



UNIVERSITY OF PUNE

FACULTY OF EDUCATION

Syllabus M.Phil.. Programme From 2013-14



Tel. 020 – 25601301/25601323

e-mail : dee@unipune.ac.in



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Syllabus

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UNIVERSITY OF PUNE

FACULTY OF EDUCATION

M.Phil.. Course (Regular & Vacation)

Credit Based Course from 2013-2014

For Degree Master of Philosophy (M.Phil.)

Education / Education Inter-disciplinary

Introduction

The M.Phil. programme is crucial for a prospective researchers at the pre-doctoral level .The programme is designed to build the research capacity of scholars from varied backgrounds and provide a strong orientation in different areas of education.

M.Phil. programme will include two courses—Core course and Area of Specialization. In addition all the students will be required to undertake a Dissertation. The course will also include advance seminar in which student will present a paper on any educational theme in research colloquium and clear a viva voce examination.

Objectives

The students will be helped to:

- Reflect on the basic parameters within which the system of school education operates. These are: the learner, the teacher, the teaching-learning process, pedagogy, the school context, the larger societal context, the support systems and various connections and interconnections between these parameters
- Appreciate that research would help to enhance efficiency, effectiveness, quality and excellence in the system of school education
- Develop an understanding about problems of education and methodology to explore alternative solutions.
- Develop competency in undertaking leadership in the areas of School Education and Teacher Education
- Develop a rational conceptualization of educational research.
- Develop competency in undertaking independent micro and macro level research projects in the priority areas of school education, teacher education and /or in the area of education interdisciplinary.

Rules for the Degree of Master of Philosophy (M.Phil.)

1. Status :

To take admission through an Entrance Examination conducted by College/Department.

The M.Phil. Degree shall have the status of an intermediate Degree between the Post-Graduate Degree and the Doctorate Degree. It will have both research and course components and will give the student adequate background for advanced research.

2. Eligibility and Admission :

- (i) 50% marks at Master's Degree in relevant subject for open category.
- (ii) 45% marks at Master's Degree in relevant subject for reserved category (only for ST / SC).

Admission to the M.Phil. Course shall be made at the beginning of the 1st term depending upon the successful passing at the entrance examination and vacancies at the concerned Department/College.

Any candidate having M.Ed (Education) or M.Ed (Physical Education) or M.Ed (Special Education), M.A. Education degree with at least 50% marks (Open category) and 45% marks (Reserve category (only for ST / SC). of any recognized University shall be eligible to apply for the course. All the rules and regulations made by the University of Pune from time to time shall be applicable to any candidate. For Education interdisciplinary having P.G. degree in any subject with at least 50% marks (Open category) and 45% marks (Reserve category (only for ST / SC).) of any recognized University.

The Criteria for granting admission to the Vacational M.Phil.. Programme in all faculties will be as follows:

- (a) Top preference will be given to the Senior College Lecturers working in Colleges affiliated to University of Pune (UoP) who need M.Phil. degree in order to earn their further increments.
- (b) Second preference will be given to Senior College Lecturers, working in Colleges affiliated to University of Pune (UoP) who do not need M.Phil. Degree but want to improve their qualification.
- (c) Third preference will be given to Junior College lecturers working in Colleges under the jurisdiction of University of Pune.
- (d) Senior college lecturers working in colleges affiliated to other Universities (other than University of Pune).
- (e) Junior College lecturers working outside the jurisdiction of University of Pune (UoP). The admission for such candidates will be given only on the basis of merit. After filling the seats in the higher categories, available vacancies be filled in by candidates from the lower categories i.e. 4 a to d.

The maximum period of registration for M.Phil. Course :

The maximum period of registration for full time M.Phil. student shall be 3 (three) years and 4 (four) years for vocational students, after which the registration shall stand cancelled. If a candidate's dissertation is ready after the completion of 3 years period he/she may be allowed to submit his/her dissertation within six months by re-registering his/her name a fresh by paying the normal tuition fees due for one year.

If a candidate fails to submit his/her dissertation after re-registration, he/she be allowed to submit his/her dissertation by paying Rs. 1000/- (Rs. One Thousand Only-) for every six months, up to 5 years. After period of five years, the re-registration stands as cancelled.

Rules & Regulations for completion of course:

The M.Phil. course work Part I (Theory 1,2 &3) needs to be completed successfully before the submission of Dissertation (R-114, Part II).

The rules and regulations regarding the admissions with respect to the policy of the Government reservation will be followed from time to time.

Intake Capacity: - 20 seats or approved intake by University to respective centre.

Medium of instruction: - The medium of instruction for this course shall be English/Marathi. The candidate appearing for the M.Phil. course examination will have the option of answering all papers either in English or Marathi provided that the option is exercised paper wise only and not section wise or question wise. The candidates are permitted to make their submissions including dissertating either in English or Marathi.

Duration of the course: -

The M.Phil. can be done either on a full time or on vacation basis depending upon the availability of the programme in the Department/ Centre.

(a) *Full - time (Regular) Course :*

The duration of the M.Phil. course shall be 12 months from the commencement of the academic year. The student will be allowed to complete both the theory courses and the dissertation work within a period of additional two years.

(b) *Vacation Course:*

The duration of the M.Phil. course shall be 24 months from the commencement of the academic year. The student will be allowed to complete both the theory courses and the dissertation work within a period of additional two years.

Administration of M.Phil. Programme:

The M.Phil. programme shall be administrated at each M.Phil. Centre by an M.Phil. Committee.

(a) Constitution of the M.Phil. Committee:

(i) On the recommendation of the Departmental Committee in University Department or the Principal of the College (where the M.Phil. Centre is located) the BUTR in the Faculty concerned shall appoint the M.Phil. Committee and its Chairman.

(ii) The M.Phil. Committee shall consist of not less than three and not more than six research guides in the subject. The tenure of the committee shall be of two years.

(iii) The members of the Committee shall be so chosen as would give representation to all or maximum number of specialization in the Department.

(b) Powers and duties of the M.Phil. Committee:

The M.Phil. Committee shall function under the general control and guidance of the Department Committee of the University Department / Principal of the College and shall have following powers and duties :

- (i) To make admission to the M.Phil. Course.
- (ii) To recommend to the Academic Council through the BUTR the syllabi for the courses.
- (iii) To assign students to project guides and dissertation supervisors before the end of the first term for full-time students and before the end of the one year for vocational students of the M.Phil. programme.
- (iv) To assign courses to teachers of the Department/College.
- (v) To assign various courses to different students.
- (vi) To make arrangements for evaluating the performance of the students at the Seminar /Course Work/ Dissertation.
- (vii) To organize Seminars, Tutorials, Group Discussion etc.
- (viii) To prepare Semesterwise time-table for regular students.
- (ix) To prepare the guidance programme for Vocational students.
- (x) To recommend to the Vice-Chancellor through the Departmental Committee concerned for extension of the period of the M.Phil. registration.
- (xi) To recommend to the Departmental Committee / Principal of the College the removal of the name of a student from the roll on account of unsatisfactory performance or indisciplinary behavior.
- (xii) To prepare an exhaustive panel of referees by taking into consideration the requirements of the specialization for submission to the Academic Council through the Board of Studies in the subject concerned for its approval.
- (xiii) To recommend to the Vice-Chancellor for his acceptance at least three names of examiners in order of preference from the panel approved by the Academic Council.
- (xiv) To process invitation to dissertation examiners, get reports from them arrange viva-voce examination of the students and finalise the result and forward the same to the University authorities through the Departmental Committee concerned for declaration.

M.Phil. Programme Description

Content:

The M.Phil. course programme shall consist of :

- (a) Three courses on advanced topics, including Research Methodology.
- (b) A dissertation based on the project work assigned to an individual student.

i.e The candidate has to successfully complete all the following courses.

- The M.Phil. curriculum comprised of into two parts.
- **Part I** Theory includes :
Two core course and one specialized course to be selected from optional courses.
- **Part II** Project work which includes:
Dissertation, final seminar and viva-voce.

Terms :

- (a) For full-time students the duration of the M.Phil. course shall be two terms of six months each.
- (b) A full-time M.Phil. student shall attend lectures, tutorials, practicals and seminars and must complete to the satisfaction of the M.Phil. Committee the assignment prescribed for the course.
- (c) A vocational student must stay at the M.Phil. centre for at least two months in a year and must attend lectures, tutorials, practicals, and seminars must complete to the satisfaction of the M.Phil. Committee the assignments prescribed for the course.

Course Frame Work :

The course frame work is described using the following key :

- **C**-Core course
- **O**-Optional course
- **R**-Research Practice
- **S**-Final Seminar
- **V**-Viva Voce test

Course Frame Work

PART-I: Theory		
Course code	Title of the Paper	Credits
C -101	Research Methodology	04
C -102	Recent Trends in Education	04
	Optional Course (Any one from given list)	04
O-103	Psychology of Learning.	
O-104	Creative Thinking and Innovation in Education.	
O-105	Advanced Educational Management.	
O-106	Education for Development - Economical & Sociological Aspects.	
O-107	Comparative Education.	
O-108	Open and Distance Learning.	
O-109	Inclusive Education.	
O-110	Educational Technology and e- learning	
O-111	Health Education.	
O-112	Measurement and Evaluation of Education.	
O-113	Advanced Teacher Education.	
PART I	Total	12
PART II-Project Work		
R-114	Dissertation	08
S-115	Final Seminar	02
V-116	Viva –voce Test	02
PART II	Total	12
Total Credits (Part I +Part II)		24

Final Advanced Seminar (S-115) and viva-voce (V-116) will be based on the dissertation.

Evaluation of The M.Phil. Programme

The evaluation of candidates for the M.Phil.. degree ((for both theory and project work) shall be done according to the following grading system :

Letter Grade	Quality	Grade Points	Equivalent Numerical Scale (Out of 100)
O	Outstanding	6	75-100
A	Very Good	5	60-74
B	Good	4	50-59
C	Average	3	43-49
D	Below Average	2	35-42
E	Poor	1	25-34
F	Fail	0	0-24

This scale will be used for evaluation of all heads of passing of M.Phil. course. The examiners will award only the Letter Grades.

The performance of the candidates will be evaluated under the following heads of the passing. Following table gives the heads of passing, marks allotted to the each head, weightage to be given to each Head of Passing and maximum and minimum final Grade-points.

Head of Passing	Internal Marks	Course - end Examination (External marks)	Total Marks	Weightage factor	Maximum Grade Point	Minimum Grade Point
PART- I						
C- 101	50	50	100	2	12	6
C-102	50	50	100	2	12	6
O- 103 to O-113(Any one)	50	50	100	2	12	6
Total (Part I)					36	18
PART-II						
S-115 Advanced Final Seminar			100	1	6	3
R-114 Evaluation of Dissertation	By Internal Guide		100	4	24	12
	By External Guide		100	4	24	12
	Average		100	4	24	12
V-116 Viva-voce Test			100	1	6	3
Total (Part II)					36	18
Total Grade Points (Part I +II)					72	36

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

O: Outstanding: - Excellent analysis of the topic. Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, neat and systematic organization of content, elegant and lucid style.

A: Very Good: - Very good analysis of the topic. Accurate knowledge of the primary material, acquaintance with seminal publication, logical development of ideas, neat and systematic organization of content, effective and clear expression.

B: Good: - Good analysis and treatment of the topic. Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, and clear expression.

C: Average: - Some important points covered basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, good language or expression.

Part- I Theory

The performance of the candidate shall be evaluated into two parts.

1. 50% of marks: Course work end examination conducted by the respective centre.
2. 50% marks : Internal assessment by way of continuous evaluation for each theory course by selecting a minimum of Three from the following:

1) Term Paper	2) Extension work
3) Poster Presentation	4) Project Based Learning
5) Journal/Lecture/Library notes	6) Field Work
7) Seminar Presentation	8) Research Paper Writing
9) Short Quizzes	10) Panel discussion
11) Assignments	12) Group discussion

- 1) The respective course incharges will give the assessment plan at the commencement of the year to the course coordinator.
- 2) The entire record of the assessment (question paper, marking scheme, marklists, activity description etc.) will be maintained by the course incharge and submitted to the course coordinator at the end of the term.

Part II - Project Work

i) Evaluation of Dissertation :

Candidates shall submit the dissertation to the Head of the Department through their respective supervisors at the end of the academic year, which shall be evaluated by internal examiner (Supervisor) and one external examiner appointed by the University from a panel of four names sent by the Head of the Department. The examiners who value the dissertation shall report on the merit of the candidate as "Highly commended" or "Commended" or "Not commended". If one examiner commends the dissertation and the other examiner does not commend, the dissertation may be referred to third examiner and the third valuation shall be final. Submission or re-submission of dissertation shall be once in a year.

The dissertation will be evaluated by the internal guide and external referee separately for 100 marks each using following scoring key alongwith a qualitative report.

M.PHIL. DISSERTATION ASSESSMENT REPORT

UNIVERSITY OF PUNE
DEPARTMENT OF EDUCATION & EXTENSION

M.PHIL. DISSERTATION ASSESSMENT

To,
The Head of the Dept.
Dept. of Education & Ext.
University of Pune
Pune- 411007

From,
Name of the Referee:- Prof./Dr. _____

1. Name of the Candidate :- _____
2. Subject :- _____
3. Title of the Dissertation:- _____

PART - I DETAILED EVALUATION

Kindly Adjudicate the dissertation under the following Three Heads : Quality, Content and Presentation and grade each of them on a scale of 0-5 where :

Sr. No	Description	Scale
1	Stands for "Excellent"	5
2	Stands for "Very Good"	4
3	Stands for "Good"	3
4	Stands for "Satisfactory"	2
5	Stands for "Poor"	1
6	Stands for "Inferior"	0

QUALITY :

Sr. No	Points to Evaluate the quality of Dissertation	Scale given by the Referee
1	Introduction to the work	
2	Review of Literature	
3	Scope of Work	
4	Technical Soundness (Research Methodology/ Experimental Set-up)	
5	Problem Statement	
6	Originality of work	
7	Timeliness of work	
8	Contribution to the field	
9	Conclusions drawn	
10	Scope of further research in the field	

Documents' list should be sent by the M.Phil. Centre alongwith dissertation copy is as follows :

- i) Marksheet
- ii) Scoring table
- iii) Table 1

The internal (Guide) and external (referee) will evaluate the dissertation and assign letter grade as per table 1.

In the case of dissertation the average of the total final grade -points given both by the internal and the external referee shall be taken as the final score. If either of the referees awards a letter -grade D,E, or F to a dissertation, the candidate will be declared to have failed in the dissertation. He /she may resubmit the dissertation after suitable modifications within a period of one year from the declaration of the first result. Only one resubmission of the dissertation will be allowed.

ii) Evaluation of Final Seminar:

This advanced final seminar will be a pre-submission viva-voce based on the dissertation work done by the student. Following scoring key will be used for evaluation.

Scoring Key :

Sr. No	Description	Marks
1	Research work (Data collection tool, Data analysis, Methodoogy)	30
2	Presentation	20
3	Defence	20
4	Use of technology	20
5	Overall Impression as an investigator/researcher	10
	Total	100

This seminar will be presented before the committee comprising of the following:

- 1) Chairperson :- Dean of the faculty /HoD of the Department/Director of the Centre/Principal of the college.
- 2) Expert :- Recognized Research guide of the University of Pune
- 3) Guide :- Research Guide

iii) Evaluation of viva-voce :

The viva-voce test will be organized at the Department/Research Centre after receiving the 'commanded' report from both the Internal and External referees appointed by the University authorities.

The evaluation of the viva-voce test will be done by a committee consisting of the following members:

- 1) Head of the Department /Principal- Chairman
- 2) Guide
- 3) Recognized research Guide to be nominated by the Chairman.

Time and date of the viva-voce will be decided with the mutual consent of committee members. The following scoring key will be used for evaluation the Guide and the nominated referee.

Sr. No	Description	Marks
1	Content Organization	10
2	Presentation	10
3	Justification in the light of Research	20
4	Use of technology	10
5	Communication skill	10
6	Defence	20
7	Confidence	10
8	Overall Impression as an investigator/researcher	10
	Total	100

Disposal of the copies of Dissertation :

After the declaration of the M.Phil. result, out of three copies of the dissertation submitted by the student, one will be returned to the student, one will be retained by Department and one will be given to the Dissertation Supervisor.

Final Transcript:

- (a) The Chairman of the M.Phil. Committee shall submit a final Transcript in duplicate in the separate prescribed proforma along with viva-voce report and External Referee's detailed report through the Departmental Committee to the University.
- (b) The evaluation of the performance of the M.Phil. Candidate in the course work, seminars, viva-voce test, dissertation shall be sent to the University separately in the prescribed proforma.

Format of Grade sheet
UNIVERSITY OF PUNE

Name of the Students	COURSE WORK			Final Seminar	Viva-Voce Test	Evaluation of Dissertation			Total Points of Columns 1 to 5 +8	Final Grade
	Course 1 (C-101)	Course 2 (C-102)	Course3 (O103)Or Any one			By Internal Guide	By External Referee	Average		
Maximum Grade point	12 grade points	12 grade points	12 grade points	6 grade points	6 grade points	24 grade points	24 grade points	24 grade points	72 grade points	
	1	2	3	4	5	6	7	8		

UNIVERSITY OF PUNE
DEPARTMENT OF EDUCATION & EXTENSION

GRADESHEET FOR M.PHIL. EXAM HELD IN

GRADESHEET FOR M.PHIL. COURSE (200 - 20) (EDUCATION) (Regular) / (Vacation)

NAME OF THE STUDENT :

Head of Passing		Maximum Grade Point	Minimum Grade Point	Grade point Awarded
Course 1(C-101) Research Methodology		12	6	
Course 2(C-102) recent Trends in education		12	6	
Course 3 (O-104-114)		12	6	
Course Work (Total)		36	18	
Final Seminar		6	3	
Evaluation of Dissertation	By Internal Guide	24	12	
	By External Referee	24	12	
	Average	24	12	
Viva -voce Test		6	3	
TOTAL GRADE POINT		72	36	
FINAL GRADE				

Chairman M.Phil. Committee

(Chairman)

For Registrar

Date -

University of Pune
Ganeshkhind Road
Pune- 411007



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ADVANCED RESEARCH METHODOLOGY (C- 101)

Objectives :

To enable students to:

- a) Familiarize the research-students with the advances in the field of educational research and ethical considerations.
- b) Enable research-students to design and conduct a research in the field of Education.
- c) Train the research-students to use appropriate quantitative methods.
- d) Enable the research-students to use computers in various phases of research.
- e) Train research-students to analyze data using SPSS software.

U 1 - Advanced Basics

(credit 01)

- a) Creation of knowledge
 - i) Sources of knowledge
 - ii) Formulation of theory
- b) Qualitative Research
- c) Mixed Method and Multimethod Research.
- d) Product development Research.
- e) Sampling and sample : Sampling techniques, Sampling errors, Sampling distribution
- f) Data collection tools and techniques

U 2 - Quantitative methods

(credit 01)

- a) Types and sources of data
- b) Data Analysis techniques for various types of data.
- c) Hypothesis testing
- d) Regression and correlation analysis
- e) Analysis of Variance and Co-variance (ANOVA and ANCOVA)
- f) Factor analysis
- g) Chi - square test, median test, sign test, Mann-Whitney U-test.

U 3- Computer Application

(credit 01)

- a) Use of computers in:
 - i) Data processing
 - ii) Word processing
 - iii) Graphical processing

- b) Use of SPSS software
- c) Use of web - 2 tools for research
- d) Use of computers in various phases of research.
- e) Atlas T Software

U 4- Research Report Writing

(credit 01)

- a) General rules of research report writing
- b) Report writing: Thesis and Research paper.
- c) Review of related literature and discussion of findings
- d) Evaluation of Research Report.
- e) Dissemination of research outcomes.
- f) Ethical considerations

References :

- 1 Alison Lee and Susan Damby : *Reshaping Doctoral Education - International Approaches and Pedagogies*, Rofefledge Talorand framcis group
- 2 Andy Hunt :Your Research Project - *How to manage it* (Routledge Publication)
- 3 Burke Johnson, Larry Christensen : *Educational Research - Quantitative, Qualitative and Mixed Approaches* (Sage Publication)
- 4 Carter V. Good :*How to do Research in Education* (Education Handbook Series)(Cosmo Publications)
- 5 John W. Best, James U. Kahn : *Research in Education - Tenth Edition*, Phi Learning Private limited, New Delhi - 110001
- 6 Jonathan Grire: *The foundation of Research*, (Palgrave Macmillan Study Guide)
- 7 Jottn W. Creswell : *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition Phi Learning Pvt. Ltd. - New Delhi - 110001
- 8 L.R. Gay, Geoffrey E. Mills, Peter Airasian : *Educational Research - Competencies for Analysis & Applications* (Pearson Publications)
- 9 Maria Piantomida, Noreen B. Garman : *A guide for students and faculty - The Qualitative Dissertation 2nd Edition* , Forward By Frances Schoonmaker Corwin asage company
- 10 Muniruddin Qureshi : *Educational Research*, (Anmol Publication Pvt. Ltd.).
- 11 Rachod, Antonius: *Interpreting Quantitative Data with SPSS* (Sage Publication)
- 12 Renata Phelps, Kath Fisher and Allan Ellis : *Organizing and Managing your Research A Practical Guide for Post Graduates*, (Sage Publication)
- 13 Ritu Sharma, *Educational Research and Statistics* (Alfa Publications)



UNIVERSITY OF PUNE

RECENT TRENDS IN EDUCATION (C-102)

Objectives:

To enable student to :-

- a) Understand the importance of interdisciplinary approach and its use in finding out solutions to educational problems.
- b) Understand the concept of non formal education.
- c) Acquaint him with ways and means of implementing the concept of non formal education in Indian situation.
- d) Understand the concept of lifelong education and its various types.
- e) Acquaint him with various uses of technology in the exposition and extension of education.
- f) Interpret the concept of equalization of educational opportunities in its proper spirit.
- g) Acquaint him with various means of extending educational opportunities to the weaker sections of the society.
- h) Understand the changing demands of the modern society from the teaching profession.
- i) Review the researchers in modern trend in education.

U 1- Interdisciplinary Approach for problems in Education (credit 01)

- a. Interdisciplinary - concept , need and scope.
- b. Interdisciplinary approaches.
- c. Research based curriculum development
- d. Globalization and national objectives of education.

U 2- Approaches and process of Learning (credit 01)

- | | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>i) Approaches -</u> | a) Life long Learning
b) Distance Learning
c) Co-operative Learning
d) Blended Learning
e) Flexi Space Learning
f) Reflective Learning |
| <u>ii) Processes</u> | a) Inquiry Based Learning
b) Brain Based Learning
c) Media literary and Learning |

U 3- New Trends in Education (credit 01)

- a. Inclusive Education
- b. ICT in Education
- c. Life Skill Education
- d. Multicultural Education
- e. Alternative Assessment
- f. Social Constructivism

- a. Educational Policies
- b. Wellbeing Education
- c. Comparative Education
- d. Development Education
- e. Citizenship Education
- f. Economics of Education

References :

1. Aggarwal J.C., *Landmarks in the History of Modern Indian Education*, Vikas Publishing House, New Delhi, 1996
2. Aggarwal J.C., *Basic Ideas in Education*, Shipra Publication, Delhi, (3rd Ed.2006)
3. Aggarwal J.C., *Population Education*, Shipra Publication, Delhi, (2009)
4. Ann Kovalchik, Kara Dawson, *Education and Technology*, ABC-CLIO, Inc. Pub. California, 2004
5. Baily Richard, Barrow Robin, Carr David & McCarthy Christine, *The Sage Handbook of Philosophy of Education*, Sage Pub. (First Ed.2010)
6. Behar Sharad Chandra, *Globalizing Education : Perceptions and Processes*, Indian Institute of Education, Pune, 2005.
7. Chand Jagdish, *Value Education*, Anshah Publishing House, Delhi, (2007)
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9. Cheryl Ann, Armstrong Derrick & Spandagou Llektra, *Inclusive Education :International Policy & Prtactice*, Sage Pub.2010.
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16. Peacock Kathy Wilson, *Natural Resources and Sustainable Development*, Viva Books, 2010.
17. Patil V.T., *Value Education and Human Rights Education*, GNOSIS Pub. New Delhi, (2008)
18. Pandey K.P., *Perspectives Social Foundations of Education*, Shipra Publication, 2010
19. Pandya Rameshwari & Mathu Anuradha, *Imbibing Value Education*, Kalpaz Publication, Delhi, (2005)
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21. Saleem Imran & Imran Ashraf, *Education and Social Sector*, Regal Pub. New Delhi, (2012)

22. Stephen J. Farenga & Daniel Ness, *Encyclopedia of Education and Human Development*, Pentagon Press, 2006
23. Singh Chitraganda, *National Policy on Education*, Wisdom Press, 2013
24. Sharma Shashi Prabha, *Teacher Education*, Kanishka Publication, New Delhi, 2005
25. Sharma Yogendra, *History and Problems of Education*, Kanishka Publication, New Delhi, 2003
26. Tucker Catlin R., *Blended Learning*, Corwin Pub. 2012
27. Vaidya Shipra, *Educational Reforms*, Deep & Deep Publications, New Delhi, 2005

मराठी संदर्भ पुस्तके -

१. कडू नरेंद्र, महाले छाया, घुघुस्कर कविता, शैक्षणिक तंत्रविज्ञान, इनसाईट प्रकाशन, नाशिक, २०११
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१३. नंदपूरे व वानखेडे, प्रगत शैक्षणिक समाजशास्त्र, विसा बुक्स प्रकाशन, नागपूर, २०१०
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OPTIONAL THEORY COURSE

PSYCHOLOGY OF LEARNING (O- 103)

Objectives:

- a) To acquaint the students learning theories and learning styles with reference to connected society.
- b) To enable the students to understand the cognitive process.
- c) To develop appreciation for psychological aspects of management in the learning society.
- d) To train the students to manage research work in educational psychology.

U 1. Learning in connected society

(Credit 01)

- a) Connected society- Concept, Characteristics, Psychological features.
- b) Learning theories- Behaviourism, Constructivism- 5E, 7E and 9E approach, Connectivism, Neuropsychological
- c) Learning styles- Concept, Types, Learning styles and teaching.
- d) Learning theories and learning styles in connected society.
- e) Learning of disabled.

U 2. Cognitive process

(Credit 01)

- a) Cognitive revolution
- b) Cognitive theories of Learning- Information Processing Theory, Multi-store model of Memory, The Schema theory, Cognitive structuralism, Meaningful learning
- c) Cognitive learning and neuroscience- Brain based learning
- d) Application of Cognitive theories in classroom

U 3. Psychological aspects of management in the learning society

(Credit 01)

- a) Learning society- Concept, Characteristics, Psychological features.
- b) Psychological aspects of Managing stress, Information, time, teaching, learning, communication and peace.
- c) Stress management
- d) Information management by Learner
- e) Teaching management
- f) Learning management
- g) Time management
- h) Communication management
- i) Peace management

U 4. Research in Educational Psychology

(Credit 01)

- a) Research in Educational Psychology- Areas of research in Educational Psychology , Identification and selection of the problems from Educational Psychology,
- b) Identification of theoretical background to the problem, Methodology
- c) Resources for research in Educational Psychology : Online and offline
- d) Communicating research work (Online, offline): Thesis, Dissertation, research paper, article (Guidelines)
- e) Evaluation of Research in Educational psychology

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CREATIVE THINKING AND INNOVATION IN EDUCATION (O-104)

Objectives :

To enable students:

- a) To understand the creative and critical thinking process.
- b) To understand the Innovation and generating new Idea.
- c) Conduct testing ideas in Education.
- d) To understand the process of innovation to create new thinking and reform in Education.

U 1- Creative & Critical Thinking (Credit 01)

- a) Understanding Creative and Critical Thinking
- b) Creative thinking strategies - Reflection, Rationality, Self - awareness, Honesty, openness, Discipline, Judgements.
- c) Characteristics of Creative & Critical Thinking
- d) Combining Creative and Critical Thinking.

U 2 - Innovation (Credit 01)

- a) Understanding Innovation
- b) Elements of Innovation : Knowledge, Evolution & revolution ,Association, Identity, Necessity
- c) Generate new Idea using_: Abduction, Outside the box, Impossible thinking

U 3 - Testing ideas and raising confidence in Education (Credit 01)

- a) Gedanken Experiments
- b) Triangular Thinking
- c) Sampling of Trending
- d) Hypothesis, Experiments, Observation & prediction

U 4 - Education System - Creativity, Innovation and Critical Thinking (Credit 01)

- a) Creating a Nation of thinkers
- b) Comprehensive education reform paradigm shift for system teach to student learn
- c) Educational reform : for 21st century needs cost reducing, Resource management, Improving GER and catering education needs of masses in India.
- d) To produce excellent Human Resources.

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www.itl.usyd.edu.au/GraduateAttributes/resources.htm

ADVANCED EDUCATIONAL MANAGEMENT (O-105)

Objectives:

To enable the students (learners) to: -

- a) appreciate the importance of effective management in education.
- b) Recognize the various techniques of managing the three M's in education.
- c) realize the importance of effective management for quality improvement.
- d) familiarize themselves with the various strategies for quality improvement.
- e) understand the concept of TQM.
- f) face the challenges and take up the opportunities for better management in their educational careers.
- g) get acquainted with the research trends in educational management.

U 1- Management

(Credit 01)

- a. Concept, need, scope, principles of management. Theories of Management
- b. Characteristics of good management.
- c. Administrator, Manager and Leader

U 2- Management of the three M's

(Credit 01)

- a. Organizational Structure: Concept, Institutional Planning
- b. Men: Concept, need and importance: Human resource development, leadership and its theories
- c. Money: - Concept, need and importance: Financial Management, Cost of education
- d. Materials: - Management of Infrastructure, Equipment, Curriculum, Teaching-Learning and Evaluation process in Education.

U 3 -Management strategies for quality improvement

(Credit 01)

- a. Principles of quality.
- b. Assessment for quality improvement: - by other institutions (Govt., NGO's, ISO Certification, Accreditation.) within the institution (Inspection and Supervision, Self-evaluation, Student evaluation, Peer evaluation)
- c. Decision-making and quality improvement
- d. Team building for quality improvement
- e. Time management for quality improvement
- f. Event Management
- g. Stress management
- h. Classroom management
- i. Communication

- a. Planning for TQM.
- b. Implementing for TQM.
- c. E governance

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EDUCATION FOR DEVELOPMENT - ECONOMICAL & SOCIOLOGICAL ASPECTS

(O-106)

Objectives:

- a) To understand the concept of development in context of education.
- b) To increase capacity and enhance well being and role of education.
- c) To understand the concept and process of economics consideration of education.
- d) To understand the new trends in economics of education
- e) To understand the theory of Economics.
- f) To acquaint the students with the concept of Educational planning to attend the goals of Economic development.
- g) To introduce the students to emerging areas for research between Economics and Education.

U 1-Education and Social Development.

(Credit 01)

- a) Educational and social development approaches
- b) Education for development of responsible citizens.
- c) Shifting paradigm views of education.
- d) Environment education global warming.
- e) Education for ensuring sustainable development.

U 2-Introduction of MLG (Millennium Learning Goal)

(Credit 01)

(A) Development of individual capabilities

(B) Education and the capabilities approaches

- a) Life skill approach. (four pillars)
- b) Learning to know developing reasoning.
- c) Learning to be enhancing agency.
- d) Learning to live together building potential through social capital.
- e) Learning to do functioning and capacities.

U 3 - Development and Economic

(Credit 01)

- a) History and Development of economics and Education-Concept, Nature and Scope
- b) Inter-disciplinarily between Economics and Education
- c) Fiancé and Expenditure in education at different levels
- d) Quality of Education and Economics factors.

U 4 - Recent trends and Theory in economics.

(Credit 01)

- a) Theory related to the concept of Economics of Education : Human Capital Theory- Theory of Human development, Marxism Critique
- b) Contribution by Nobel Economists
- c) Public-Privet Partnership in Education
- d) Education as investment for development

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COMPARATIVE EDUCATION. (O-107)

Objectives:

- a) To get the student acquainted with educational problems and their attempted solutions in different socioeconomic as well as political cultural contexts.
- b) To teach the student the technique of comparative analysis in the field of social sciences and in particular in the field of education.
- c) To orientate and equip the student to investigate the problems of Indian education from a comparative view- point. This comparison could be international, inter-state, inter-class, inter-culture, etc.

U 1- Introduction to Comparative Education

(Credit 01)

- a) History, definition, meaning, scope.
- b) purpose and use of comparative education.
- c) Utility and limitation of comparative education.

U 2 - Educational Approaches and methods

(Credit 01)

- a) Methods of comparative education
- b) Approaches of comparative education
 - i) George Beredays Comparative Method
 - ii) Brian Holmes Problem approach
 - iii) Nook and Eckseins scientific method.

U 3- Comparative study of Educational Systems

(Credit 01)

- a) Case studies of three different systems (Developed and developing countries)
- b) International system of Education.
- c) Regional system of Education.
- d) Local system of Education.

U 4- Research in comparative Education

(Credit 01)

- a) Current trends and practices
- b) Educational Policy implications in India and other country.
- c) Problems in Indian education and the validity of Comparative Education approaches.

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OPEN AND DISTANCE LEARNING. (O-108)

Objectives:

To enable students

- a) To understand the philosophy of Open and Distance Learning.
- b) To acquaint with educational problems and their attempted solutions in context of and Distance Learning.
- c) To understand the Social history of distance education in the field of teacher education.
- d) To understand the procedure of Self Instructional Material Development and Student Support Services for open and distance learning.
- e) To develop the understanding of Management of Open & Distance Education

U 1- Philosophical Foundation Open & Distance Learning: (Credit 01)

- 1) Growth and Development of ODL- International and National.
- 2) Social history of distance education in India.
- 3) Democratization of education through open education.
- 4) Characteristics of open and Distance learning.
- 5) The development of distance teaching: A Historical perspective.
- 6) Param Interuniversity: An Indian perspective of open learning.
- 7) Theoretical Aspect of Open Learning: e-instruction, print instruction and Contact session with face to face instruction, blended mode of instruction.

U 2 -Development and Operation of Self Instructional Material (Credit 01)

- 1) Instructional design: what it is and why it is Important in ODL
- 2) Theories for Course Design.
- 3) Principles and process of Text design material.
- 4) Self-learning Materials v/s. Conventional Instructional Materials
- 5) Characteristics of Self-learning materials.
- 6) Models of Self-learning materials.
- 7) Delivery Mechanism of Self-learning materials

U 3 - Student Support Services for Open & Distance Learning (Credit 01)

- 1) Needs & importance of Student support services.
- 2) Mechanism of Student support services. (Administrative, Examination & learning support services)
- 3) Needs and importance of scaffolding in learning.
- 4) Counseling and tutoring services.
- 5) Status of support services in Public University in India.
- 6) Learning support – A global perspective.

U 4 - Management of Open & Distance Education (Credit 01)

- 1) Open University system in India.
- 2) Governance and organizational structure in Open University.
- 3) Promotion and co-ordination of open learning.
- 4) Management functions and process of managing Open Education Institutions.
- 5) Learning management system in Open University.
- 6) Quality Management in Open and Distance Learning

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INCLUSIVE EDUCATION (O -109).

Objectives:

To enable the learner:

- a) To understand the meaning, trends and functions of inclusive education
- b) To relate educational objectives with inclusive education.
- c) To understand the Inclusive Instructional Design
- d) To get acquainted with various examination reforms and alternative assessment strategies in context of inclusive education.
- e) To develop ability Inclusive Leadership and social competence
- f) To get develop ability to apply theoretical knowledge gained through the course

U 1 - Inclusive Education - Concept & place in Teacher Education (Credit 01)

- a) Concept - Inclusive Education
- b) Benefits of Inclusive Education for Teacher Education
- c) Inclusive Education process
- d) Attitudes and inclusion
- e) Inclusion and children with diverse ability
- f) Challenges of Inclusion of diverse ability children in regular mode
- g) Recent researches in Inclusive Education

U 2- Inclusive Instructional Design (Credit 01)

- a) Defining and designing Inclusive curriculum
- b) Links between individual needs and classroom curriculum.
- c) Collaborative instruction -
 - a) Collaboration
 - b) Cooperative learning
 - c) Peer mediated instructions
- d) Organizing Inclusive classroom -
 - a) Physical layout of classroom
 - b) Substitute Teacher Plan
 - c) Student's personal care & requirement
- e) Modifying Educational Environment -
 - a) Teaching tools
 - b) learning aids

3 - Psychological and teacher based assessment for Inclusive Education (Credit 01)

- a) Educational Reports
- b) Intelligence Tests
- c) Achievement Tests
- d) Teacher- based assessment
- e) Remedial instructional plan and process

- a) Inclusive Leadership
- b) Growing the community
- c) Managing support for learning
- d) Managing learning needs of diverse students.
- e) Social skills for inclusion.
- f) Social competence for inclusion

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EDUCATIONAL TECHNOLOGY AND E- LEARNING (O-110)

Objectives :

To enable the learner:

- a) To become effective user of technology in education and research.
- b) To integrate of emerging technology in educational process.
- c) To get acquainted with e-learning and development of ICT.
- d) To get develop ability to apply theoretical knowledge gained through the course.

U 1 - Educational Technology

(Credit 01)

- a) Evaluation Technology
- b) Educational Technology as a system approach
- c) Approaches to educational Technology
- d) Educational Technology - Evaluation, Research & Implications.
- e) Global overview on Educational Technology policy
- f) Committees and commission : Indian Perspective

U 2 - ICT and Emotional Multimedia

(Credit 01)

- a) Communication for Education & training.
- b) Process of communication
- c) Modes of communication- Berlo model, Shanon's model, George Gerbuner model
- d) Instructional system design
- e) Multimedia application- CAI, CAL, CBT.
- f) Multimedia and visual reality
- g) Mass media /print media- approach

U 3 - Designing Coursework

(Credit 01)

- a) Designing technology- application
- b) Coursework development process - Audio/Video/ Computer
- c) Design for Digital delivery
- d) Management of coursework development.
- e) Delivery mechanism of coursework
- f) courseware evaluation.

U 4 - E-learning

(Credit 01)

- a) E- learning: scope, trends, attributes, opportunities
- b) Pedagogical design for operation
- c) MOOC- development and operation
- d) E-learning - assessment and feedback mechanism e- portfolio.
- e) Management and implementation of e - learning
- f) Evaluation- impact of e-learning.

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HEALTH EDUCATION. (O-111)

Objective:

To enable students

- a) To familiarize the scholar with the various aspects of health , health care and health education.
- b) Concepts related to nutrition, diseases and the effect of drug abuse, alcoholism and smoking on health .
- c) To provide the knowledge regarding various health issues of different strata of population.
- d) To enable the scholars to know and understand the objectives and outcomes of national health programs and the actions of international organization at global level.

U 1- Fundamentals of health and health education (Credit 01)

- 1.1 Concept of Health, wellness, fitness, dimensions and Determinants and indicators of Health.
- 1.2 Responsibility for health -individual, community, state & international responsibility
- 1.3 levels of health care, Health Care Systems in India
- 1.4. Health Education-Definition, changing concept of HE, aims & Objectives: of HE, role of health care providers, Approaches to Health Education,
- 1.5 Contents of Health Education, Principles of HE and need & importance of HE
- 1.6 Health Communication: Methods and Aids

U 2- Concepts related to Nutrition, substance abuse and Diseases (Credit 01)

- 2.1 Concept of nutrition, balanced diet, proximate principles, malnutrition
- 2.2 Concept and approaches to School health services.
- 2.3 Alcohol, smoking, substance use, abuse, reasons and symptoms of abuse, effects on health
- 2.4 Epidemiology of diseases- communicable disease- H1N1, TB, Dengue, Malaria, Chicken pox, STD,AIDS ; non- communicable diseases – Hypertension, diabetes, cancer, CHD

U 3- Population and health (Credit 01)

- 3.1 Major Health concerns in India
- 3.2 Role of gender, age, race, ethnicity, and other evolving demographics in affecting Population health
- 3.3 Mother and child health care, Family welfare.
- 3.4 Pollution, occupation, natural disasters and their effect on health.
- 3.5 Literature search on health issues prevailing in India using academic and public resources.

U 4- Community health management (Credit 01)

- 4.1 National Health Policy and Health Planning in India, National Health Programme in India.
- 4.2 Introduction to the Activities of International Agencies. WHO, UNICEF, UNDP, UNFPA, FAO
- 4.3 Health Management-Health Needs and Demands, Management Methods and Techniques. Stakeholders and their influence on health programs and intervention
- 4.4 Role of community engagement in promoting population health.

4.5 Assessment of the sources and quality of health information and data, as related to individual and community health

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MEASUREMENT AND EVALUATION IN EDUCATION (O-112)

Objectives :

To enable students :

- a) To understand the meaning, trends and functions of measurement & evaluation.
- b) To relate educational objectives with evaluation.
- c) To understand the interpretation of test scores.
- d) To plan, prepare and administer researcher made test.
- e) To use appropriate statistical concepts for analysis of test scores
- f) To get acquainted with various examination reforms and alternative assessment strategies.
- g) To get develop ability to apply theoretical knowledge gained through the course.

U 1- Basics of Measurement and Evaluation

(Credit 01)

- a) Concepts of measurement and evaluation with reference to process of education.
- b) Functions of measurement and evaluation in education.
- c) Educational Measurement trends.
- d) Types of Evaluation- formal, informal, oral, written, formative, summative.
- e) Relationship between educational objectives, learning experiences and evaluation.

U 2 - Nature and administration of tests.

(Credit 01)

- a) Criteria of good test.
- b) Types of tests: Psychological, reference, diagnostic
- c) Steps of construction and administration of researcher made test.
- d) Standardization of test.
- e) Administrative concerns.
- f) Measuring individuals with disabilities.

U 3 - Statistical concepts.

(Credit 01)

- a) Test scores and their transformation: Z & T scores, stannine scores, percentiles.
- b) Interpretation of qualitative data.
- c) Correlation analysis
- d) Simple prediction analysis
- e) Item analysis - Basic assumptions, methods
- f) Norms : Age, grade.

U 4 - Examination reforms

(Credit 01)

- a) Grading, marking and credit system.
- b) Alternative assessment strategies- rubric, performance based assessment.
- c) Question Bank.
- d) Continuous and comprehensive evaluation.
- e) Moderation and revaluation.
- f) Online assessment tools.

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TEACHER EDUCATION: PRINCIPLES AND PRACTICES (O-113)

Objectives:

To enable students :

- a) To Study the changing context and concerns in teacher education in India.
- b) To develop in the student understanding of the concept, objectives, new thrusts and structure of teacher education in emerging context.
- c) To study student teaching in the light of recent scientific advancement.
- d) To enable the student to understand teaching and training techniques including IT enabled training devices.
- e) To enable the student to know the concept and practice of evaluation in teacher education in the emerging context.
- f) To enable the student to explore areas of research and experiment in teacher education.
- g) To acquaint the student with the innovative practices in teacher education

U 1 - New policies and agencies and their impact on Teacher Education - (Credit 01)

- a. Sarva Shiksha Abhiyan (SSA)
- b. Rashtriya Uchchar Shiksha Abhiyan (RUSA)
- c. Continuous Comprehensive Remedial Evaluation (CCRE)
- d. Right to Education (RTE)
- e. Justice Verma Commission (JVC) on Teacher Education
- f. NAAC
- g. NCTE

U 2 - Innovations in teaching learning strategies in Teacher Education (Credit 01)

- a. Mentoring
- b. Experiential Learning
- c. Reflective Practice
- d. Blended Learning
- e. T-Group training.

U 3 -New Trends in assessment and evaluation in Teacher Education (Credit 01)

- a. Academic Performance indicators (API)
- b. Performance appraisal
- c. Choice based credit system
- d. Portfolio assessment

U 4 - Impact of technology on Teacher education (Credit 01)

- a. Web Tools
- b. Online Educational Resources
- c. Digital Literacy
- d. Mobile learning
- e. Digital Games In Education
- f. Interactive Whiteboards
- g. Massive Open Online Course (MOOC)

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