualitative process and quantitative process,
- d. **Observation:** use of the check list and schedules, time sampling, field notes, role of researcher during observation, focus group discussion

Unit 2 – Inferential Analysis of Quantitative Data

- a. Concept of one tail & two-tail tests, levels of significance, Degrees of freedom
- b. Concept and use of Analysis of variance and Co- variance (ANOVA and ANCOVA).
- c. Concept and use of Chi-square- Chi-square test
- d. Use of Computer and AI for Data Analysis

Unit 3- Research report writing

- a. Concept and Need of Citation, Types Reference writing
- b. Bibliography writing (APA)
- c. Steps of Research report
- d. Innovative tools and Challenges in Educational Research Report writing

Unit 4- Publication and Funding of Educational Research

- a. Concept of research paper and Journal
- b. Types of Journal, Identification of good Journal
- c. Funding agencies for Educational Research
- d. Concept, characteristics and need of research depositary (shodhganga)

Practical: Review any research paper published in any peer reviewed/Scopus/Web of Science journal.

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Objectives

1. To understand the aspects ICT it's application in Education.
2. To study the uses of various learning resources.
3. To study the types of Teaching Environment in Education.
4. To study the Intellectual property right, Cyber Security, Copyright and use of Creative Commons

Unit1: Introduction to ICT in Education

- a. Concept, meaning and characteristics Information, Communication, Technology and ICT
- b. Communication Cycle, Types and Channels of Communication
- c. Concept and need of ICT in Education
- d. Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

Unit 2. Teaching and Learning Resources

- a. Concept and Need of Teaching and Learning Resources
- b. Teaching- Learning Resources (Non-digital and Digital Teaching-Learning Resources)
- c. Open Educational Resources and Educational Software Applications
- d. ICT Tools for Content Sharing

Unit 3 ICT in Teaching and Learning

- a. Concept, Benefits and Characteristics of Collaborative Learning
- b. Instructional Design for Collaborative Learning and Tools for Collaborative learning
- c. Types of Teaching-Learning Environments
- d. Modes of Using ICT in Teaching-Learning Environments

Unit 4 Intellectual property and Copyright

- a. Concept and Meaning of Intellectual property right
- b. Concept of Cyber Security, Copyright and Creative Commons
- c. Types of Creative Commons
- d. Concept Plagiarism, OER in plagiarism-prevention

Practical: Prepare a PowerPoint slide on any topic and use creative commons and prepare a report on it.

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MDSC 202 National Education Policy 2020

Objectives

1. To study the historical development of India.
2. To understand the structure of school Education as per NEP 2020.
3. To understand the structure and implementation of NEP 2020 on Higher Education.
4. To study the innovative approaches in NEP 2020

Unit 1: Introduction Historical Educational Development of India

- a. History of Post-Independence policies of Education in India
- b. Historical background and Introduction of NEP 2020
- c. Principles of NEP 2020
- d. Vision of NEP 2020

Unit 2: School Education as per NEP 2020

- a. New Pedagogical and Curricular Structure of School Education
- b. Curriculum and Pedagogy in Schools
- c. Role of National Curriculum Framework for School Education (NCFSE)
- d. Recruitment and Deployment in School Education

Unit 3: Higher Education as per NEP 2020

- a. Institutional Restructuring and Consolidation
- b. Equity and Inclusion in Higher Education by NEP 2020
- c. Teacher Education according NEP 2020
- d. Reimagining Vocational Education

Unit 4: Innovations in NEP 2020

- a. Concept and Characteristics of Multiple Entry and Multiple Exit, ABC
- b. Policy recommendation about digital technology
- c. Issues and Challenges for NEP 2020
- d. Innovative Approaches of NEP 2020 regarding Research

Practical: Prepare a term paper on the recommendations/ innovations in NEP 2020

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15. <https://www.hindustantimes.com/india-news/pm-modi-s-address-at-conclave-on-transformational-reforms-in-higher-education-under-national-education-policy-highlights/story-dehOW8q8ZRrONbbFSRjg0H.html>
16. <https://www.hindustantimes.com/india-news/pm-modi-s-address-at-conclave-on-transformational-reforms-in-higher-education-under-national-education-policy-highlights/story-dehOW8q8ZRrONbbFSRjg0H.html>

MDAC 201 Testing and Measurement of Psychological Test

Objective:

- 1) To have students build knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests.
- 2) To create awareness among students about measurement of intelligence and assessment of personality.
- 3) To have students build knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, methods of calculation, uses and applications.
- 4) To create a foundation in students for advanced learning of Psychological Testing, Assessment and Statistics.

Unit1. Test Development and Correlation

- a. Test conceptualization and Test construction
- b. Test tryout and Item analysis, Test revision
- c. Meaning and types of correlation, Pearson's product-moment method of correlation, coefficient of correlation, Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation
- d. Simple Regression and Multiple Regressions

Unit 2: Measurement of Test

- a. Intelligence, Intelligence Scales,
- b. Probability, Normal Probability Curve
- c. Standard scores
- d. Test conceptualization and Test construction

Unit 3: Two Experiments in Cognitive Processes

- a. What is Intelligence? - Definitions and theories; measuring Intelligence
- b. The Stanford-Binet Intelligence Scales and the Wechsler Scales
- c. The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve
- d. Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation, Standard scores Linear and non-linear transformation, Normalized Standard scores

Unit 4: Measures of Variability, Percentiles, and Percentile Ranks

- a) Calculation of measures of variability: Range, Quartile Deviation and Standard Deviation
- b) Comparison of measures of variability: Merits, limitations, and uses.

- c) Calculation of Percentile ranks and Percentile Scores.
- d) Percentiles – nature, merits, limitations, and uses

Practical: Conduct the any Psychological Test on the group of students and prepare a conclusive report.

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Semester III

MDCC 301 Inclusive Education

Objectives -

1. To understand the concept of inclusive education
2. To develop critical understanding of the recommendations of the various commission of various committees toward teacher preparation for inclusive education,
3. To identify and utilize existing resources for promoting inclusive practices.
4. To identifying and utilizing existing support services for promoting inclusive practice

Unit 1 Introduction and Historical Perspective of Inclusive Education

- a. Concept and characteristics of Integrated Education, Special Education and Inclusive Education
- b. Historical Development in Inclusive Education (Contribution of NPE 1986, POA 1992 and PWD 1995)
- c. Issues and Challenges in Inclusive Education
- d. Functions and role of Rehabilitation council of India

Unit 2: Teacher Preparation for Inclusive Education

- a. Skills, roles, responsibilities, professional ethics and competencies of teacher for inclusive settings.
- b. N.C.F 2005 and NCFTE 2009 curriculum frame work for teacher preparation and transaction modes
- c. Basic techniques, tools and outcomes in inclusive evaluation.
- d. Role of different national and international agencies (institutions, universities) in promoting inclusive education. Recent trends of research in Inclusive Education.

Unit 3: Addressing Learners Diversity

- a. Definition and characteristics of children with sensory (hearing, visual and physically challenged) social and emotional problems - scholastic backwardness, underachievement, slow learners, children with special health problems, environmental.
- b. role of technology for meeting diverse needs of learners
- c. Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
- d. Identifying the required resources for children with varied special needs.

Unit 4: Socially Disadvantaged Children in India: Status and Provisions

- a. Meaning of socially disadvantaged children
- b. Socially disadvantaged section in India-the scheduled castes, scheduled tribes, educationally backward, minorities and slum children.

- c. Provisions in the Constitution of India for social group equity and education of socially disadvantaged sections
- d. Achievement of socially disadvantaged children

Practicum: Visit to the institute working in the field of inclusive education managed by NGO/ Govt.

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MDCC 302 Curriculum Studies

Objectives -

1. To understand the concept and aspects of curriculum.
2. To study the models of curriculum design in Education.
3. To study the models of Curriculum with it's innovative approach and challenges.
4. To study the factors affecting on curriculum changes.

Unit 1: Introduction to Curriculum

- a. Concept, Principles and Types of Curriculum
- b. Strategies of Curriculum Development, Stages in the Process of Curriculum development,
- c. Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests),
- d. Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

Unit 2: Models of Curriculum Design

- a. Meaning and Concept of Curriculum Design
- b. Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model,
- c. Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model,
- d. Outcome Based Integrative Model , Intervention Model, C I P P Model (Context, Input, Process, Product Model)

Unit 3: Curriculum Transaction and Models of Curriculum

- a. Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction,
- b. Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches),
- c. Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model
- d. Issues, Innovations and Challenges in Curriculum Transaction

Unit 4: Curriculum Change and Research in Curriculum

- a. Meaning and types of Curriculum change,
- b. Factors affecting curriculum change, Approaches to curriculum change,
- c. Role of students, teachers and educational administrators in curriculum change and improvement,
- d. Scope of curriculum research and Types of Research in Curriculum Studies

Practical: Prepare a report on critical analysis (overview analysis) of (B.Ed / M.Ed) syllabus of any university/ Autonomous college.

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MDCC 303 Economics of Education

Objectives -

1. To understand the interrelation between politics and economics in Education.
2. To study the impact of economic reforms and policies on Education.
3. To study and utilizations of resources in education for the development of Institute.
4. To study the investment approach toward the Education in national development.

Unit 1: Introduction to Economics of Education

- a. Concept of Politics and Economics of Education (Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory)
- b. Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical
- c. Concept of Economics of education, Public good and private good, Consumption and investment goods, Social good and merit good
- d. Concept and types of Budgeting

Unit 2: Policies and the Educational Impact

- a. Concept of GDP and contribution of Education in Indian GDP
- b. Relationship between Policies and Education, Linkage between Educational Policy and National Development,
- c. Determinants of Educational Policy and Process of Policy formulation (Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles)
- d. Contemporary Economic Reform Policies and their Effects on Education (Privatization of education, Internationalization of education)

Unit 3: Resources in Education

- a. Meaning and Characteristics of Resources, Types of resources
- b. Concept of Human resources and Development of Human Resources
- c. Effective utilization of resources and Issues in Utilization of Resources
- d. Financing in Education and Sources of finance for education (private, public, fees, donations, Endowments and grants. Grant-in- aid principles and practices with special reference to higher education)

Unit 4: Education as an Investment

- a. Concept of Investment, unit cost and decision making
- b. Concept of Cost of Education and Types of Educational costs (Direct cost, Indirect cost, Private cost, social cost and Opportunity cost)

- c. Unit cost of Education: Its estimation. Its applications to different levels, modes and types of education. (Levels: Primary, Secondary and Tertiary Modes: Formal and Distance, Types: i) General i.e. Arts, Science and Commerce, and iii. professional and Technical)
- d. Wastage in Education (Concept of Educational wastage, Measurement of wastage in education, Repetition and dropout)

Practical: Prepare a report on paper cutting any news of education and economic reforms/ analysis of tender notices published by any educational organization.

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MDSC 301 Learning Designs Innovations and Technology

Objectives -

1. To understand the learning and objectives of learning.
2. To understand the innovations in learning design.
3. To study the technology and the various platforms available for the learning.
4. To study the Innovations and Technology in Evaluation process in Education.

Unit 1: Introduction to Learning

- a. Nature, concept and Characteristics of Learning
- b. Concept and Types of Learning style
- c. Learning Objectives and Formulations of Learning Objective
- d. Concepts of Learning outcomes and Revised Bloom's Taxonomy

Unit 2: Learning Design and innovations

- a. Concept and importance of Learning Design
- b. Concept and Nature of E-Learning
- c. Advantages and Drawbacks of E-Learning
- d. Blended learning, M-learning, U-Learning

Unit 3: Technology for Learning

- a. Need, Importance and types of Self learning Material
- b. Nature of OER, Swayam and MOOC's
- c. Contributions of SWAYAM and MOOCS platform in learning
- d. Issues and Challenges in SWAYAM and MOOCS

Unit 4: Innovations and Technology in Evaluation

- a. Current Types Examinations System in Education
- b. Grading System in Examination and Online tools for Examinations (Kahoot, Google form, Testmoz, etc)
- c. Nature and concept of Digi locker and ABC Id in Education
- d. Innovative Evaluation Techniques in Education

Practical: Prepare a quiz on any topic by using Kahoot/testmoz/google form or any online application and submit the printout of it with web link

References

1. Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
2. Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
3. Burke, K., Fogarty, R., & Belgrade, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
4. Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum, Development.

5. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
6. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
7. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA: Corwin.
8. Natrajan V. and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.

MDSC 302 Advance Guidance and Counseling

Objectives -

1. To understand the career guidance and types of guidance.
2. To understand the application of various guidance services.
3. To get knowledge about the various types of counseling and objectives of counseling.
4. To develop the professional capability for getting job.

Unit- 1: Understanding Educational and Career Guidance.

- a. Concept of guidance: Meaning, Objectives, Need and Scope.
- b. Types of guidance: Major guidance areas- Personal, Educational, Career, Social, Health, Marital, Moral Educational Guidance: Concept, Advantages.
- c. Needs of Guidance at various levels of education. (Primary, Secondary and Higher Secondary)
- d. Career development: Career Development needs of Student, Career development process and factors affecting career development.

Unit- 2: Essential Services in Educational Guidance Program.

- a. Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation.
- b. Resources required for organizing guidance services.
- c. Uses of Testing and Non-testing devices in Educational Guidance.
- d. Group guidance- Ways, Advantages and Techniques (class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.)

Unit- 3: Understanding Counseling.

- a. Counseling: Meaning, Nature, scope, need, principles and areas.
- b. Objectives of counseling: resolution of problems, modification of behavior, promotion of mental health. (Secondary and Higher Secondary level)
- c. Types of Counseling: Directive Counseling, Non-Directive Counseling and Eclectic Counseling (steps, Advantages and limitation), Group Counseling: Meaning, Steps and Importance.
- d. Peer counseling and Stages of the counseling process and Skills of an Effective Counselor.

Unit – 4: Job Analysis

- a. Meaning and objectives of job analysis
- b. Outline for job study, Job profiles, Job satisfaction
- c. Recent Trends in Guidance and Counseling.
- d. Difference between Guidance and Counseling.

Practical: Conduct campus interview program/ interview technique program for B.Ed students and submit the report.

Reference:

- 1) Agrawal J.C.- Educational, Vocational Guidance and counseling- Doaba House, Nai Sarak, Delhi- 8 2965
- 2) A.David- Guidance and Counselling Commonwealth publishers, Ansari Road, Daryaganj, New Delhi 110002
- 3) Crow L.D. and Crow- And introduction to Guidance : Eurasia House, New Delhi 1942
- 4) Huston I.W. - The Guidance Function in Education, Appleton Century Crofts.
- 5) Jayaswal S.R.- Guidance and Counselling Prakashan Kendra, New Building Aminabad, Lucknow, 1968
- 6) Jessy Abraham- Guidance and Counselling for Teacher Education : Sarup and Sons (Publisher) New Delhi- 110002 (India) (22)
- 7) Jones A. J. - Principles of Guidance : McGraw Hill Book Co. New York 1963
- 8) Kochhar S. K.- Educational and Vocational Guidance in Secondary Schools; Sterling Publisher Pvt. Ltd. Delhi 6, 1967
- 9) Mishra R.C.- Guidance and Counselling Vol- I and Vol- II : A.P.H. Publishing Corporation 5, Ansari Road, Daryaganj, New Delhi- 110 002
- 10) Myer G.E.- Principles and Techniques of Vocational Guidance, McGraw Hill Book Co. New York 1941
- 11) Sharma S.R- Evaluation of Educational and Vocational Guidance

12)Report of all India Conferences of State Bureau of Educational and Vocational Guidance ,
New Delhi, 1976.

13)Yogesh Kumar Sing : Guidance and Career Counselling : Edited by Ruchika NathA.P.H.
Publishing Corporation, 5 Ansari Road, , Daryaganj, New Delhi- 110 002

MDAC 301 Mental Health and Hygiene

Objective:

1. To understand the basic concepts in Mental health and the hygiene.
2. To get knowledge about the stress and the factors influencing on stress.
3. To understand the conflicts and the psychology of adjustment.
4. To get awareness about the abnormal Behaviors of the child.

Unit 1: Introduction to Mental Health and Hygiene

- a) Concepts and Characteristics of Mental health and Hygiene
- b) Types of Mental health and Causes, signs of poor mental health,
- c) Achieving mental health and role of teachers.
- d) The Role of Social Support, Relationships, Sleep, Nutrition, and Physical Activity in Mental Well-being

Unit 2: Stress and time management

- a) Nature, meaning and types of stress,
- b) Factors influencing stress
- c) Causes and remedial measures
- d) Concept and Strategies for time management

Unit 3: Psychology of Adjustment

- a) Adjustment – meaning, methods and process,
- b) Maladjustment, causes and remedial measures,
- c) Types of conflicts, Steps to resolving conflicts peacefully
- d) Defense mechanisms –Displacement, Repression, Projection, Sublimation and Rationalization.

Unit 4: Abnormal Behavior of the child

- a) Meaning, causes and classification,
- b) Historical background,
- c) Major figures in early history of abnormal behavior
- d) Existing Mental Health Services In India

Practical : i)hospital and preparation of two case histories on causes of abnormal behavior. Or
ii) Preparation of list of cases admitted in the hospital (at least two) and presentation of same in PPT mode

Reference:

1. Aggarwal, J. C. (2011). Essentials of Edu. Psychology. New Delhi: Vikas Pub. House.
- Baron, R. A. (1987). Psychology. Dorling Kindersley. Pvt. Ltd.
2. Chauhan, S. S. (1998). Advanced Educational Psychology. New Delhi: Vikas Pub. House Pvt. Ltd.
3. Dandapani, S. (2010). Advanced Educational Psychology. New Delhi: Anmol Pub. Pvt. Ltd.

4. Lindzey, G., Hall, O.S. (2012). Theories of Personality. London: Wiley India Pvt. Ltd.
5. Mangal, S. K. (2015). Advanced Educational Psychology. New Delhi:
6. Mattoo, M. I. (2019). Psychological Foundations of Education. New Delhi: Discovery Publishers.
7. Parveen, A. (2011) Fundamentals of Education. Srinagar: Info-world.
8. Shameem, S. & others (2018): Modern Text Book on Education. New Delhi: Anshal Publishers.
9. Weiten, Wayne & Lloyd, Margaret, A. (1994). Psychology Applied to Modern Life. Brooks: Cole Publishing Company Inc.
10. Woolfolk, A, E. (1995). Educational Psychology. Boston: Allyn and Bacon.
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Semester IV

MDCC 401 Teacher Education

Objectives

1. To understand the concept and historical development of Teacher Education.
2. To study the various Methods and Techniques in Teacher Education.
3. To develop understanding of various strategies of teacher professional development of teacher.
4. To study the assessment and evaluation of TEI and Teacher Educator

Unit 01: Introduction to teacher education

- a. Concept, Need and Objectives of Teacher Education
- b. Concept and objectives of pre-service teacher education and in-service Teacher Education.
- c. Introduction to Teacher Education at different levels of School Teacher
- d. Recommendation of various commission and committees: Kothari commission, National educational policy (1986), Rammurti commission (1990)

Unit 02: Curriculum Transaction in Pre-service teacher education.

- a. Methods and Techniques (Nature, merits and demerits) Lecture method, Group discussion, Brainstorming, Seminar, Workshop, Team-teaching, Use of ICT.
- b. Planning for teaching and learning: Taxonomy formulating of instructional objectives. Nature and use of Unit Planning, Lesson Planning, Teachers Diary.
- c. Concept Planning and organization of school experience programme
- d. Autonomy in Teacher education.

Unit 03: Teacher Education as a profession

- a. Concept of profession and developing professionalism in terms of 1. Accountability 2. Commitment 3. Integrity
- b. Role of SWAYAM and MOOC in Teacher Education
- c. An overview of ITEP as per NEP 2020
- d. Issue and Challenges in Teacher Education

Unit 04: Assessment and evaluation in teacher education

- a. Concept and Meaning of Assessment and Evaluation
- b. Key component of Teacher Educator for assessment
- c. Role and functions of national and state level agencies: UGC, NCERT, NCTE, DIET, NAAC
- d. Nature and role of various state and national level eligibility tests for enhancing education (CTET, TET, TAIT, SET and NET)

Practical: Prepare a term paper on any educational policy or Agencies involved in assessment of teacher education institute.

Reference

1. Chakrabarti .M. : Teacher Education: Modern Trends New Delhi, Kanishka Publishers, 1998
2. Dhar B.B. and Singh T.: Academic Staff Colleges. A Development Concept New Delhi, Sterling 1990.
3. Gupta A. K. : Teacher Education : Current and Prospects New Delhi, Sterling, 1984
4. V.K. Rao. : Teacher Education, APH Publication Corporation.
5. K.K. Sharma : Teacher Education for 21st Century, Alok Press, Bhopal 2006
6. Jagannath Mohanty , Teacher Education, Deep & Deep Publications 2007
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8. NCTE : Quality Concerns in Elementary Teacher Education New Delhi , NCTE 1999.
9. Ram S : Current Issues in Teacher Education , New Delhi , Sarup and Sons , 1999.

MDCC 402 Assessment and Evaluation of Educational Organization

Objectives

1. To understand the concept and difference between Assessment and Evaluation.
2. To understand the structure and affiliating agencies for Educational organization.
3. To analysis the functions and role of affiliating agencies involved in regulations of Educational Organization.
4. To analysis the functions and role of other agencies involved in assessment of Educational Organization.

Unit 1: Introduction to Assessment and Evaluation

- a. Concept, Need and Importance of Assessment and Evaluation
- b. Component of Assessment of Educational organization
- c. Purposes and Principle of Evaluation
- d. Difference between Measurement, Assessment and Evaluation

Unit 2: Education organizations and Affiliating Agencies

- a. Concept and Types of Educational Organization
- b. Concept of Educational Management and Functions of Educational Management
- c. Affiliating agencies of and Structure of Educational Organization
- d. Concept and role of CSR and Alumni Association

Unit 2: Affiliating agencies in Assessment and Evaluation

- a. Nature, Role and Functions of NCTE
- b. Nature, Role and Functions of UGC
- c. Nature, Role and Functions of University and state Government
- d. Challenges and Issues in assessment of Educational Organizations

Unit 4: Other Agencies in assessment of Educational Organization

- a. Concept of Management and Best Practices
- b. Nature, Role and Functions of NIRF
- c. Nature, Role and Functions of NAAC
- d. Challenges and Issues of Educational Organizations regarding NIRF and NAAC

Practical: Prepare report on any institute ranked by NIRF or NAAC

Reference:

1. UNESCO (2013). World Education Forum: Assessing learning achievement. Asia-Pacific Education System Review Series No. 5. Bangkok: UNESCO.
2. OECD (2013). Reviews of Evaluation and Assessment in Education: Synergies for Better Learning – An International Perspective on Evaluation and Assessment. Paris, France: OECD.

3. OECD (2011). Reviews of Evaluation and Assessment in Education: AUSTRALIA. Paris, France: OECD.
4. Porter, A.C., & Smithson, J.L. (2001). Defining, Developing, and Using Curriculum Indicators. CPRE Research Report Series RR-048. Graduate School of Education, University of Pennsylvania.
DEP. (2009). Designing Education Projects: A Comprehensive Approach to Needs Assessment, Project Planning and Implementation, and Evaluation. (2nd Ed.). National Oceanic and Atmospheric Administration, U.S. Department of Commerce.
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7. The Gordon Commission Final Report : To Assess, To Teach, To Learn: A Vision for the Future of Assessment. (2013).Princeton, NJ: The Gordon Commission.

MDCC 403 Education Leadership, Organization and Entrepreneurship

Objectives

1. To understand the concept educational leadership and challenges in leadership.
2. To study the organizational structure in different school levels.
3. To understand the concept of Entrepreneurship in Education.
4. To study the start-up and initiative taken by Government of India.

Unit 1: Introduction to Educational Leadership

- a. Introduction to Leadership, Educational Leadership and Group
- b. Concept, Characteristics and Types of Leadership and Group
- c. Need, Importance and Qualities of Educational Leadership
- d. Challenges to Leadership

Unit 2: Organization and Education

- a. Concept, Importance and Characteristics of Organization, and Organizational Culture
- b. Types of Organizations and Types of Organizational Culture
- c. Structure of Educational Organization at different school levels
- d. Challenges and Innovations in Organization according to global changes

Unit 3: Entrepreneurship and Education

- a. Concept of Entrepreneurship and contribution of Entrepreneurship in development of Nation
- b. Determinants of Entrepreneurship
- c. Models of Entrepreneurship
- d. Introduction to Theories of Entrepreneurship

Unit 4: Starts Up and Initiative

- a. Meaning and Concept of Start-up, Incubation Centre
- b. Start-up India, Incubation Network in India
- c. Challenges Faced By Start-ups, Measures to Support Start-ups
- d. prominent incubation support provided by the Government of India

Practical: Prepare and deliver a speech on any educational topic in front of B.Ed students

Reference:

1. Bennis, Warren (1989). On Becoming a Leader. Reading, Mass.: Addison - Wesley.
2. Dev~ney, K. (1987). The lead teacher: Ways to begin. New York: Carnegie Forum on Education and the Economy. • IGNOU (1998): MS-26-Organisational Dynamics. New Delhi
3. IGNOU (2005): MES-002, Life Enrichment and Self Development: New Delhi.
4. Kotter, John P. (1999) What Leaders Really Do? Harvard Business Review.

5. Lieberman, A., & Miller, L. (1990). Teacher development in professional practice schools. *Teachers College Record*, 92(1), 105-122.
6. Little, J., Galagaran, P., & O'Neal, R. (1984). Professional development roles and relationships: Principals and skills of advising. San Francisco: Far West Laboratory for Educational Research and Development. ED 267 515
7. Moss, J., Jr., & Lang, T. (1990) Leadership, Leadership Development and National Centre for Research in Vocational Education (MDS-041), Berkeley.
8. National Centre for Research in Vocational Education, University of California, Berkeley. • Stogdill, R.M. (1974).
9. Handbook of leadership: A survey of the literature, New York: Free Press Leadership Behaviour: An Overview
10. Zaleznik, Abraham (1977). Managers and Leaders: Are they Different? *Harvard Business Review Classic*. *Harvard Business Review*.
11. Zimpher, N. L. (1988). A design for the professional development of teacher leaders. *Journal of Teacher Education*, 39(1), 53-60. EJ 374 367

MDAC 401 Internship

Internship-

(Internship Programme for 15 weeks in recognized approved College of Education in Maharashtra state which was needs to approve by college before the commencement of Internship.)

Internship Programme should be conducted as per following..

1. During the Internship, a student-teacher shall work as a regular teacher.
2. Participate in all the school activities, including planning, teaching and assessment, interacting with college staff, community members and students in that college.
3. Student-teachers will observe the College/school and its classrooms for a week, to understand the College/school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.
4. Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
5. Internship in College/schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
6. Internship programme, there shall be space for extended discussions and Presentations on different aspects of the teaching experience.
7. Teaching and participating in college/school activities
8. Recording observation of learners, analysis and reflection on teaching
9. Developing and maintaining teaching-learning resources
10. Prepare and submit a report on Internship programme.

MDAC 402 Research report and Viva-voce

- Students to conduct one research study under the guidance if guide given by the college.
- Students complete this research study and present the research report in two hard binding to research to department of Master of Education. After submitting the report, final viva will be conducted as per the examination time table. Those students who was unable to present and submit the report they treat as fail in that subject.