

Savitribai Phule Pune University, Pune
(Formerly University of Pune)



Faculty of Interdisciplinary Studies

Subject: Education

Revised Syllabus For

M.ED. TWO YEAR PROGRAMME

M.ED. First Year Semester I & II

Provisional Syllabus

Choice Based Credit System

Semester Pattern-2025

SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE

(FORMERLY UNIVERSITY OF PUNE)

M.ED. TWO YEAR PROGRAMME Choice Based Credit System Semester Pattern-2025

Preamble

Master of Education (M.Ed.) is a Full Time Two years (Regular) professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, principals, teachers and researchers.

The master's programme in teacher education has been conceptualized to provide learning experiences (coursework, practical training and research) that equip prospective teacher educators with the knowledge, capacities, values and dispositions required to effectively perform the roles expected from teacher educators, including improving the quality of teaching-learning process and research in the field of Teacher Education.

1. Eligibility for Admission

Candidate should have obtained at least **50% Marks** (Minimum **45% Marks** in case of Backward Class categories from the State of Maharashtra) or an Equivalent Grade in any one of the following programmes: (i) B.Ed., (ii) B.A.-B.Ed./, B.Sc.-B.Ed. (Four Year Integrated Course), (iii) B.El.Ed., (iv) D.El.Ed. with an Undergraduate Degree (with 50% marks in Each Course.) (Minimum 45% Marks in case of Backward Class Categories from the State of Maharashtra only). From NCTE Approved College of Education affiliated to recognized Non-Agricultural University in India.

Percentile Score in MAH-M.Ed. CET (Refer to Extra ordinary Gazette Part 4-B No 117 dated 2nd May 2018.) For Foreign students the Maharashtra State Government rules will be applicable.

The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T./ V.J.N.T./ O.B.C./P.W.D. and other notified categories as per the Maharashtra State Government Rules. Reservation for admission will be according to the rules of government of Maharashtra.

2. Admission procedure

Admission to the eligible candidates shall be made on the basis of marks obtained in the qualifying examination and/or in the entrance examination or as per the selection procedure laid down by the State Government of Maharashtra.

3. Eligibility Norms for appearing M.Ed. examination

Student should have kept two terms with at least 80 % attendance in the sessions (for both the years) conducted in the college in which s/he has taken admission. S/he should have completed all the practical and other work expected in the syllabus to the satisfaction of the Principal. S/he should have obtained such a certificate for both the years from the Principal of the college. Unless and until s/he obtains such a certificate, s/he will not be allowed to appear for university examination.

4. Medium of Instruction

Medium of Instruction at the M.Ed. course will be Marathi or English.

5. Medium of Answer

The candidate appearing for the M.Ed. examination will have the option of answering all papers either in English or Marathi. This option can be exercised course wise and not section wise or question wise.

6. General objectives of the M.Ed. Programme

To enable the student:

1. To develop an in-depth understanding of psychological, philosophical, and sociological foundations of education.
2. To acquaint students with the history, policies, and political economy of education in India and abroad.
3. To promote critical analysis of educational issues in the context of globalization and NEP 2020 reforms.
4. To develop competencies in curriculum studies, design, implementation, and evaluation.
5. To enhance knowledge of teacher education, professional development, and institutional improvement.
6. To build expertise in educational leadership, management, and governance.
7. To strengthen research aptitude through advanced methodology, statistics, and dissertation work.
8. To encourage reflective thinking and scholarly inquiry in educational practice.

9. To enable integration of Indian Knowledge Systems and cultural heritage into modern education.
10. To foster awareness about inclusive education and equity for diverse learners.
11. To train students in the use of ICT, AI, and e-learning technologies for pedagogy and research.
12. To nurture creativity, innovation, and problem-solving in educational contexts.
13. To provide exposure to international perspectives and comparative education.
14. To develop skills of guidance, counselling, and mentoring for learner support.
15. To promote holistic development through yoga, wellness, art, and aesthetics in education.
16. To inculcate values of professionalism, ethics, and lifelong learning.
17. To develop competencies in conducting internships, school engagement, and educational practice.
18. To build the capacity for community engagement, outreach, and social responsibility.
19. To enhance academic writing, communication, and presentation skills.
20. To prepare educational leaders, policy makers, and teacher educators for future challenges.

Programme Learning Outcomes (POs):

After completion of M.Ed. Programme, the Student will be able to:

1. Critically evaluate the psychological, philosophical, and sociological foundations of education.
2. Analyze the history and political economy of education with reference to Indian and global perspectives.
3. Interpret and apply NEP 2020 reforms and contemporary educational policies.
4. Design, implement, and assess curriculum frameworks at different stages of schooling.
5. Demonstrate expertise in teacher education, training modules, and professional development programmes.
6. Apply leadership and management skills in educational institutions and systems.
7. Conduct independent and collaborative research using advanced methodologies and statistical tools.
8. Write research proposals, review literature, and present findings systematically.
9. Integrate Indian Knowledge Systems and cultural perspectives into pedagogy and research.
10. Develop inclusive educational strategies addressing learner diversity and gender equity.

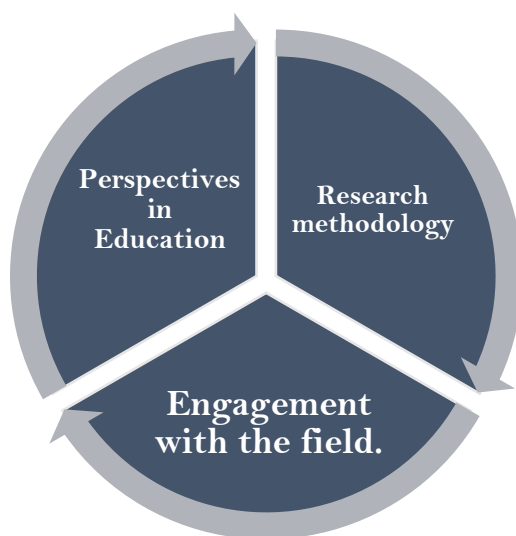
11. Use ICT, AI, and digital technologies effectively in teaching, learning, and assessment.
12. Create innovative solutions to educational problems through critical and creative thinking.
13. Compare and contrast educational systems globally for adapting best practices.
14. Provide guidance, counselling, and mentoring support to learners and peers.
15. Apply principles of yoga, wellness, and arts for personal and professional well-being.
16. Demonstrate reflective practice, professional ethics, and lifelong learning skills.
17. Engage effectively in internships, school-based research, and fieldwork.
18. Contribute to community development, social change, and nation-building through education.
19. Develop scholarly communication skills for academic writing, publishing, and presentation.
20. Act as leaders, innovators, and policy contributors in the field of education.

Curricular Areas of the Teacher Training Programme.

The programme structure offers a comprehensive coverage of themes and rigorous field engagement and research in education. It comprises of three board inter-related curricular areas: -

- I. Perspectives in Education
- II. Research methodology
- III. Engagement with the field.

All the curricular areas include theoretical inputs along with the practical work from an inter-disciplinary perspective.



Savitribai Phule Pune University, Pune
Faculty of Interdisciplinary Studies
Two Years M.Ed. Programme, Structure of Revised Syllabus 2025
Semester I

| Course Category | Course Code | Title of the course | Credit | Hours | Marks (I+E) |
|------------------------|--------------------|---|---------------|--------------|--------------------|
| Theory Course | MED101 | Psychology of Learning and Development | 4 | 60 | 100 (30+ 70) |
| | MED102 | History and Political Economy of Education | 4 | 60 | 100 (30+ 70) |
| | MED103 | Educational Studies | 4 | 60 | 100 (30+ 70) |
| | MED104 | Educational Research | 4 | 60 | 100 (30+ 70) |
| Practical Course | MED105 | Dissertation - Part I Research Proposal | 2 | 30 | 50 (50+0) |
| | MED106 | A) 21 st Century Skills Education B) Yoga Education | 2 (1+1) | 30 | 50 (50+0) |
| | MED107 | Artificial Intelligence in Education and Research | 2 | 30 | 50 (50+0) |
| | MED108 | A) Positive Behavior Support in Education B) Portfolio Development | 2 (1+1) | 30 | 50 (50+0) |
| | | Total | 24 | 360 | 600 |

Semester II

| Course category | Course Code | Title of the course | Credit | Hours | Marks (I+E) |
|------------------------|--------------------|--|---------------|--------------|--------------------|
| Theory Course | MED201 | Philosophy of Education | 4 | 60 | 100 (30+ 70) |
| | MED202 | Sociology of Education | 4 | 60 | 100 (30+ 70) |
| | MED203 | Curriculum Studies | 4 | 60 | 100 (30+ 70) |
| | MED204 | Teacher Education | 4 | 60 | 100 (30+ 70) |
| Practical Course | MED205 | Dissertation - Part II (Review & Data Collection Tools) | 2 | 30 | 50 (50+0) |
| | MED206 | Internship at Teacher Education Institute (4 Weeks) | 4 | 60 | 100 (100+ 0) |
| | MED207 | Portfolio and Viva | 2 | 30 | 50 (0+50) |
| | | Total | 24 | 360 | 600 |

Semester III

| Course Category | Course Code | Title of the Course | Credit | Hours | Marks (I+E) |
|------------------|-------------|--|-----------|------------|----------------|
| Theory Course | MED301 | Advanced Research Methodology and Inferential Statistics | 4 | 60 | 100 (30+70) |
| | MED302 | Global Citizenship Education | 4 | 60 | 100 (30+70) |
| | | Common Core- (Any One) | 4 | 60 | 100 (30+70) |
| | MED303 | Foundational Stage Education | | | |
| | MED304 | Preparatory and Middle Stage Education | | | |
| | MED305 | Secondary Stage Education | 4 | 60 | 100 (30+70) |
| | | Theme Based - (Any One) | | | |
| | MED306 | Curriculum, Pedagogy and Assessment | | | |
| | MED307 | Educational Leadership | | | |
| | MED308 | Educational Technology and e-Learning | | | |
| Practical Course | MED309 | Internship at Secondary School (4 Weeks) | 4 | 60 | 100 (100+0) |
| | MED310 | Dissertation - Part III (Data collection, Analysis and Interpretation) | 2 | 30 | 50 (50+0) |
| | MED311 | A) Reflection on Educational Practice (School Education & Teacher Education) B) Portfolio Management | 2 | 30 | 50 (50+0) |
| | | Total | 24 | 360 | 600 |

Semester IV

| Course Category | Course Code | Title of the Course | Credit | Hours | Marks (I+E) |
|------------------|-------------|--|-----------|-------------|-----------------|
| Theory Course | MED401 | Indian Knowledge Systems: Teacher Education | 4 | 60 | 100 (30+ 70) |
| | MED402 | National Education Policy 2020- Transforming Indian Education | 4 | 60 | 100 (30+ 70) |
| | | Optional Course - I (Any Two) | 4 | 60 | 100 (30+ 70) |
| | MED403 | Educational Management | | | |
| | MED404 | Comparative Education | | | |
| | MED405 | Inclusive Education | | | |
| | MED406 | Guidance, Counseling and Mentoring | | | |
| | MED407 | Testing, Measurement & Evaluation in Education | | | |
| | MED408 | Advanced Educational Statistics | | | |
| Practical Course | MED409 | Dissertation - Part IV (Report Writing and Viva-voce) | 4 | 60 | 100 (0+100) |
| | MED410 | Open Course | 2 | 30 | 50 (50+0) |
| | MED411 | Portfolio and Viva | 2 | 30 | 50 (0+50) |
| | | Total | 24 | 360 | 600 |
| | | Total | 96 | 1440 | 2400 |

General instructions for the program

1. M.Ed. program consists of 4 semesters over two academic years.
2. The entire program is of 96 credits 24 credits per semester.
3. The weightage for internal and external will be of 30% and 70% respectively.
4. For one credit Student- teacher interaction will be of 15 clock hours.
5. Procedure for internal evaluation will be continuous and comprehensive evaluation procedures.
6. To pass, Student shall have to get minimum 40% of the marks in each head of passing in internal and external assessment separately.
7. Marks given for all the internal work and the external examination, will be converted into grades and final grade sheets and transcripts will have only grades and Grade Point Average.

Activities for Internal Evaluation

Internal evaluation:

For Continuous Comprehensive Evaluation (CCE) of all the theory courses, 30% of weightage of the total weightage of the course is given.

For first semester, MED 101 to MED 104, second semester MED 201 to MED 204, third semester MED 301 to MED 308 and for fourth semester MED 401 to MED 408 under continuous assessment, three activities should be organized during the semester. Out of the three activities first activity should be the course related practical, second activity as a written examination and third activity will be any one activity from the given list:

1. Multiple Choice Questions
2. Presentations (PPTs)
3. Field Visits
4. Individual/Collaborative Projects
5. Seminars
6. Group Discussion / Panel Discussion
7. Home assignment

For remaining all the courses of all semesters, the prescribed activities are compulsory as per syllabus.

The College will do internal assessment. For the internal assessment, according to the guidelines and norms given through syllabus, the college will assess the internal work of the students. The internal marks will be submitted to the university. The University will convert these marks into the grades. The grading system will be as follows:

GRADING SYSTEM

| <u>Sr. No</u> | <u>% of Max. Marks</u> | <u>Grade Point</u> | <u>Grade Letter</u> |
|---------------|---------------------------------|--------------------|---------------------|
| 1 | $80 \leq \text{Marks} \leq 100$ | 10 | O (Outstanding) |
| 2 | $70 \leq \text{Marks} \leq 79$ | 09 | A+ (Excellent) |
| 3 | $60 \leq \text{Marks} \leq 69$ | 08 | A (Very Good) |
| 4 | $55 \leq \text{Marks} \leq 59$ | 07 | B+ (Good) |
| 5 | $50 \leq \text{Marks} \leq 54$ | 06 | B (Above Average) |
| 6 | $45 \leq \text{Marks} \leq 49$ | 05 | C (Average) |
| 7 | $40 \leq \text{Marks} \leq 44$ | 04 | P (Pass) |
| 8 | Marks < 40 | 00 | F (Fail) |
| 9 | Nil | 00 | Ab (Absent) |

| Grades | Proposed Norms |
|-------------------------|---|
| O: Outstanding | Outstanding Analysis of the topic, (80% and above) 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+: Excellent | Excellent Analysis of the topic, (70 to 79%) Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression. |
| A: Very Good | Very Good analysis and treatment of the topic (60 to 69%) Almost Accurate knowledge of the primary material, acquaintance with seminal publication, logical development of ideas, fair and systematic organization of content, effective and clear expression. |
| B+: Good | Good analysis and treatment of the topic (55 to 59%) Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, effective and clear expression. |
| B: Above Average | Some important points covered (50 to 54%) Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, good language or expression. |

| | |
|-------------------|---|
| C: Average | Some points discussed (45 to 49%) Basic knowledge of the primary material, some organization, acceptable language or expression. |
| P: Pass | Any two of the above (40 to 44%) Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, good language or expression; |
| F: Fail | None of the above (00 to 39%) |

M.Ed. Examination Rules:

1. The concerned teacher is responsible for conduct and evaluation towards Continuous Comprehensive Evaluation (CCE) and shall announce at the beginning of the course about the mechanism under which CCE would take place. However, the term end examination (TEE) shall cover the entire syllabus prescribed for the course.
2. Assessment shall consist of Continuous Comprehensive Evaluation and Term End Examination (TEE) with 30% internal and 70% external weightage for all theory courses.
3. The CCE towards 30% marks will be a continuous activity including course related practical and at least one written test must be conducted in addition to one CCE activity from the given list.
4. For all practical courses of all semesters, assessment shall consist of CCE of complete weightage i.e., 100%.
5. It is mandatory for a teacher to hand over the assessed CCE answer sheet to the respective Student before the commencement of a term end examination.
6. It is mandatory to declare the score in by all the students in notice board teachers on the course and the principal.
7. To pass a student has to obtain 40% marks taken together of CCE and TEE with the minimum of 40% in each of these separately.
8. A student will have to obtain minimum aggregate of 40% marks in each of the course to be counted for the minimum number of credits required for the completion of the program.
9. If a student misses an internal assessment examination, he / she will have second chance with the endorsement of principal in consultation with the concern teacher. Such a second chance shall not be the right of the student
10. **a)** If Student is declared as "Pass" in a course (Grade other than F), then he/she cannot

choose/reappear that course unless appearing under "CLASS/GRADE IMPROVEMENT" for TEE only. CCE is not available for a course in which the student has been declared as "PASS".

- 10b) If Student is declared as "FAIL" (Grade F) in a course, then the student is allowed to choose such a course, with CCE and TEE both, only in a year in which the course is conducted, irrespective of the previous score in CCE. Otherwise, the Student may appear only for TEE in that course in any of the following/forthcoming year, provided that the student has scored at least 40% of the total 100% in CCE.
- 10c) In case of 9 (b), the maximum duration available to register/reappear for a course will be as follows: 2 years M.Ed. Program – Up to 4 (four) years (i.e. if a student is registered/admitted for first year in 2025-26, then the student is allowed to register/reappear up to year (2028-29)
- 10d) In the case of 9 (b), the number of attempts (excluding registered for first time) available to register/reappear for the course would be 3(three) only, subject to 9 (c).
- 10e) In an exceptional case, if there are sufficient number of Students who wish to register for a course for CEE and TEE both in which they have failed, then such a course can be conducted in the immediate following term only, in addition to the courses conducted in that term. However, there cannot be more than two such courses at a time in that year.
- 11. The student will be finally declared as failed if the minimum numbers of credits are not earned within a total period of Four years from the time of admission, after which, such a student will have to seek fresh admission as per the admission rules prevailing at that time.
- 12. A student cannot register for second year, if she/he fails to complete 40% credits of the total credits expected to be ordinarily completed within One semester.
- 13. There shall be a revaluation of the answer scripts of TEE as per Ordinance No.134 A & B, but not of CA.
- 14. While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will be generated by using marks and grades and the final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the name of College/ Teacher Education Institute to which the student is registered.
- 15. External assessment of the students will be carried out through examination conducted by the university.

The Question Paper pattern for theory courses will be as given below:

Question Paper pattern for theory Courses
Maximum Marks: 70

| Q. No. | Type of Question | Items | Marks |
|--------------|--|-------|---------------|
| 1 | M.C.Qs (Minimum 2 and Maximum 3 on each Unit) | 10 | 10 (1 X10) |
| 2 OR 2 | LAQ- On unit No.1 | 1 | 10 |
| | LAQ- On unit No.1 | 1 | |
| 3 OR 3 | LAQ- On unit No.2 | 1 | 10 |
| | LAQ- On unit No.2 | 1 | |
| 4 OR 4 | LAQ- On unit No.3 | 1 | 10 |
| | LAQ- On unit No.3 | 1 | |
| 5 OR 5 | LAQ- On unit No.4 | 1 | 10 |
| | LAQ- On unit No.4 | 1 | |
| 6 | SAQ (One from each Unit) | 4 | 20 (5X4) |
| Total | | | 70 |

For assessing overall performance of the Student-teacher over the period of entire academic year, the university will appoint an external committee of three members which will include a chairman and two members for second and fourth semester. The committee will take review of the entire internal work done by the Student-teacher teacher for both the semesters of the every academic year through the 'Portfolio' maintained by the Student-teacher teacher. On the basis of work done, committee will conduct the viva of each Student-teacher and will give the marks out of 50 (fifty). These marks will be considered as external head of marks and will be submitted to the university.

• **Assessment and Grade Point Average**

1. The system of evaluation will be as follows: Each CCE and TEE will be evaluated in terms of marks. The marks for CCE and TEE will be added to convert into a grade and later a grade point average. There is no grade independently for CCE or TEE.
2. Result of a Student will be declared for each semester after the TEE only.
3. The student will get a Grade Sheet with total grades earned and a Grade Point Average, after earning the minimum number of credits towards the completion of the M.Ed. program (subject to 10).
4. Marks/Grade/Grade Point w.e.f. Academic Year 2025-26 will be (10 Point Scale):
Remarks: There will be no grade point below 40 as pass standard is 40%.
5. Final Grade w.e.f. the AY 2015-16 (10 Point Scale) (Reference- Circular No.117/2020 of Savitribai Phule Pune university, Pune):

| Grade Point Average | Grade |
|----------------------------|--------------|
| 09.50 – 10.00 | O |
| 08.25 – 09.50 | A+ |
| 06.75 – 08.25 | A |
| 05.75 – 06.75 | B+ |
| 05.25 – 05.75 | B |
| 04.75 – 05.25 | C |
| 04.00–04.75 | D |

Formula:

$$\text{Weighted GPA} = \frac{\text{The sum of (units of credits X grade points)}}{\text{Total number of credits of the course}}$$

Remark: a) B+ is equivalent to 55% marks and B is equivalent to 50% marks.

b) There will be no grade below P (other than F and Ab) as passing standard is 40% or GPA 4.00 and above.

6. If the GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded.
7. There will be only final compilation and moderation at GPA (Final) level done at the University. While declaring the result, the existing relevant ordinances are applicable. There is also a provision for verification and revaluation, subject to the rules applicable at that time.
8. For grade improvement for two-year program, Student will have to reappear for TEE only in the courses comprising a minimum of 20 credits. These courses will be from the parent college only in which the student has earned the credits. A Student can opt for the Grade Improvement Program only after the declaration of earning minimum number of credits and completion of the M.Ed. Program (subject to M.Ed. Exam Rules 10) within the period of two years from the completion of program.
9. The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student earns a minimum number of credits out of the total credits.
10. One credit is equivalent to 25 marks for evaluation purpose.

Modus Operandi of Evaluation under Credit System- 2 years programs

1. Each regular Student will normally appear for all the 100% i.e. 24 credits in a semester (96 credits for the 2 years program) out of the minimum number of credits required to obtain a degree.

2. A Student who wishes to register to the second year should have gained at least 40% credits out of the total number of credits offered in the first year (two semesters).
3. Evaluation of each credit will be in two parts, namely CEE and TEE.
4. A course may be of 1 or 2 or 4 credits.
5. The evaluation of a course means the evaluation of total number of credits of that course. As such, all the credits taken together of a particular course will be evaluated in two parts CEE and TEE.
6. A Student will gain all the credits of a course after having obtained minimum 40 marks from CEE and TEE (minimum 28 out of 70) taken together and will get the respective grade and grade points in the respective course. Otherwise, a student will get grade F (Fail) in that respective course and will not gain any credits or grade points towards that course.
7. **CEE:** The teacher would evaluate a student towards a course through interaction throughout the semester which would include one or more (but not less than 3 including compulsory written test/s) out of the mechanisms given in this structure with their maximum weightage out of 30 marks. This essentially enables the teacher to get positive feedback about a student's overall understanding/ability and in nutshell enhances the teaching-learning process.
 - A teacher may propose any other mean towards CEE (other than written test) that may suit for a particular course and implement only after the approval of Internal Evaluation Committee of the College.
8. If a student could not attend the CEE written test due to some unavoidable reasons, then the teacher may consider a request for retest in writing with furnishing the reason of absence.
9. If a student fails to gain the credits of any course (declared F grade in that course) then the student can reattempt the course with CEE (if the course is conducted in that year) and TEE both or with TEE only (if one has scored 25 in CEE) in the subsequent TEEs (maximum two such attempts) within a period of 4 years from the date of admission to the Programme. (Subject to Examination Rules 10)
10. In case a student fails to earn the minimum number of credits required for obtaining a degree within the stipulated period of 4 years then such a student will be considered to have made an 'INCOMPLETE EXIT' and in such a case the student can seek a fresh admission as per the admission rules prevailing at that time.
11. The policies and procedures determined by the Savitribai Phule Pune University from

time to time will be followed for the conduct of examinations and declaration of the result of a candidate.

12. If a student obtains grade F in a course, then such a course will not be taken into account for calculating GPA and overall grade. In fact, all the courses in which a student has passed will be taken into account for calculating the GPA and overall grade

Pedagogical Approaches and Modes of Transaction for theory courses:

For daily teaching- learning transaction of theory and practical courses, it is expected to use appropriate pedagogical approaches and modes of transaction related to the objectives and content of the course. Following is the suggestive list for the same.

| Pedagogical Approaches | Modes of Transaction |
|--------------------------------|--------------------------------------|
| Constructivism | Lecture-cum-discussion |
| Collaborative Learning | Group discussions |
| Experiential Learning | Field visits and school observations |
| Inquiry-Based Learning | Seminars and Student presentations |
| Reflective Teaching | Reflective journaling and portfolios |
| Competency-Based Learning | Microteaching and peer teaching |
| Activity-Based Learning | Workshops and hands-on activities |
| Problem-Based Learning | Project-based activities |
| Blended Learning | Audio-visual, discussion etc |
| Inclusive Education | Role play and simulations |
| Critical Pedagogy | Case studies |
| Technology-Integrated Pedagogy | Use of ICT tools and simulations |
| Value-Based Pedagogy | Community engagement and outreach |
| Differentiated Instruction | Assignments and self-study |

Pedagogical Approaches and Modes of Transaction for Practical courses

| Pedagogical Approaches | Modes of Transaction |
|-------------------------------|------------------------------------|
| Experiential Learning, | Workshops, School Field Experience |
| Value-Based Pedagogy | Field activities, |
| Activity-Based Learning | Project-Based Learning, |

SEMESTER I

MED101 Psychology of Learning & Development

Credits: 04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To develop an in-depth understanding of psychological foundations relevant to the teaching-learning process.
2. To examine human development across stages and understand the factors and theories influencing learner development.
3. To explore the nature, types, theories, and measurement of intelligence and creativity in educational settings.
4. To analyze various theories of learning and their educational implications.
5. To critically examine contemporary approaches to learning and models of teaching.
6. To understand how educational research, teacher behavior, and classroom management contribute to effective teaching and learning.

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Analyze and apply psychological methods such as introspection, observation, and case study in understanding learner behavior.
2. Compare major psychological schools and evaluate their contributions to educational practices.
3. Demonstrate understanding of basic psychological processes like perception, memory, and motivation in relation to teaching and learning.
4. Explain the stages of human development and assess the influence of heredity and environment on learner growth.
5. Critically evaluate major developmental theories and their relevance to educational settings.
6. Analyze theories of personality and apply them to understand learner behavior and individual differences.
7. Distinguish between types of intelligence and apply appropriate theories for their assessment and development.
8. Use standardized tools to measure intelligence and creativity in educational contexts.

9. Design and implement strategies to foster creativity and enhance creative potential in learners.
10. Compare classical and contemporary learning theories and apply them to instructional planning.
11. Integrate constructivist and brain-based learning approaches to improve learner engagement and motivation.
12. Apply educational research insights and classroom management strategies to create effective learning environments.

Unit 1 Psychological Foundations of Education

Credit 1

- 1.1 Methods of study in psychology: Introspection, observation, survey, case study, interview, testing, experimental.
- 1.2 Major schools of psychology: Structuralism, Associationism, Behaviorism, Gestalt, Psychoanalytic, Humanistic, Cognitive.
- 1.3 Contributions of psychological schools to education.
- 1.4 Basic psychological processes: Sensation, perception, attention, memory, and motivation.
- 1.5 Role of psychology in learner-centered education.
- 1.6 Current trends in educational psychology.

Unit 2 Development & Personality

Credit 1

- 2.1 Human Development
 - Meaning and understanding various stages of development of the Learner.
 - Factors influencing development of the Learner: Role of Heredity and Environment (Family; Community-Neighbourhood, Peer group and School; Media; and Culture
- 2.2 Theories of human development
 - Piaget's cognitive development.
 - Freud's psycho-sexual development.
 - Erikson's psycho-social development.
 - Harry Harlow & John Bowlby Emotional development
 - Kohlberg's moral development.
 - Gessel's maturation theory
- 2.3 Aspects of Human Development

- Cognitive development – Concept and development of thinking and problem solving.
 - Affective development – Concept and development of attitude, interest and values.
 - Psychomotor development – development of skills, objectives, task-analysis, practice, feedback.
- 2.4 Personality- Concept, development, structure and dynamics of Personality, factor affecting Personality.
- 2.5 Theories of personality
- Trait theory (Allport).
 - Type theory.
 - Humanistic approach theory (Carl Rogers).
 - Indian Concept of Personality development.
- 2.6 Self-Concept – Meaning and development.

Unit 3 Intelligence and Creativity

Credit 1

- 3.1 Nature and types of intelligence: Academic, emotional, social, creative, practical.
- 3.2 Theories of intelligence: Guilford, Gardner, Sternberg
- 3.3 Measurement of intelligence: Verbal, non-verbal, performance; individual and group tests.
- 3.4 Creativity: Concept, process, and influencing factors.
- 3.5 Techniques for fostering creativity: Brainstorming (Osborn), Synectics (Gordon), Attribute listing (Allan).
- 3.6 Assessment and enhancement of creative potential.

Unit 4 Learning and Teaching Processes

Credit 1

- 4.1 Fundamentals of Learning
- Nature of learning and learner characteristics
 - Factors influencing learning: individual differences, motivation, environment, prior knowledge
- 4.2 Theories of Learning
- Gagné's Conditions of Learning
 - Bloom's Mastery Learning
 - Hull's Reinforcement Theory
 - Tolman's Sign Learning Theory

- Lewin's Field Theory
- Information Processing Theory (Donald Norman)
- Educational implications of these learning theories

4.3 Contemporary Approaches to Learning

- Constructivist Learning
- Brain-Based Learning
- Role of motivation in the learning process

4.4 Models of Teaching

- Inductive Thinking Model – Hilda Taba
- Jurisprudential Inquiry Model – Donald Oliver
- Role-Playing Model – Schaffen & Schaffen
- Assertive Training Model – Wolpe, Lazarus, Salter
- Stress Reduction Models – Rimm & Masters, Wolpe

4.5 Educational Research and Implications

- Insights from research on teaching and learning
- Teacher thought process and student cognition
- Teacher behavior and student achievement

4.6 Classroom Practice and Management

- Classroom organization and management
- Discipline strategies
- Creating positive learning environments

Practical: (Any one from the given list)

1. Child Observation Report – Observe a child's behavior and cognitive development using developmental theories (Piaget/Vygotsky).
2. Learning Style Inventory – Administer and interpret learning style tests (VARK/Multiple Intelligences).
3. Case Study on Adolescent Learner – Study emotional, social, and intellectual changes.
4. Prepare a Concept Map – On stages of cognitive and moral development.

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

English:

1. Bany, M., and Johnson, L. (1964). Classroom Group Behavior: Group Dynamics in Education. New York: The Macmillan Company
2. Bhatia, H.R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman.
3. Bigge, M.L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and R Publishers, P.P. 89-90.
4. Chauhan, S.S. (1978): Advanced Educational Psychology, Vikas Publishing house Pvt. Ltd. New Delhi.
5. Dandapani, S. (2001), A textbook of Advanced Education Psychology, New Delhi: Anmil Publications.
6. Dougall, W. (2004). A Textbook of Psychology (4thEd.). New Delhi: Discovery Publishing House.
7. Gardner, H. (2011). Frames of mind: The theory of multiple intelligences (3rd ed.). Basic Books.
8. Lefrancois, G. R. (2019). Theories of human learning: What the professor said (7th ed.). Waveland Press.
9. Mangal, S. K. (2007). Advanced educational psychology (2nd ed.). PHI Learning Pvt. Ltd.
10. Mangal, S.K. (1984). Psychological Foundation of Education. Ludhiana: Prakash Publishers.
11. Maslow, A. (1968). Some Educational Implication of Humanistic Psychologist, Harvard: Educational Review.
12. Ormrod, J. E. (2016). Human learning (7th ed.). Pearson Education.
13. Piaget, J. (2001). The psychology of intelligence (M. Piercy & D. E. Berlyne, Trans.). Routledge. (Original work published 1947)
14. Santrock, J. W. (2018). Educational psychology (6th ed.). McGraw-Hill Education.
15. Skinner, E.C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.
16. Slavin, R. E. (2020). Educational psychology: Theory and practice (13th ed.). Pearson Education.
17. Woolfolk, A. (2019). Educational psychology (14th ed.). Pearson Education.

Marathi:

1. करंदीकर सु. (२००९). अध्ययन अध्यापनाचे मानसशास्त्र. फडके प्रकाशन, कोल्हापूर.
2. खैरे गौ., सोनवणे सं., कागदे शो. प्रगत शैक्षणिक मानसशास्त्र विकास व अध्ययन निराली प्रकाशन
3. गायकवाड, मु. रा. (2021). शैक्षणिक मानसशास्त्र (8 वी आवृत्ती). नंदिनी पब्लिकेशन.
4. गुप्ता, सी. एल. (2022). शैक्षणिक मानसशास्त्र (मराठी अनुवाद). ज्ञानदीप प्रकाशन. (हिंदी पुस्तकाचा मराठी अनुवाद)
5. जगताप ह. ना. (२००९). शैक्षणिक मानसशास्त्र. नरेंद्र प्रकाशन, पुणे.
6. दांडेकर वा.ना. शैक्षणिक व प्रायोगिक मानसशास्त्र. नरेंद्र प्रकाशन, पुणे.
7. पंडित र. वि. (२००९). शैक्षणिक मानसशास्त्र. पिंपळापुरे प्रकाशन, नागपूर.
8. पवार, अ. (2021). मानसशास्त्र व शिक्षणशास्त्र. शैक्षणिक प्रकाशन गृह.
9. पोंक्षे द. बा. (२००९). शैक्षणिक मानसशास्त्र आणि प्रायोगिक कार्य. नित्यनूतन प्रकाशन, पुणे.
10. फडणीस, वि. (2020). शिक्षणाचे मानसशास्त्र. श्री साई प्रकाशन.
11. बोरुडे रा. र., कुमठेकर मे., गोळविलकर शी. (२०१३). वैकासिक मानसशास्त्र. पुणे विद्यार्थी गृह प्रकाशन, पुणे.
12. मुंदडा, वि. रा. (2019). शिक्षण व मानसशास्त्र. विद्यावारिधी प्रकाशन.
13. मोरे ल. शिक्षणाचे मानसशास्त्रीय अधिष्ठान पिंपळापुरे प्रकाशन
14. राजहंस मा., पाटील अ., सुर्वे सु. (२०१२). अपसामान्यांचे मानसशास्त्र. उन्मेष प्रकाशन, पुणे.
15. शेवतेकर शा. (२००४). विकासाचे व अध्ययनाचे मानसशास्त्र. विद्या प्रकाशन, नागपूर.

MED102 HISTORY & POLITICAL ECONOMY OF EDUCATION

Credits: 04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. Understand and analyse the historical and philosophical foundations of Indian education and their relevance to present-day policies and practices.
2. Critically evaluate educational policies and reforms, with a focus on the role of the state, private sector, and global influences on the Indian education system.
3. Interpret the interrelationship between education and economic development, including the impact of education on income distribution, equity, and social mobility.
4. Demonstrate knowledge of educational management principles, including leadership, supervision, planning, decision-making, and quality assurance.
5. Apply financial management concepts in educational institutions, including budgeting, funding mechanisms, and grant-in-aid procedures at various levels.
6. Promote inclusive and sustainable education through an understanding of human capital development and India's performance on global indices such as the Human Development Index (HDI).

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Describe the evolution of Indian education across ancient, medieval, colonial, and post-independence periods and assess their influence on current practices.
2. Analyse key educational reforms and commissions, including their impact on national development and equity.
3. Evaluate contemporary trends in Indian education, including the implementation of NEP 2020 and the role of technology in education.
4. Explain the constitutional, regulatory, and financial role of the state in shaping educational policy in India.
5. Assess the contributions and challenges posed by the private sector and public-private partnerships in Indian education.
6. Critically examine the effects of globalization, marketization, and commercialization on the quality and equity of education.

7. Interpret the relationship between education and economic development through the lens of human capital theory and social mobility.
8. Analyse the impact of political ideologies, interest groups, and governance on educational policies and curriculum.
9. Evaluate education as a tool for social change, equality of opportunity, and labor market integration.
10. Define human capital and assess how education contributes to personal, societal, and economic development.
11. Examine India's performance in the Human Development Index and suggest educational strategies for improving HDI rankings.
12. Investigate education's role in achieving sustainable development goals, promoting gender equity, and implementing national schemes for human capital development.

Unit 1 History of Education

Credit 1

1.1 Ancient Indian Education

- Gurukul system and Vedic education
- Buddhist monastic institutions (e.g., Nalanda, Takshashila)
- Curriculum and teaching methods in ancient times

1.2 Medieval Education in India

- Islamic educational institutions (madrasas, maktabas)
- Language of instruction and curriculum focus
- Impact on knowledge and cultural exchange

1.3 Colonial Education Policies

- Macaulay's Minute and Wood's Dispatch
- Establishment of universities and English education
- Purpose and impact of colonial education

1.4 Education During Indian National Movement

- Role of national leaders in educational reforms
- Institutions like Visva-Bharati, Jamia Millia, etc.
- National Education Movement and its legacy

1.5 Education in India Post-Independence

- University Education Commission (1948–49) and Kothari Commission (1964–66)
- Education for national development and equity
- Five-Year Plans and education policies

1.6 Contemporary Trends in Indian Education

- Implementation of NEP 2020
- Focus on inclusive and equitable education
- Technology integration and digital initiatives

Unit 2 Policy, Private Organization and Globalization in India

Credit 1

2.1 Role of the State in Educational Policy

- Constitution and education (Directive Principles, RTE)
- Central and state roles in policymaking
- Impact of national policies (NPE 1986, NEP 2020)

2.2 State Financing and Regulation of Education

- Public expenditure on education
- Regulation bodies: UGC, NCTE, AICTE, etc.
- Accountability and governance frameworks

2.3 Role of Private Sector in Education

- Growth of private institutions from school to higher education
- Fee structures and admission practices
- Regulation and monitoring challenges

2.4 Public-Private Partnerships in Education

- Models of PPP in school and higher education
- Advantages and risks in quality and access
- Case studies of successful PPP initiatives

2.5 Globalization and Its Impact on Education

- Internationalization of curriculum and institutions
- Cross-border education and collaborations
- Student mobility and recognition of degrees

2.6 Marketization and Commercialization of Education

- Liberalization and privatization trends
- Emergence of ed-tech and for-profit models
- Equity and ethics in market-driven education

Unit 3 Political Economy and Education

Credit 1

3.1 Education and Economic Development

- Role of education in enhancing productivity
- Human capital theory and economic growth

- Case studies of educational investments and outcomes
- 3.2 Education and Income Distribution
 - Education as a tool for social mobility
 - Intergenerational impact on income
 - Equity in access and educational outcomes
- 3.3 Political Economy of Education
 - Interplay of politics, economy, and educational decisions
 - Role of interest groups and policy stakeholders
 - Political ideologies and their influence on curriculum
- 3.4 Education and Social Change
 - Education as a means for empowerment and reform
 - Democratic citizenship and social cohesion
 - Education in marginalized and minority communities
- 3.5 Education and Equality of Opportunity
 - Reservations and affirmative action policies
 - Challenges in rural and tribal education
 - Gender parity in education
- 3.6 Education and Labor Market Linkages
 - Skill development and vocational education
 - Employability of graduates in various sectors
 - Mismatch between education and industry needs

Unit 4: Education and Human Capital Development

Credit 1

- 4.1 Concept of Human Capital
 - Education as investment in human capital
 - Returns on education: personal and societal
 - Skill formation and knowledge economy
- 4.2 Human Development Index (HDI)
 - Components: education, health, income
 - UNDP measures and methodology
 - Role of education in improving HDI rankings
- 4.3 India's Status in Global HDI
 - India's HDI performance over the years
 - Regional disparities and contributing factors

- Strategies for improvement through education
- 4.4 Education and Sustainable Development
- SDG 4: Quality Education
 - Lifelong learning and environmental literacy
 - Education for global citizenship
- 4.5 Gender and Human Capital Formation
- Gender disparities in literacy and access
 - Empowerment through girls' education
 - Women in higher education and workforce participation
- 4.6 Policy Measures for Human Capital Development
- Government schemes (e.g., SSA, RMSA, PM-USHA)
 - Vocational and skill development programs
 - NEP 2020 and focus on foundational literacy and numeracy

Practical: (Any one from the given list)

1. Timeline Chart – Create a timeline of major educational reforms in India.
2. Critical Review – Analyze a historical education policy (e.g., Macaulay's Minute or NEP 1968).
3. Debate – Conduct a debate on privatization vs public education.
4. Comparative Chart – Compare colonial and post-independence education policies.

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

English:

1. Aggarwal, J. C. (2021). Landmarks in the history of modern Indian education (11th ed.). Vikas Publishing House.
2. Bhatnagar, R. P., & Aggarwal, V. (2020). Educational administration and management. R. Lall Book Depot.
3. Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). Comparative education research: Approaches and methods. Springer.
4. Carnoy, M. (1995). International encyclopedia of economics of education. Pergamon Press.

5. Chauhan, C. P. S. (2017). Modern Indian education: Policies, progress, and problems. Kanishka Publishers.
6. Kumar, K. (2004). What is worth teaching? Orient BlackSwan.
7. Mathur, S. S. (2000). A sociological approach to Indian education. Vinod Pustak Mandir.
8. Mohanty, J. (2002). Educational administration, supervision and school management. Deep & Deep Publications.
9. Mukhopadhyay, M. (2005). Total quality management in education. Sage Publications.
10. Naik, J. P. (1982). The education commission and after. Allied Publishers.
11. Rao, V. K. (2001). History of education. APH Publishing.
12. Sharma, R. A. (2015). Educational planning, administration and management. R. Lall Book Depot.
13. Tilak, J. B. G. (2003). Education, society and development: National and international perspectives. NIEPA.
14. UNESCO. (2015). Rethinking education: Towards a global common good? UNESCO Publishing.
15. World Bank. (2018). World development report: Learning to realize education's promise. World Bank Group.

Marathi:

1. कुंडले, म. बा. (1996). शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र, श्रीविद्या प्रकाशन, पुणे
2. जगताप, डी. डी. (2016). शैक्षणिक नियोजन व प्रशासन. निराळे प्रकाशन.
3. ठाकूर, एन. के. (2010). शिक्षण आणि मानव भांडवल विकास. ज्ञानदीप प्रकाशन.
4. डहाळे, जे. बी. (2007). शिक्षण व जागतिकीकरण. डहाळे पब्लिकेशन्स.
5. देशपांडे, एस. एस. (2013). भारतातील शैक्षणिक धोरणे. मौज प्रकाशन.
6. देशमुख, के. आर. (2008). भारतीय शिक्षण व्यवस्था. अमेय प्रकाशन.
7. नाईक, जे. पी. (1982). भारतीय शिक्षण: काही चिंतन. पुणे विद्यापीठ प्रकाशन.
8. पवार, एम. एम. (2015). शिक्षणाचे राजकारणशास्त्र. राजहंस प्रकाशन.
9. पाटील, बी. जी. (2011). शैक्षणिक वित्त व्यवस्थापन. विद्यापीठ ग्रंथनिर्मिती मंडळ.
10. फडके, वि. ए. (2010). भारतीय शिक्षणाचा इतिहास. फडके प्रकाशन.

11. बोरडे, एस. एन. (2014). शिक्षणशास्त्राचा सामाजिक पाया. डायमंड पब्लिकेशन.
 12. भोसले, एस. बी. (2020). शिक्षण क्षेत्रातील खासगीकरण व बाजारीकरण. एकता प्रकाशन.
 13. राऊत, ए. एस. (2009). शैक्षणिक नेतृत्व व पर्यवेक्षण. सुबोध प्रकाशन.
 14. साने, जी. टी. (2012). शैक्षणिक प्रशासने व व्यवस्थापन. नूतन प्रकाशन.
-

MED103 Educational Studies

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To know the widening horizons of education in the context of globalization.
2. To prepare for theory and research in a rapidly diversifying society based on race, ethnicity, language, caste, and religion.
3. To understand the importance and role of interdisciplinarity in education.
4. To understand the uses and impact of technology in the field of education.
5. To prepare for social service and educational leadership in a culturally diverse and economically challenged democratic society.
6. To critically and creatively reflect on the process of teaching and learning and the societal role of education.

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Explain the concept and significance of educational studies.
2. Discuss the role of interdisciplinary approaches in education.
3. Analyse Indian education system—its scope, achievements, and limitations.
4. Examine the relationship between education and social issues like gender, minority status, inclusion.
5. Explore multicultural and inclusive practices in education.
6. Develop an understanding of education's role in promoting democracy and national integration.
7. Interpret political and secular aspects of education.
8. Evaluate the impact of globalization and technology on education.
9. Reflect on the role of the teacher in a developing society.
10. Develop critical perspectives on educational leadership.
11. Demonstrate awareness of educational challenges in economically and socially diverse contexts.
12. Propose strategies for educational improvement and social transformation.

Unit 1 Interdisciplinarity in Education**Credit 1**

- 1.1 Meaning, nature, and need of interdisciplinarity in education.
- 1.2 Historical and contemporary perspectives on interdisciplinarity in education.
- 1.3 Contribution of disciplines like sociology, psychology, economics, and philosophy to educational theory.
- 1.4 Educational research through an interdisciplinary lens.
- 1.5 Scope and status of Indian education system: achievements and challenges.
- 1.6 Role of interdisciplinary knowledge in curriculum design and educational reform.

Unit 2 Education of Different Sections of Society**Credit 1**

- 2.1 Concept and need of education for minority communities
- 2.2 Gender issues in education: barriers and empowerment strategies
- 2.3 Multicultural education: principles and practices
- 2.4 Inclusive education: concept, need and implementation challenges
- 2.5 Educational inequalities and marginalized communities
- 2.6 Role of teacher and institutions in promoting inclusive and equitable education

Unit 3 Education and Democracy**Credit**

- 3.1 Education as a tool for political consciousness
- 3.2 Aims and methods of democratic education
- 3.3 Role of education in promoting national integration
- 3.4 Education for secular values and religious harmony
- 3.5 Critical pedagogy and education for participatory citizenship
- 3.6 Education for global peace, justice and human rights

Unit 4 Teacher and Developing Society**Credit 1**

- 4.1 Role of teacher as a social change agent and leader
- 4.2 Challenges before teachers in a developing, pluralistic society
- 4.3 Educational leadership for equity and justice
- 4.4 Integration of technology in classroom: potentials and problems
- 4.5 Teacher and digital literacy: use of ICT and e-learning tools
- 4.6 Strategies for teacher development in 21st-century India

Practical: (Any one from the given list)

1. Case study on inclusive or multicultural educational practices in local schools
2. Comparative analysis of Indian education policy from interdisciplinary perspectives
3. Seminar or debate on education and democracy/secularism

4. Project on technology integration in a school/classroom setting

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

English

1. Archambault. D. R (1972) Philosophical analysis and education, International Library of the Philosophy of Education, London, pub by Routledge & Kegan Paul
2. Bartlett, S. & Burton, D. (2012). Introduction to Education Studies, Third Edition, SAGE Publications Ltd
3. Bruubacher, John S.; (1969). Modern Philosophies of Education, Tata McGraw-Hill,
4. Butchvarov, P. (1970). The Concept of Knowledge. Evanston, Illinois, North Western University Press.
5. Debra Heyes, Martin Hills, Pam Christie and Bob Lingard (2007). Teachers and Schooling: Making a Difference, Allen and Unwin, Australia.
6. Freire, Paulo (1970). Pedagogy of the Oppressed. New London, Macmillan Education.
7. Goodson, I. F. & Marsh, C. J. (2005). Studying School Subjects: A Guide. Routledge. Hirst, Paul & R S Peters Knowledge and curriculum
8. Hollis, Martin. (2000). The Philosophy of Social Science: An Introduction. Cambridge University Press.
9. Hudson, D. (1987). Science Curriculum Change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.,) International Perspectives in curriculum history. Croom Helm
10. Kumar Krishna. (2004). What is worth Teaching? (3rd edition). Orient Blackswan
11. NCERT. (2005) National Curriculum Framework, NCERT. New Delhi
12. Pathak Avjit (2009). Education and Moral Quest. Aakar Books, New Delhi.
13. Publishing Company Pvt LTD, New Delhi.

MED104 Educational Research

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To understand the concept, nature, and scope of research and educational research.
2. To gain knowledge of the types and methods of educational research.
3. To comprehend the steps involved in the research process.
4. To develop understanding and skills for using tools and techniques in research.
5. To utilize library, internet, and other knowledge sources effectively for research.
6. To understand and execute procedures for conducting research in educational settings.

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Understand the foundational concepts and scope of educational research.
2. Evaluate various research areas and literature sources in education.
3. Demonstrate the ability to conduct an effective literature review using digital and traditional tools.
4. Formulate research proposals aligned with educational contexts.
5. Differentiate among various types and methods of educational research.
6. Critically analyse qualitative and naturalistic approaches to research.
7. Explain core research elements like assumptions, hypotheses, and variables.
8. Identify population parameters and appropriate sampling techniques.
9. Analyse the impact of sampling errors on research outcomes.
10. Use appropriate tools for data collection in educational research.
11. Apply e-tools and modern techniques for effective data handling.
12. Select, construct, and validate appropriate tools for data collection.

Unit 1 Concept of Educational Research & Review of Related Literature

Credit 1

- 1.1 Meaning, nature and scope of educational research
- 1.2 Importance and need of educational research in education
- 1.3 Scientific inquiry and theory development – trends in research
- 1.4 Sources and areas of educational research
- 1.5 Interdisciplinary approach in educational research

- 1.6 Review of literature – sources, techniques, and referencing (offline/online)

Unit 2 Research Proposal & Types and Methods of Educational Research Credit 1

- 2.1 Components of a research proposal: conceptual framework, research problem
- 2.2 Operationalization of terms, objectives, assumptions, hypotheses
- 2.3 Research types: fundamental, applied, and action research
- 2.4 Methods: historical, descriptive, and experimental
- 2.5 Proposal structure – methodology, sampling, tools, data analysis
- 2.6 Time management, financial budgeting and scheduling

Unit 3 Research Problems, Variables, Hypotheses, Population and Sampling Credit 1

- 3.1 Sources and statement of research problem with delimitations
- 3.2 Concept and classification of variables and their relationships
- 3.3 Hypotheses – types, formulation, and testing
- 3.4 Assumptions and population – nature and significance
- 3.5 Characteristics of good sample and sampling methods
- 3.6 Probability and non-probability sampling techniques and errors

Unit 4 Tools and Techniques of Educational Research Credit 1

- 4.1 Observation techniques – types and application
- 4.2 Interview schedules – construction and use
- 4.3 Questionnaire – design, validation, and administration
- 4.4 Psychological tests – achievement, intelligence, aptitude, personality
- 4.5 Opinionnaire, attitude scales, rating scales, checklists
- 4.6 e-tools – Internet, email, teleconferencing; standardization of tools

Practical: (Any one from the given list)

1. Prepare a review of related literature using at least five offline and five online sources.

Include references and note-making using APA style.

2. Develop a mini research proposal based on an educational issue with objectives, hypothesis, and methodology. *Include sample, tools, data analysis plan.*
3. Construct a questionnaire or opinionnaire on any educational theme and administer it to a sample group. *Include scoring method and reliability estimation.*
4. Compare two research articles (one qualitative and one quantitative) based on their methods and presentation. *Present findings in tabular/summary format.*

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

English:

1. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
2. Best, J. W., & Kahn, J. V. (2014). *Research in Education* (10th ed.). Pearson.
3. Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.
4. Coolican (1999). Research methods and statistics in psychology (3rd ed.), London: Hodder and Stoughton
5. Creswell, J. W. (2012). Educational Research. (4th ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
6. Creswell, J. W. (2014). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson.
7. Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
8. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to Design and Evaluate Research in Education* (10th ed.). McGraw-Hill.
9. Garrett H. E. (1976) Statistics in Education and Psychology: Yakills Fitter & Simsons Pvt. Ltd.
10. Gay, L. R., Mills, G. E., and Airasian. P. (2009). Educational Research, Competencies for Analysis and Applications. New Jersey: Merrill and Pearson
11. Kothari, C. R., & Garg, G. (2014). Research Methodology Methods and techniques. New Delhi: New Age International Ltd.
12. Koul, L. (2009). *Methodology of Educational Research* (4th ed.). Vikas Publishing.
13. Koul, L. (2014). Methodology of Educational Research, Noida: Vikas publishing House Pvt Ltd.
14. Manoharan, D.P. (2010). Research Methodology, New Delhi: A P H Publishing corporation.
15. Morris, R. Travers, W. (1958). An Introduction to Educational Research, New York: Macmillan.

Marathi:

1. आगलावे, (2000). संशोधन पद्धतीशास्त्र व तंत्रे, नागपूर विद्या प्रकाशन
2. कदम, चा. फ. (2007). शैक्षणिक संख्याशास्त्र, नित्य नूतन प्रकाशन
3. क-हाड, बी. एम. (2011). शास्त्रीय संशोधन पद्धती, नागपुर पिंपळापुरे अँड कं. पब्लिशर्स
4. खांदेवाले, श्री. श. (1999). संशोधनासाठी विविध चाचण्यांचे उपयोजन, नाशिक यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ
5. घोरमोडे, घोरमोडे, (2000). शैक्षणिक संशोधनाची मूलतत्त्वे, नागपूर विद्या प्रकाशन
6. चव्हाण, मुळे, (2013). शैक्षणिक संशोधन आराखडा, नाशिक इन्साइट पब्लिकेशन
7. जाधव, एस. एन. (2015). शैक्षणिक संशोधन: संकल्पना व प्रक्रिया. डायमंड पब्लिकेशन्स.
8. दांडेकर, वा. ना. (1974). शैक्षणिक मूल्यमापन व संख्याशास्त्र, पुणे श्री विद्या प्रकाशन
9. नरवणे, मी. (2016). संशोधन पद्धती शैक्षणिक व सामाजिक, पुणे युनिव्हर्सल प्रकाशन
10. पाटील, वा. भा. (2010). संशोधन पद्धती, जळगाव प्रशांत पब्लिकेशन
11. पारसनीस, हे. (2006). शैक्षणिक संशोधन नमुना निवड, पुणे नित्य नूतन प्रकाशन
12. पोखरापुरकर, (1999). पथदर्शक अभ्यासाचे संशोधनात उपयोजन, नाशिक यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ
13. भिंताडे, वि. रा. (2018). शैक्षणिक संशोधन पद्धती, पुणे डायमंड पब्लिकेशन्स
14. मुळे, उमाठे, (1998). शैक्षणिक संशोधनाची मूलतत्त्वे, पुणे पिंपळखरे प्रकाशन
15. मुळे, सं. (2011). शैक्षणिक संशोधनाची ओळख, नाशिक इन्साइट पब्लिकेशन
16. मेहंदळे, सु. (1999). साधन निर्मितीद्वारे संशोधन, नाशिक यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ
17. सोनवणे, कागदे, देव, खैरे (2000). शैक्षणिक संशोधन व संख्याशास्त्र, पुणे निराली प्रकाशन

MED 105 Research Proposal

Credits:02

Hours: 30

Marks (Int.50+Ext.0): 50

Summary:

The course introduces Students to the process of identifying and formulating a clear, researchable problem in education. It trains them to critically review scholarly literature, frame objectives or hypotheses, and select appropriate designs, methodologies, and tools. Emphasis is placed on ethical considerations, validity, reliability, and proper academic writing using APA 7th edition. Students are required to draft, present, and defend a research proposal before a faculty review committee, revising it based on feedback. The proposal must follow a structured format including introduction, problem, objectives, literature review, methodology, limitations, timeline, and references, within 25 pages. Through this, students develop the skills to prepare a scientifically sound and academically rigorous research proposal.

Course Objectives

To enable the student:

1. Enable students to identify and define a research problem within the field of education.
2. Familiarize students with the key components, structure, and significance of a research proposal.
3. Develop skills for conducting a critical review of scholarly literature.
4. Build competencies in selecting and justifying appropriate research designs, methodologies, and tools.
5. Promote understanding of ethical principles, validity, and reliability in educational research.
6. Guide students in preparing a scientifically sound and APA-compliant research proposal.

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Identify, formulate, and articulate a well-defined, researchable problem in education.
2. Design a complete research proposal comprising introduction, rationale, literature review, and methodology.
3. Synthesize scholarly literature to frame research questions and theoretical grounding.

4. Justify appropriate sampling techniques, data collection tools, and data analysis procedures.
5. Apply APA 7th edition style for in-text citations and bibliographic references.
6. Present and defend the proposal with academic rigor, clarity, and ethical insight.

Guidelines for Implementation:

1. Conduct an initial orientation workshop on research problem identification, proposal writing, literature search, and APA style.
2. Students must select a research area/topic in consultation with an assigned research guide.
3. A preliminary proposal shall be drafted and discussed during regular guidance sessions.
4. A PowerPoint presentation of the proposal must be made before a faculty review committee.
5. Students should revise and finalize the proposal based on feedback received.
6. The final proposal must be submitted in both hard and soft copies, duly signed by the guide and approved by the research committee.
7. The proposal should not exceed 25 pages (excluding references and appendices) and must follow APA 7th edition formatting guidelines.

Proposal Writing Guidelines

Structure of the Research Proposal

1. Title Page
 - Title of the proposed research (clear, concise, and specific).
 - Name, Roll Number, Semester, Guide's Name, Institution, Year.
2. Introduction
 - Background of the research problem.
 - Importance of study in the field of education.
 - Broad context leading to the research problem.
3. Statement of the Problem
 - Clear and precise articulation of the research problem.
 - Explanation of *what exactly is being studied* and *why it matters*.
 - Indicate theoretical or practical issues in education.
4. Objectives of the Study
 - List specific, measurable, and achievable objectives.
 - Must align with the problem and rationale.

5. Hypotheses (if applicable)
 - State null or research hypotheses (for quantitative studies).
 - Ensure testability and clarity.
 - For qualitative studies, research questions may replace hypotheses.
6. Operational Definitions
 - Define key terms and variables used in the study.
 - Ensure clarity and avoid ambiguity.
7. Review of Related Literature
 - 5–7 studies reviewed (thematic or chronological).
 - Highlight research trends, methodologies, and findings.
8. Methodology
 - Method of Research: Type (experimental, descriptive, qualitative, mixed, etc.).
 - Research Design: for Experimental Research
 - Population and Sample: Who are the participants? How will they be selected?
Sampling method (random, stratified, purposive, convenience). Sample size and rationale.
 - Tools for Data Collection: Describe tools (standardized or self-constructed).
 - Procedure: Step-by-step plan of conducting the study.
 - Data Analysis Plan: Mention statistical/qualitative techniques to be used.
9. Scope, Limitations, and Delimitations
 - Scope: What the study will cover.
 - Limitations: Uncontrollable factors (e.g., small sample size, time constraints).
 - Delimitations: Boundaries set by the researcher (e.g., only secondary school students in Pune).
10. Timeline
 - Present in tabular or chart form.
 - Show different phases (proposal, review, tool construction, data collection, analysis, report writing).
11. Budget (if applicable)
 - Estimated expenditure (stationery, travel, photocopying, software, etc.).
 - Not always compulsory but useful for planning.
12. References
 - List all cited works in APA 7th edition style.
 - Arrange alphabetically.

13. Appendices (Optional)

- Draft tools, letters of permission, consent forms.
- Any supporting material.

General Formatting

1. Use A4 paper, Times New Roman (or Unicode font for Marathi), 12-point size, 1.5 line spacing.
2. Structure the content with proper headings and subheadings in academic writing style.
3. Use APA 7th edition consistently for citations and references.

Assessment:

Distribution of 50 marks will be as follows:

- Research proposal report - 25 marks
- Presentation - 25 marks

References

English

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).
2. Asthana, B., Srivastava V., & Asthana N. (2010). *Research Methodology 1st Edi.*, Agra: Agrawal publications
3. Baweja, A. (2000). *Introduction to Information Technology* New Delhi: Kalpaz publications
4. Best, J.W., Kahn, J.V. (2009). *Research in Education 10th Edi.*, New Delhi: PHL Learning Private Limited
5. Bhandarkar, P.L., Wilkinson T.S. (2017). *Methodology & Techniques of Social Research* Mumbai: Himalaya Publishing House Pvt. Ltd.
6. Buch, M. B. (1974). *A Survey of Research in Education*. Centre of Advanced Study in Education, M. S. University, Baroda.
7. Creswell, J. W. (2014). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson.
8. Dandekar, W.N. (2007). *Evaluation in Schools* Pune: Shree Vidya Prakashan
9. Flick, U., (2017). *Introducing Research Methodology* 2nd Edi., London: SAGE Publications Ltd

10. Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications.
11. Tuckman, B. W. (1978). *Conducting Educational Research*. Harcourt Brace Jovanovich.

Marathi

1. क-हाड, बी. एम. (2011). शास्त्रीय संशोधन पद्धती, नागपुर: पिंपळपुरेअँड कं .पब्लिशसस
2. खांदेवाले, श्री. श. (1999). संशोधनासाठी विविध चाचण्यांचे उपयोजन, नाशिक: यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ
3. देशमुख, जे. बी. (2020). शैक्षणिक संशोधन प्रस्ताव लेखन. कोल्हापूर: प्रतिभा प्रकाशन.
4. पंडित, ब. बी. (2010). शैक्षणिक संशोधन , पुणे: जोगळेकर प्रकाशन.
5. पाटील, वि. के. (2017). शैक्षणिक संशोधन. पुणे: नूतन प्रकाशन.
6. पारसनीस, हे. (2006). शैक्षणिक संशोधन नमुना निवड, पुणे:नित्य नूतन प्रकाशन
7. शिंदे, ए. आर. (2019). शैक्षणिक कृती संशोधन. औरंगाबाद: विद्या प्रकाशन.

MED 106 A) 21st Century skills Education

B) Yoga Education

Credits:02

Hours: 30

Marks (Int.50+Ext.0): 50

MED106 A) 21st Century skills Education

(Credit 1; 15 hours; 25 Marks)

Summary:

This practical course helps student-teachers develop modern teaching skills such as communication, creativity, problem-solving, teamwork, and use of technology. Each student selects two simple activities to practice these skills in real situations. Teachers guide students in planning and carrying out the tasks, while students record their process, outcomes, and reflections. The focus is not only on the final product but also on how well students learn through experience, teamwork, and creativity. Marks are given for participation, reflection, and the ability to connect the skills with teaching practice.

Course Objectives

To enable the student teacher:

1. To develop 21st century skills such as critical thinking, creativity, collaboration, and communication among prospective teachers.
2. To create awareness about the importance of digital literacy, media literacy, and global citizenship in contemporary education.
3. To enhance problem-solving, decision-making, and leadership abilities among student-teachers.
4. To promote self-management, adaptability, and reflective practices in professional life.
5. To integrate ICT tools effectively in teaching-learning processes.
6. To foster values of social responsibility, cultural awareness, and lifelong learning.

Course Learning Outcomes (CLOs)

After completion of the course, student-teachers will be able to:

1. Demonstrate critical thinking, creativity, collaboration, and communication skills in classroom practices.
2. Apply digital literacy and ICT tools for effective lesson planning and delivery.
3. Develop learner-centered, skill-integrated teaching strategies.

4. Analyze media content critically for credibility and relevance.
5. Show global citizenship and cultural awareness in educational contexts.
6. Maintain reflective journals and e-portfolios for continuous professional development.

Guidelines for Implementation

21st Century skills Education

Student-teachers should select any two activities from the suggested list based on their interest and relevance to teaching-learning practices. The chosen activities should be implemented through experiential learning, involving real-life situations, teamwork, and creativity. Teachers should act as facilitators, guiding students in planning, executing, and reflecting on the activities. Each activity must be documented systematically with objectives, process, outcomes, and personal reflections. Assessment should focus on skill development, creativity, problem-solving, and collaboration, rather than only the final product.

Following are some 21st Century Skills and related activities:

| Skill | Activity Title | Brief Description |
|--|---|---|
| 1. Critical Thinking | Case Study Analysis | Students analyze real-life classroom problems and propose solutions. |
| 2. Creativity | Design a Digital Poster | Use Canva or other tools to design educational posters on social issues. |
| 3. Collaboration | Team Teaching Micro-lesson | Plan and conduct a lesson in groups of 3–4 members. |
| 4. Communication | Introducing Self Scenario expression Peer Interview Story from Picture Story of your name | Interview a peer and present their educational journey or philosophy. |
| 5. ICT Literacy | Create a Teaching Video | Record a short educational video using apps like PowerPoint, OBS, or mobile apps. |
| 6. Media Literacy | Analyze news articles/videos etc | Analyze news articles for bias, credibility, and source validity. |
| 7. Self-Management | Weekly Reflection Journal | Maintain a journal tracking time management, stress, and goal setting. |
| 8. Social & Cross-Cultural Skills | Cultural Storytelling Session | Share stories or traditions from different cultures or states in India. |

| | | |
|----------------------------|--------------------------|---|
| 9. Leadership | Organize a Peer Workshop | Plan and conduct a session on any educational topic for classmates. |
| 10. Problem Solving | School Policy Redesign | Suggest improvements to school rules, timetables, or classroom layouts. |

Guidelines for Report Writing

Report should reflect thoughtful engagement the activities, focusing on skill development and application. Use the following format:

Cover Page: Title, your name, roll number, college name, and date.

Table of Contents: List all major sections with page numbers.

Introduction: Define 21st century skills and explain their relevance in teacher education.

- 1. Activity Descriptions:** For each activity (e.g., ICT tasks, teamwork, creativity workshops), include:
 - Name and date
 - Objectives
 - Tools or methods used
 - Outcomes
- 2. Reflections:** Write personal reflections highlighting your learning, experiences, challenges, and growth.
- 3. Evidence of Work:** Screenshots, Geotagged photos, Scanned assignments, or group work outputs.
- 4. Conclusion:** Summarize how this course has influenced your teaching style or philosophy.

Assessment

Distribution of the marks will be as follows:

| Sr. No. | Particulars | Marks |
|----------------|--------------------|--------------|
| I. | Activity 1 | 10 |
| II. | Activity 2 | 10 |
| III. | Report writing | 05 |
| Total | | 25 |

MED106 B) Yoga Education

(Credit 1; 15 hours; 25 Marks)

Summary:

This practical course focuses on the use of yoga for personal growth and classroom practice. Student-teachers choose two yoga-based activities and practice them regularly under guidance. Teachers act as mentors, helping students plan, practice, and reflect on their experiences. Students are expected to keep simple records and write reflections on how yoga improves well-being, focus, and stress management. The emphasis is on regular practice, self-awareness, and practical application in teaching, with marks awarded for active involvement and reflective reporting.

Course Objectives**To enable the student teacher:**

1. To understand the philosophical foundations and importance of yoga in life and education.
2. To develop skills in performing asanas, pranayama, and meditation practices.
3. To cultivate self-discipline, concentration, and emotional regulation through yoga.
4. To integrate yoga practices into teaching-learning processes for holistic development.
5. To promote stress management and mental well-being among student-teachers.
6. To encourage reflective practices and yoga-based lifestyle for personal and professional growth.

Course Learning Outcomes (CLOs)**After completion of the course, student-teachers will be able to:**

1. Explain the philosophical and educational significance of yoga.
2. Demonstrate basic yoga practices including asanas, pranayama, and meditation.
3. Apply yoga as a strategy for stress management and emotional well-being.
4. Reflect on the role of yoga in personal and professional development.
5. Develop lesson plans integrating yoga principles into classroom practices.
6. Assess the impact of yoga on lifestyle, values, and overall health.

Guidelines for Implementation

Each student-teacher should select two activities based on their interest. The chosen activities must be planned and executed systematically, with clear objectives and steps. Student-teachers should record their experiences and reflections after completing the activities. Teachers should act as mentors/facilitators, providing feedback and ensuring proper participation. Assessment should focus on active involvement, reflection, and practical application rather than perfection of practice.

| Sr. No. | Activity Title | Description |
|---------|---------------------------------|---|
| 1 | Wellness Journal | Maintain a brief log of daily yoga or breathing practice with reflections. |
| 2 | Surya Namaskar sessions | Participate in a short series of Surya Namaskar sessions (7–10 days) and record experience. |
| 3 | Mini Yoga Workshop | Conduct a short practice session (10–15 mins) for peers. |
| 4 | Classroom Yoga Trial | Introduce a simple yoga activity during internship teaching. |
| 5 | Calmness Practice | Engage in guided meditation/mindfulness and write a short reflection note. |
| 6 | Creative Learning Aid | Design a simple chart, flashcard, or digital poster on yoga's benefits. |
| 7 | Yoga Event Participation | Assist in planning or take part in International Yoga Day at school/college. |
| 8 | Reflective Note Writing | Write a short case/reflection on how yoga helped you or learners in focus and discipline. |
| 9 | Relaxation-Based Lesson | Prepare a lesson plan with a short yoga-based relaxation break. |
| 10 | Community Yoga Talk | Take part in a small yoga awareness interaction with parents or local community. |

Guidelines for Report Writing

Report should reflect thoughtful engagement the activities, focusing on skill development and application. Use the following format:

- 1. Cover Page:** Title, student's name, roll number, institution, and date of submission.
- 2. Table of Contents:** A clear index of all report sections with respective page numbers.
- 3. Introduction:** Brief overview of the concept and importance of yoga education in personal and professional life.
- 4. Activity Details:** Description of each yoga session attended or conducted, including type (asana, pranayama, meditation), procedure, and personal experience.
- 5. Reflection:** Deep personal reflections on how yoga practices affected physical, mental, and emotional well-being.
- 6. Evidence of Participation:** Photographs, posture charts, scanned journal entries, or documentation of yoga events.
- 7. Conclusion:** Final reflections on the transformation through yoga and plans for future integration in life and teaching.

Assessment

Distribution of the marks will be as follows:

| Sr. No. | Particulars | Marks |
|---------|----------------|-------|
| I. | Activity 1 | 10 |
| II. | Activity 2 | 10 |
| III. | Report writing | 05 |
| Total | | 25 |

MED 107 AI in Education and Research

Credits:02

Hours: 30

Marks (Int.50+Ext.0): 50

Summary:

The course *AI in Education and Research* introduces fundamentals of Artificial Intelligence (AI) and its applications in teaching, learning, and academic research. It emphasizes the integration of AI tools for personalized learning, lesson planning, assessment, literature review, referencing, plagiarism detection, and academic writing. Students engage in practical activities such as AI-assisted lesson design, data analysis, visualization, and ethical reflection. The course also highlights opportunities, challenges, and ethical considerations in adopting AI for education and research. Overall, it aims to develop innovative, responsible, and technology-enhanced pedagogical and research practices.

Course Objectives

To enable the student:

1. To understand the fundamentals of Artificial Intelligence (AI) and its applications in education.
2. To explore AI-based pedagogical approaches for effective teaching–learning.
3. To develop competencies in AI-supported research design, data collection, and analysis.
4. To critically evaluate ethical issues in the use of AI for education and research.
5. To foster creativity and innovation through AI-integrated educational practices.
6. To develop innovative pedagogical and research practices using AI.

Course Learning Outcomes (CLOs)

After completion of the course, student-teachers will be able to:

1. Explain the role and applications of AI in education and research.
2. Integrate AI tools into teaching–learning processes.
3. Use AI for literature review, referencing, plagiarism detection, and report writing.
4. Apply AI techniques for data collection, analysis, and visualization.
5. Critically reflect on the ethical and responsible use of AI in academics.
6. Develop innovative pedagogical and research practices using AI.

Course Units

Unit 1: AI in Education

Credit 1

- 1.1 Concept of Artificial Intelligence (AI): Definition, scope, evolution, and trends.
- 1.2 AI in Teaching–Learning: Intelligent tutoring systems, adaptive learning platforms, AI-driven assessment, personalized learning.
- 1.3 AI Tools for Teachers: ChatGPT, Google Bard, QuillBot, AI-enabled lesson planning, quiz generation, content creation.
- 1.4 AI in Student Learning: Personalized feedback, gamification, AI learning apps, language learning, simulations.
- 1.5 Opportunities and Challenges: Benefits, limitations, ethical concerns, teacher’s role in AI-integrated classrooms.

Unit 2: AI in Research

Credit 1

- 2.1 AI for Literature Review: Automated search engines (Elicit, Research Rabbit), summarization, referencing, plagiarism check.
- 2.2 AI in Data Collection and Analysis: AI surveys, automated transcription tools, data visualization using AI-enabled software (Excel AI, SPSS, R, Python tools).
- 2.3 AI in Academic Writing: Grammar and style correction (Grammarly, Writefull), research writing support, citation management (Mendeley, Zotero with AI).
- 2.4 AI in Research Reporting: Formatting, generating summaries/abstracts, AI for research dissemination.
- 2.5 Ethics of AI in Research: Authenticity, originality, data privacy, responsible use of AI in academic work.

Practical Activity List

1. AI in Literature Review & Referencing
 - Use AI-powered tools (ChatGPT, Elicit, Research Rabbit, Mendeley) to collect and organize research literature.
 - Prepare a review summary using AI and manually validate references.
2. AI-assisted Academic Writing & Plagiarism Check
 - Draft a short research proposal (2–3 pages) with AI support.
 - Check plagiarism using Turnitin/Grammarly or similar tools and reflect on the limitations.
3. AI-based Lesson/E-Content Development
 - Design a digital lesson plan using AI tool (Canva AI, PowerPoint AI, ChatGPT for content).
 - Create a short AI-assisted video/podcast/e-module for classroom use.
4. AI in Data Analysis and Visualization

- Collect a small dataset (e.g., student performance/feedback).
 - Use AI features in Excel/SPSS/Google Sheets (or AI data tools) for statistical analysis and visualization.
5. AI for Assessment & Feedback
- Create an AI-generated quiz, rubric, or automated feedback tool (Google Forms with AI, Quizizz, Kahoot AI).
 - Reflect on the effectiveness of AI in student evaluation.
6. Ethical Reflection & Portfolio Development
- Write a reflective essay on “Ethical and Responsible Use of AI in Education and Research.”
 - Compile all activities, reflections, and evidence/screenshots into a Portfolio/Journal.

Assessment:

Written test: 20 marks

Activity any two: 30 marks

References

English:

1. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.
2. Luckin, R. (2018). *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*. UCL Institute of Education Press.
3. Selwyn, N. (2019). *Should Robots Replace Teachers? AI and the Future of Education*. Polity Press.

Marathi:

1. देशमुख, पी. (2022). *शिक्षण क्षेत्रातील कृत्रिम बुद्धिमत्ता*. पुणे: प्रकाशन संस्थान.
2. जाधव, आर. (2021). *कृत्रिम बुद्धिमत्ता व संशोधन पद्धती*. मुंबई: विद्यापीठ प्रकाशन.
3. पाटील, ए. (2020). *आधुनिक शिक्षण व कृत्रिम बुद्धिमत्ता*. कोल्हापूर: शैक्षणिक पुस्तक केंद्र.

MED 108 A) Positive Behavior Support (PBS) in Education

B) Portfolio Development

Credits:02

Hours: 30

Marks (Int.50+Ext.0): 50

MED108 A) Positive Behavior Support (PBS) in Education (Credit 1; 15 hours; 25 Marks)

Summary:

This course focuses on Positive Behavior Support (PBS) in education, aiming to equip students with the knowledge and skills to promote school discipline and holistic student development. Students will learn about the theoretical foundations of PBS, including Behaviorism, Humanism, and Positive Psychology, and its practical application through a three-tier system. The course will cover PBS strategies for classroom management, inclusive education, and co-curricular activities, with a focus on case studies and best practices. Students will develop the ability to design and implement PBS-based tools, such as behavior logs and tracking charts, and critically evaluate PBS implementation in schools. Through activities and report writing, students will apply theoretical concepts to real-world scenarios, reflecting on their learning and its implications for future teaching practices. The course will culminate in a report that showcases students' understanding of PBS and its practical applications.

Course Objectives (COs)

To enable the student:

1. Understand the concept, meaning, and philosophy of Positive Behavior Support (PBS) in the context of school education.
2. Explain the importance of PBS in promoting school discipline and holistic student development.
3. Analyze the theoretical foundations of PBS with reference to Behaviorism, Humanism, and Positive Psychology.
4. Examine the three-tier system of PBS and its practical application at universal, targeted, and individualized levels.

5. Develop the ability to apply PBS strategies for classroom management, inclusive education, and co-curricular activities.
6. Critically evaluate case studies and best practices of PBS implementation in schools to strengthen professional competence.

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Define and describe the concept, meaning, and philosophy of PBS in education.
2. Illustrate how PBS promotes discipline and holistic student development in schools.
3. Apply Behaviorism, Humanism, and Positive Psychology principles to real classroom scenarios through case studies.
4. Differentiate among Tier 1, Tier 2, and Tier 3 supports, and design strategies for each level of PBS.
5. Create and use PBS-based classroom management tools such as behavior logs and weekly tracking charts.
6. Analyze and reflect on case studies and best practices to propose effective solutions for behavioral challenges in schools.

Part I: Orientation to PBS in Education

1. Understanding PBS in Education
 - Concept, meaning, and philosophy of Positive Behavior Support (PBS)
 - Importance of PBS for promoting school discipline and holistic student development
 - Theoretical foundations: Behaviorism, Humanism, and Positive Psychology
 - Three-Tier System of PBS:
 - Tier 1 – Universal Support: School-wide and classroom-wide strategies for all students
 - Tier 2 – Targeted Support: Group-level interventions for students at risk
 - Tier 3 – Individualized Intensive Support: Personalized support for students with chronic or severe behavioral challenges
2. Application of PBS in Schools
 - Implementation of PBS strategies in classroom management
 - Role of PBS in creating inclusive classroom environments
 - Integration of PBS with social-emotional learning (SEL)
 - Application of PBS in co-curricular and extracurricular activities

- Case studies and best practices of PBS implementation in schools

Part II: Activities for PBS in Education

Activity 1:

- Create short case studies demonstrating how each theory (Behaviorism, Humanism, and Positive Psychology) is applied in classroom settings.

Activity 2:

- Prepare a weekly behavior tracking chart for students in a school.
- Observe and record the behavior of five students (with prior permission from the school) using the chart.

Guidelines for Writing Report on PBS in Education

Part I: Orientation to PBS in Education

Students should include the following points in their report:

1. Introduction

- Briefly explain what Positive Behavior Support (PBS) is.
- Mention why PBS is important in education and classroom management.

2. Understanding PBS

- Define PBS and explain its scope in school education.
- Explain the importance of PBS for school discipline and holistic development.
- Differentiate PBS from traditional discipline methods.
- Describe the theoretical foundations: Behaviorism, Humanism, and Positive Psychology.
- Explain the Three-Tier System of PBS:
 - Tier 1: Universal Support for all students
 - Tier 2: Targeted Support for small groups of students
 - Tier 3: Individualized Intensive Support for specific students

1. PBS in Practice

- Explain how PBS is applied in classroom and school settings.
- Mention inclusive practices for diverse learners.
- Describe how teachers can create a positive classroom and school climate.

1. Reflection

- Write your personal understanding of PBS.
- Include your thoughts on how PBS will help in your future teaching practice.

Part II: Activities Related to PBS in Education

For each activity, include the following in your report:

1. Title of the Activity – e.g., “Case Study on PBS” or “Weekly Behavior Tracking”.
2. Name of School / College – where the activity was conducted.
3. Number of Students and Teachers – involved in the activity.
4. Objectives – purpose of the activity.
5. Process / Steps Followed – explain step by step how the activity was carried out.
6. Observations / Outcomes – record what was observed or achieved.
7. Reflection – write what you learned from the activity and how it will help in future teaching.

Activities to Report:

- Activity 1: Creating case studies to show application of Behaviorism, Humanism, and Positive Psychology in classrooms.
- Activity 2: Preparing a weekly behavior tracking chart and observing 5 students in a school.

Format & Submission Tips

- Handwritten report preferred 5–7 pages.
- Use headings and subheadings for clarity.
- Write in simple and clear language.
- Include tables, charts, or diagrams wherever necessary (for example, behavior tracking chart).
- End each section with personal reflections

Assessment:

Distribution of 25 marks will be as follows:

- Activity 1: 10 marks
- Activity 2: 10 marks
- Report writing: 5 marks

MED108 B) Portfolio Development

(Credit 1; 15 hours; 25 Marks)

Course Summary

This course familiarizes M.Ed. students with the development of portfolio and e-portfolio as essential tools for reflection, assessment, research documentation, and professional growth. It emphasizes systematic collection, organization, and presentation of academic, research, practicum, and co-curricular evidence. By documenting lesson planning, teaching-learning activities, assessment records, research progress, professional development, and reflective notes, student-teachers enhance their ICT skills, reflective habits, research and teaching competencies, preparing them for viva, assessment, and future academic or professional careers.

Course Objectives

Students will be able to:

1. Understand the concept, purpose, and significance of portfolio and e-portfolio in teacher education and research.
2. Explore the types of portfolios and their role in professional documentation and development.
3. Familiarize with the process of portfolio development – planning, collection, organization, reflection, presentation, and revision.
4. Compile records and evidence of teaching-learning activities, practicum, research, and professional development.
5. Develop skills in reflection, self-evaluation, and professional goal setting.
6. Prepare and present a systematic physical and digital portfolio to demonstrate professional growth, research engagement, and teaching competencies.

Course Learning Outcomes (CLOs)

After completing the course, student-teachers will be able to:

1. Explain the concept, need, and importance of portfolio and e-portfolio in teacher education.
2. Identify and differentiate between types of portfolios (physical, digital, developmental, reflective, showcase).
3. Apply portfolio development steps in compiling and organizing Semester I academic, research, and practicum evidence.

4. Prepare a student-teacher portfolio including lesson plans, assessment records, research assignments, ICT-based tasks, and reflective notes.
5. Write reflective journals and self-evaluations demonstrating personal, professional, and research growth.
6. Present a systematic, professional, and multimedia-enhanced portfolio in both physical and e-format for assessment.

Course Content

Part I: Orientation – Portfolio Development

1. Introduction to Portfolio

- Concept, meaning, and definition of portfolio and e-portfolio.
- Types: Physical, digital, developmental, reflective, showcase; differences and purposes.
- Student-Teacher's Portfolio: concept, purpose, and core components.
- Importance of e-Portfolio in teacher education and research.
- Role of e-Portfolio in the context of **NEP 2020**: significance and professional relevance.

2. e-Portfolio Development

- Platforms/Tools: Google Sites, WordPress, Canva, PPT-to-PDF, Mahara.
- Process: **Planning → Collection → Selection → Organization → Reflection → Documentation → Presentation → Revision.**

3. Components of Physical and e-Portfolio

1. Personal Information & Teaching/Research Philosophy
2. Academic & Professional Records (qualifications, certificates, workshops, research evidence)
3. Reflective Notes (learning experiences, challenges, improvements)
4. Professional Growth Evidence (research progress, workshops, achievements)
5. Conclusion & Future Goals
6. Records related to theory courses
7. Records of research activities – Practicals, CCE, Internal Examinations
8. Records of Internship
9. Appendices (scanned documents, photos, videos, certificates)
10. All physical documents related to Semester I

4. Presentation and Showcasing

- Systematic organization with clarity and coherence.
- Use of multimedia and ICT tools for effective e-Portfolio presentation.
- Demonstration of reflective growth, professional competencies, and research engagement.

Part II: Activity – Portfolio Development

1. Portfolio Creation

- Prepare a physical portfolio file with cover page and index.
- Create a basic e-Portfolio (Google Sites / WordPress / PPT-to-PDF).

2. Organize Evidence

- Insert lesson plans, ICT assignments, reflections, activity reports, and research documentation.
- Upload scanned certificates, photos, videos, and other digital content.

3. Reflection Writing

- Write reflective notes for each section documenting learning experiences, challenges, improvements, and research insights.

4. Submission of Portfolio

- Physical Portfolio (file format)
- e-Portfolio link or PDF (digital format)

5. Showcasing

- Present the portfolio (physical + digital) to peers, mentors, or teacher educators.
- Highlight reflective growth, research engagement, professional competencies, and achievements.

Guidelines for Portfolio Development

For Teacher Educators:

1. Explain the concept, purpose, and types of portfolios with examples.
2. Integrate portfolio work with other M.Ed. courses (research, practicum, ICT, professional development).
3. Provide a standard portfolio template (cover page, index, sections, appendices).
4. Emphasize reflective writing over mere documentation.
5. Encourage e-portfolio preparation using digital tools.
6. Conduct periodic checks, provide feedback, and organize peer-review sessions.
7. Evaluate completeness, organization, creativity, reflection, and professional growth.

For Students-

1. Treat the portfolio as evidence of professional and research growth.
2. Plan the structure in advance (physical + e-portfolio).
3. Include lesson plans, teaching-learning materials, ICT tasks, assessment records, EPC activities, research assignments, and reflections.
4. Arrange systematically with titles, subsections, and neat layout.
5. Write reflective notes on strengths, challenges, improvements, and future goals.
6. Maintain professionalism, originality, and confidentiality.
7. Update regularly; avoid last-minute compilation.
8. Present confidently during assessment and viva.
9. Submit both physical and digital formats.

Evaluation

- Internal Evaluation: Out of 100 marks
 - Consolidated for 25 marks.
-

SEMESTER II

MED201 Philosophy of Education

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To enable the students to understand the nature and scope of philosophy and its relationship with education.
2. To understand the prominent Indian and Western schools of philosophy and their educational implications.
3. To analyse the contributions of great Indian and Western thinkers to educational thought.
4. To develop the ability to formulate one's own educational philosophy.
5. To understand the significance of values and cultural philosophy in education.
6. To reflect on national values as stated in the Constitution of India and their role in educational practice.

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Define and explain the meaning and functions of philosophy.
2. Establish the relationship between philosophy and education.
3. Identify and describe various Indian schools of philosophy and their educational implications.
4. Identify and describe various Western schools of philosophy and their educational implications.
5. Analyse the contributions of Indian thinkers to education.
6. Analyse the contributions of Western thinkers to education.
7. Differentiate between philosophical ideologies in terms of epistemology, axiology, and methodology.
8. Describe the concept and importance of human values.
9. Explain types of values and their significance in education.
10. Examine the philosophical understanding of Indian culture and its educational relevance.
11. Interpret the national values in the light of the Constitution.

12. Reflect on the role of the teacher in value inculcation.

Unit 1 Philosophy and Education

Credit 1

- 1.1 Meaning and nature of Education and Philosophy
- 1.2 Definitions and scope of philosophy in education
- 1.3 Interrelationship between philosophy and education
- 1.4 Need of philosophy in life and teacher's role in philosophical understanding
- 1.5 Modern philosophical trends: Logical empiricism and positivism
- 1.6 Emerging philosophical perspectives: Relativism and constructivism

Unit 2 Indian Schools of Philosophy

Credit 1

- 2.1 Vedic Philosophy – concepts, values, and educational vision
- 2.2 Buddhist Philosophy – Four Noble Truths, education as liberation
- 2.3 Jain Philosophy – Syadvada and educational implications
- 2.4 Islamic Educational Thought – unity of knowledge and faith
- 2.5 Educational implications: Concept of knowledge, reality, values, curriculum, teacher-student relation, discipline
- 2.6 Contributions to Indian education by: Swami Vivekananda, Tagore, Gandhi, Ambedkar, Phule, J.P. Naik, Aurobindo

Unit 3 Western Schools of Philosophy

Credit 1

- 1.1 Idealism – metaphysics, epistemology, axiological aspects and education
- 1.2 Naturalism – emphasis on nature, freedom and child-centred learning
- 1.3 Pragmatism – learning by doing, experience and change
- 1.4 Realism – scientific temper and material world in education
- 1.5 Existentialism and Marxism – freedom, choice, and social change
- 1.6 Contributions of Plato, Aristotle, Rousseau, John Dewey to educational thought

Unit 4 Philosophy of Human Values, Culture & Education

Credit 1

- 4.1 Meaning and significance of values in life and education
- 4.2 Types of values – spiritual, moral, social, aesthetic, national, democratic
- 4.3 Philosophy of human values – Eastern and Western views
- 4.4 Culture and education – mutual influence, role in identity formation
- 4.5 National values enshrined in Indian Constitution and educational implications
- 4.6 Role of education and teacher in inculcation of values

Practical: (Any one from the given list)

- 1. Critical study of the philosophy of an Indian or Western thinker and presentation.

2. Group discussion and report on comparison between Indian and Western philosophies.
3. Designing a value education module for school education.
4. Reflective journal writing: “My Educational Philosophy – evolving views.”

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

English:

1. Archambault. D. R (1972) Philosophical analysis and education, International Library of the Philosophy of Education, London, pub by Routledge & Kegan Paul
2. Bruubacher, John S.; (1969). Modern Philosophies of Education, Tata McGraw-Hill,
3. Dewey, John (1930) Democracy and Education: An introduction to the Philosophy of Education. New York: Macmillan.
4. Diane Tellman (2000), Living Values: An Educational Program, Sterling Publishing Private Limited, USA.
5. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
6. Mother (1960). Education and Aims of Human Life. Aurobindo Ashram Press, Pondicherry.
7. Padma M. Sarangapani, (2003), Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publications, New Delhi.
8. Pathak Avjit (2009). Education and Moral Quest. Aakar Books, New Delhi.
9. Stella Van Petten Henderson (1960), Introduction to Philosophy, The University of Chicago press, Chicago.
10. Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row
11. Winch, C (1986) Philosophy of Human Learning, Routledge, London.

Marathi:

1. पवार, ना.ग . (२००८) भारतीय शिक्षणातील आधुनिक विचारप्रवाह नित्य नूतन प्रकाशन पुणे.
2. भंगाळे, शैलजा (२०१५). समकालीन भारत आणि शिक्षण जळगाव, प्रशांत प्रकाशन.

MED202 Sociology of Education

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To understand the fundamental concepts, nature, and scope of Educational Sociology and the Sociology of Education.
2. To analyze the role of social institutions and structures such as family, caste, class, gender, and religion in shaping educational experiences and outcomes.
3. To explore the cultural and constitutional context of education in promoting inclusion, social justice, and national values.
4. To evaluate the intersections of gender, social stratification, and education in access, curriculum, and pedagogy.
5. To understand the process of socialization and the role of education in promoting social mobility, integration, and societal transformation.
6. To critically examine contemporary educational challenges and reflect on alternative models for equitable and democratic education.

Course Learning Outcomes (CLOs)

1. Define and distinguish between Educational Sociology and Sociology of Education, and explain their significance in understanding educational processes.
2. Analyze the impact of social institutions—such as family, school, peer groups, religion, caste, class, and gender—on learners' development and educational experiences.
3. Examine the cultural functions of education, particularly in the transmission, transformation, and negotiation between tradition and modernity.
4. Explain the role of education in upholding the Constitution of India, particularly in relation to the Right to Education (Article 21A) and promotion of constitutional values like equality, liberty, and secularism.
5. Critically evaluate the intersection of sex, gender, and education, with a focus on gender equity, stereotypes, and inclusive practices in education.
6. Assess how social stratification and social structure affect educational access, quality, and outcomes, especially in the Indian context.

7. Describe the process of socialization through family, school, media, and peer groups, and their influence on the development of learners' identity and behavior.
8. Investigate how education contributes to social mobility, integration, national unity, and inclusion, while identifying key barriers to these goals.
9. Evaluate the role of education in promoting nationalism, international understanding, and global citizenship, in response to global and local social forces.
10. Discuss the educational strategies to address social issues, including terrorism, discrimination, stereotypes, social exclusion, and democratic participation.
11. Critique the relationship between educational change and social change, including debates around politicization, institutional autonomy, academic freedom, and governance.
12. Reflect on alternative models of education, including Ivan Illich's de-schooling philosophy, and assess education's potential as an agent of equity, empowerment, and social transformation.

Unit 1 Social Perspective of Education

Credit 1

1.1 Meaning & Nature of Educational Sociology, Sociology of Education

1.2 Education and Social Institutions

- Role of family in education and socialization
- Influence of school and peer group on learning and development
- Interaction between education and religion, caste, gender, and class

1.3 Education and Cultural Context

- Role of education in cultural transmission and transformation
- Education and its relationship with traditions and modernity
- Cultural barriers and inclusive education

1.4 Education and Constitution of India

- Education as a fundamental right (RTE Act, Article 21A)
- Role of education in promoting constitutional values

1.5 Sex and Education

1.6 Social Stratification and Education

Unit 2 Education and Socialization

Credit 1

2.1 Process and Social Variables (family, school, media, peers) of socialization in education

2.2 Social Structure and Social Stratification its impact on the educational process.

- 2.3 Role of education in promoting social mobility, Barriers to mobility (economic, cultural, institutional),
- 2.4 Education for emotional and social integration in society; Curriculum and activities fostering national unity, Addressing diversity and inclusion
- 2.5 Nationalism and international understanding through education
- 2.6 Equality of educational opportunity and social justice- Meaning and need with special reference with Indian Society

Unit 3 Social Forces and Education

Credit 1

- 3.1 Education for maintaining peace in diverse religious beliefs.
- 3.2 Global citizenship education and influence of social forces
- 3.3 Education's role in addressing world problems and Terrorism – its causes, its impact on Society and remedies through Education.
- 3.4 Concept of Secularism in India and World prospect and building of Secularism through Education
- 3.5 Role of Education in Addressing Social Challenges; Tackling discrimination, stereotypes, and social exclusion, Promoting democratic participation and rights awareness
- 3.6 Ivan Illich's views on de-schooling and alternative education models

Unit 4 Sociology of Education and Educational Change

Credit 1

- 4.1 Relationship between educational change and social change
- 4.2 Politicization of education and the need for institutional autonomy, Issues of institutional autonomy and academic freedom, Balancing governance with decentralization
- 4.3 Education as a means to promote secular and democratic values
- 4.4 Education as a potential equalizing social force: quality of educational opportunities.
- 4.5 Educating the masses: the needy and the disadvantaged section; women's education.
- 4.6 Nature of education and the impact of social reality on its content methodology and organization: accountability and feasibility.

Practical: (Any one from the given list)

- 1. Case Study – On a student from a marginalized background.

2. Interview Task – Conduct an interview with a teacher about social equity in school.
3. Prepare a Report – On how caste/class affects educational access in your locality.
4. Role Play – On issues like gender discrimination in classrooms.

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

English:

1. Aggarwal, J. C. (2010). Theory and principles of education (12th ed.). Vikas Publishing House.
2. Aggarwal, J. C. (2012). Essentials of educational technology: Teaching learning innovations in education (2nd ed.). Vikas Publishing.
3. Arulsamy, S. (2011). Philosophical and sociological perspectives on education. Neelkamal Publications.
4. Best, J. W., & Kahn, J. V. (2016). Research in education (10th ed.). Pearson Education.
5. Bhatia, H.R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman.
6. Bhatia, K. K., & Bhatia, B. D. (2009). Philosophical and sociological foundations of education. Doaba House.
7. Bhatia, K. K., & Narang, C. L. (2013). Philosophical and sociological bases of education. Tandon Publications.
8. Chandra, S. S., & Sharma, R. K. (2006). Sociology of education. Atlantic Publishers.
9. Chauhan, S. S. (2007). Advanced educational psychology (7th ed.). Vikas Publishing House.
10. Garrett, H. E., & Woodworth, R. S. (2008). Statistics in psychology and education. Surjeet Publications.
11. Mangal, S. K. (2012). Advanced educational psychology (2nd ed.). PHI Learning.
12. Mathur, S. S. (2000). A sociological approach to Indian education (9th ed.). Vinod Pustak Mandir.
13. Mathur, S. S. (2001). Educational administration and management. Vinod Pustak Mandir.

14. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017–1054.
15. Naik, J. P. (1965). Education and the social order. Allied Publishers.
16. NCERT. (2005). National curriculum framework. NCERT.
17. NCTE. (2014). Norms and standards for teacher education programs. National Council for Teacher Education.
18. Ornstein, A. C., & Hunkins, F. P. (2017). Curriculum: Foundations, principles, and issues (7th ed.). Pearson.
19. Rajput, K. S. (2020). Quality and management of school education. Kanishka Publishers.
20. Sachdeva, M. S. (2005). A new approach to educational psychology. Tandon Publications.
21. Santrock, J. W. (2018). Educational psychology (6th ed.). McGraw-Hill Education.
22. Sharma, R. A. (2006). Teacher education: Principles, theories and practices. R. Lall Book Depot.
23. Taneja, V. R. (2005). Foundations of education. Atlantic Publishers

Marathi:

1. कांबळे, अशोक. (2019). भारतीय शिक्षणाचा इतिहास. पुणे: निर्मिती प्रकाशन.
2. काळे, जयश्री. (2019). समावेशित शिक्षण. कोल्हापूर: महालक्ष्मी प्रकाशन.
3. कुंडले, म. बा. (1996). शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र, श्रीविद्या प्रकाशन, पुणे
4. खैरे गौ., सोनवणे सं., कागदे शो. प्रगत शैक्षणिक मानसशास्त्र विकास व अध्यनन निराली प्रकाशन
5. गाजरे रा.वि. महंत ज्योति. (2010) उद्योन्मुख भारतीय समाज शिक्षण व शिक्षक नित्य नूतन प्रकाशन, पुणे.
6. गुप्ता, सी. एल. (2022). शैक्षणिक मानसशास्त्र (मराठी अनुवाद). ज्ञानदीप प्रकाशन. (हिंदी पुस्तकाचा मराठी अनुवाद)
7. दांडेकर वा.ना. शैक्षणिक व प्रायोगिक मानसशास्त्र नरेंद्र प्रकाशन
8. देशपांडे के.ना.; माळी आ.ल. (2009) भारतीय शिक्षणाचा इतिहास : प्राचीन भारतीय शिक्षण, नित्य नूतन प्रकाशन, पुणे.

9. नानकर प्रभाकर.लक्ष्मण. शिरोडे संगिता (2010) वर्तमान शिक्षणातील विचारप्रवाह, नित्य नूतन प्रकाशन, पुणे.
10. पाटील, आर. जे. (2016). पाठ्यक्रम विकास व मूल्यांकन. पुणे: अण्णासाहेब पाटील प्रकाशन..
11. भिंताडे वि.रा. सांगोलकर अरुण (2015) समकालीन भारतीय शिक्षण लिंग आणि समाज, सुविचार प्रकाशन मंडळ, पुणे.
12. मोरे ल. शिक्षणाचे मानसशास्त्रीय अधिष्ठान पिंपळापुरे प्रकाशन
13. वळसे, पांडुरंग. (2018). शिक्षणतत्त्वज्ञान. पुणे: विद्या प्रकाशन.
14. सांगोलकरअरुण (2011) नवीन समाजातील शिक्षणाचे विचारप्रवाह, इनसाइट पब्लिकेशन, नाशिक.

MED203 Curriculum Studies

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To understand the meaning, concept, and elements of the curriculum.
2. To study the philosophical, sociological, and psychological foundations of curriculum development.
3. To explore various models and theories of curriculum development.
4. To understand the processes of curriculum transaction and evaluation.
5. To appreciate the need for continuous curriculum, change and reconstruction.
6. To develop awareness about the nature, scope, and methods of curriculum research.

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Define and explain the meaning, concept, and key elements of curriculum, distinguishing it clearly from syllabus and instructional units.
2. Analyse the philosophical, psychological, and sociological foundations of curriculum to understand its multidimensional nature.
3. Compare and contrast various models of curriculum development, including technical/scientific and humanistic/non-scientific approaches.
4. Evaluate classical curriculum development models such as Tyler, Taba, Saylor & Alexander, and Hunkins in terms of their relevance and application in modern education.
5. Describe the stages and theories involved in curriculum development and explain how they influence curriculum design.
6. Examine different patterns of curriculum organization and their implications for learner-centred education.
7. Compare various curriculum development models such as Glathorn's Naturalistic, Weinstein & Fantini, and post-positivistic models.
8. Apply principles for selecting and organizing curriculum content and appropriate learning experiences.
9. Identify and use appropriate instructional systems, media, techniques, and materials for effective curriculum transaction.

10. Critically analyse models and strategies of curriculum evaluation and their application in assessing curriculum effectiveness.
11. Demonstrate an understanding of the roles of teachers and educational institutions in curriculum evaluation and improvement.
12. Discuss the nature and process of curriculum change and critically examine the role and types of curriculum research in promoting curriculum innovation.

Unit 1 Introduction to Curriculum

Credit 1

- 1.1 Meaning and concept of curriculum
- 1.2 Elements of curriculum
- 1.3 Distinction among curriculum, syllabus, and units
- 1.4 Philosophical, psychological, and sociological bases of curriculum
- 1.5 Models of curriculum development – Scientific/Technical, Non-Scientific/Humanistic
- 1.6 Models – Tyler, Saylor & Alexander, Taba, Hunkins

Unit 2 Curriculum Development

Credit 1

- 2.1 Stages of curriculum development
- 2.2 Types of curriculum theories
- 2.3 Patterns of curriculum organization
- 2.4 Glathorn Naturalistic model, Weinstein and Fantini model, post-positivistic model
- 2.5 Selection of curriculum and learning experiences
- 2.6 Organization of curriculum content and learning experiences

Unit 3 Curriculum Transaction and Curriculum Evaluation

Credit 1

- 3.1 Instructional systems and instructional media
- 3.2 Instructional techniques and materials for effective curriculum transaction
- 3.3 Approaches to curriculum evaluation
- 3.4 Models of curriculum evaluation
- 3.5 Strategies for evaluating curriculum effectiveness
- 3.6 Role of teachers and institutions in curriculum evaluation

Unit 4 Curriculum Change & Research in Curriculum

Credit 1

- 4.1 Meaning and types of curriculum change
- 4.2 Approaches to curriculum change

- 4.3 Scope of curriculum research
- 4.4 Modes of curriculum research
- 4.5 Types of research in curriculum
- 4.6 Role of research in curriculum revision and innovation

Practical: (Any one from the given list)

1. Analyse and compare two curriculum models based on philosophical and psychological foundations. *Prepare a comparative chart with examples.*
2. Prepare a detailed stage-wise curriculum plan for a school subject of your choice. *Include objectives, content, experiences, and evaluation.*
3. Conduct a small-scale evaluation of any existing school curriculum using an evaluation model. *Present findings with suggestions for improvement.*
4. Review two research articles on curriculum development or curriculum change. *Highlight methodology, findings, and relevance.*

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

English:

1. Aggarwal, Deepak (2007): *Curriculum development: Concept, Methods and Techniques*. New Delhi. Book Enclave.
2. Arora, G.L. (1984): *Reflections on Curriculum*. NCERT. Bob Moon and Patricia
3. Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
4. G.W. Ford and Lawrence Pungo,(1964). *The structure of Knowledge and the curriculum*. Rand McNally & Company, Chicago.
5. Joseph Schwab, (1969). *The Practical: A language for curriculum*. School Review, November.
6. Kelley, A.B. (1996). *The Curricular Theory and Practice*. Harper and Row, US.
7. Kelly, A. V. (2009). *The Curriculum: Theory and Practice* (6th ed.). Sage Publications.
8. Murphy (Ed) (1999). *Curriculum in Context*, Paul Chapman Publishing, London.
9. NCERT (1984). *Curriculum and Evaluation*, NCERT, New Delhi.

10. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
11. NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
12. NCERT (2006): *Systematic reforms for Curriculum change*. New Delhi.
13. NCTE (2009) National Curriculum Framework for Teacher Education.
14. Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
15. Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, Principles, and Issues* (7th ed.). Pearson.
16. Print, M. (1993). *Curriculum Development and Design*. Allen & Unwin.
17. Taba, H. (1962). *Curriculum Development: Theory and Practice*. Harcourt, Brace & World.
18. Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
19. Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. University of Chicago Press.
20. Wheeler D.K. (1967) Curriculum Process, University of London Press.
21. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

Marathi:

1. कदम, आर. डी. (2022). अभ्यासक्रम, अध्यापन व मूल्यांकन. नूतन प्रकाशन.
2. जगताप, ह. ना. (2016) ज्ञान व अभ्यासक्रम, सुविचार प्रकाशन मंडळ, पुणे.
3. जाधव, एस. एन. (2017). शालेय अभ्यासक्रम आणि मूल्यांकन. डायमंड पब्लिकेशन्स.
4. पवार, व्ही. बी. (2020). शिक्षण योजना व अभ्यासक्रम. साईनाथ प्रकाशन.
5. पाटील भूषण, (2016) भाषा ज्ञान आणि अभ्यासक्रम निराली प्रकाशन, पुणे.
6. पाटील विनोद (2016) ज्ञान आणि अभ्यासक्रम, अथर्व प्रकाशन, जळगाव.
7. पाटील, वी. टी. (2018). अध्ययनक्रम विकास. विद्यापीठ प्रकाशन.
8. शिंदे, एस. के. (2019). शिक्षणशास्त्र व अभ्यासक्रम विकास. फडके प्रकाशन.

MED204 Teacher Education

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To understand the concept, scope, models, and global context of teacher education.
2. To analyze the structure and significance of pre-service and in-service teacher education programs.
3. To explore the historical development, policy reforms, and innovative practices in teacher education, especially in light of NEP 2020.
4. To examine the roles and responsibilities of teacher educators in ensuring quality and inclusivity in education.
5. To appreciate the need for professional development and ethical standards in teaching professions.
6. To develop research-based perspectives and strategies for teacher effectiveness, mental health, and learner support.

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Explain the concept, scope, and objectives of teacher education and its evolution in national and global contexts.
2. Compare various models of teacher education and assess the role of key agencies like NCTE, NCERT, and UNESCO.
3. Identify and analyse contemporary issues and challenges in teacher education with reference to Indian and international scenarios.
4. Differentiate between pre-service and in-service teacher education and evaluate their contribution to teacher development.
5. Design and assess orientation, refresher, and faculty improvement programs for continuous teacher growth.
6. Critically examine inclusive and special education practices and quality assurance mechanisms in teacher education.
7. Analyse the historical progression of teacher education in India before and after independence.

8. Interpret the vision and reforms of NEP 2020 and assess their implications for teacher education.
9. Apply innovative practices and digital tools in teacher education using constructivist and collaborative approaches.
10. Demonstrate understanding of professional development, ethics, and leadership qualities required in 21st-century classrooms.
11. Formulate research-based strategies to address issues in teacher education and enhance teaching effectiveness.
12. Evaluate the role of teacher educators in promoting mental health, counselling, and emotional well-being among learners.

Unit 1 Foundations of Teacher Education

Credit 1

- 1.1 Concept of Teacher Education.
- 1.2 Need, Scope, and Objectives of Teacher Education.
- 1.3 Models of Teacher Education: Behavioristic, Competency-Based, and Inquiry-Oriented.
- 1.4 Agencies of Teacher Education: SCERT, NCERT, NCTE, NUPEA, UGC, UNESCO, RIE.
- 1.5 Issues and Problems in Teacher Education.
- 1.6 Teacher Education in Indian and Global Contexts.

Unit 2 Pre-Service and In-Service Teacher Education

Credit 1

- 2.1 Concept, Nature, and Need of Pre-service and In-service Teacher Education.
- 2.2 Orientation and Refresher Courses, Faculty Improvement Programme (FIP).
- 2.3 Curriculum and Modes of Transaction in Teacher Education.
- 2.4 Internship, Practicum and Attachment Programs in Teacher Education.
- 2.5 Teacher Preparation for Inclusive and Special Education.
- 2.6 Quality Assurance and Performance Appraisal of Teachers.

Unit 3 Reforms and Innovations in Teacher Education

Credit 1

- 3.1 Teacher Education in Pre- and Post-Independence India.
- 3.2 NEP 2020: Vision, Goals, and Implications for Teacher Education.
- 3.3 Integrated Teacher Education Program (ITEP) and Professional Standards.
- 3.4 Innovative Practices in Teacher Education: Constructivist, Reflective, and Collaborative Approaches.
- 3.5 Use of Digital Platforms, e-Learning Tools and Educational Technology.
- 3.6 Gender Equality, Social Justice, and Value-Based Teacher Education.

Unit 4 Professional Growth and Research in Teacher Education

Credit 1

- 4.1 Concept and Importance of Professional Development.
- 4.2 Professional Ethics and Code of Conduct for Teacher Educators.
- 4.3 Teacher Effectiveness and Leadership in 21st Century Classrooms.
- 4.4 Research in Teacher Education: Nature, Scope, and Trends.
- 4.5 Areas and Issues for Research in Teacher Education.
- 4.6 Role of Teacher in Promoting Mental Health and Counseling.

Practical: (Any one from the given list)

- 1. Prepare a Training Module – For in-service teacher professional development.
- 2. Interview a Teacher Educator – On challenges in teacher training institutions.
- 3. Visit Report – From a teacher training institute.
- 4. Design a Pre-Service Workshop Plan – With objectives and evaluation.

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

English:

- 1. Aggarwal, J. C. (2019). Development and Planning of Modern Education. New Delhi: Vikas Publishing House.
- 2. Kothari, R.G. and Patel, J.B (2011). In-Service Teacher Education: Training Programme for Primary Teachers: VDM Verlag Dr. Muller
- 3. Mangal, S. K. (2011). Teacher Education. New Delhi: PHI Learning Pvt. Ltd.
- 4. Mangla, S. (2002). Teacher Education- Trends and Strategies. New Delhi: Sage Publishers.
- 5. National Council for Teacher Education. (2009). National Curriculum Framework for Teacher Education: Towards Professional and Human Teachers: New Delhi: Member Secretary, National Council for Teacher Education.
- 6. National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
- 7. National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.

8. National Curriculum Framework for School Education (2006) NCERT: J.J. offset Printers.
9. NCERT (1991a). Elementary Teacher Education Curriculum – Guidance and syllabus. New Delhi, NCERT.
10. NCTE (1978). Teacher Education Curriculum. A Framework. New Delhi, NCERT.
11. NCTE (1988). National Education curriculum – A Framework. New Delhi.
12. Rajput J. S. &Walia, K (2002), Teacher Education in India. Sterling Publishers Private Limited: New Delhi.
13. Sharma, A. P. (2010). Teacher Education: Principles, Theories and Practices. New Delhi: APH Publishing Corporation.
14. Stone, J.C, (1970). Breakthrough in Teacher Education. San Francisco: Josswey Bass Inc.
15. UNESCO, (1978). Developing Instructional Model for Teacher Education.

Marathi:

1. कांबळे, जे. बी. (2015). शिक्षक प्रशिक्षण: दृष्टिकोन व नवे प्रयोग. सुगावा प्रकाशन.
2. गांगुर्डे, & गायकवाड. (2015). शिक्षक शिक्षण: सिद्धांत व प्रयोग. प्रकाशन संस्था.
3. जोशी, वी. आर. (2016). शिक्षक शिक्षणातील नवे प्रवाह. पद्मा प्रकाशन.
4. देशमुख, एम. एन. (2018). व्यावसायिक शिक्षक विकास. साईनाथ प्रकाशन.
5. पाटील, आर. टी. (2021). राष्ट्रीय शिक्षण धोरण 2020 आणि शिक्षक शिक्षण. डायमंड पब्लिकेशन्स.
6. भालेराव, शांतीशेठ. (2017). शिक्षक शिक्षण. श्री विद्या प्रकाशन.
7. लोंढे, एस. डी. (2019). शिक्षक प्रशिक्षण आणि शैक्षणिक तंत्रज्ञान. ज्ञानदीप प्रकाशन.
8. शिंदे, पी. आर. (2020). शिक्षणशास्त्र व शिक्षक शिक्षण. नूतन प्रकाशन.

NEP2020 Document:

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

MED205 Dissertation Part II

A) Research Review

B) Data Collection Tool

Credits: 02

Hours: 30

Marks (Int.50+Ext.0): 50

MED205 Dissertation Part II

A) Research Review

(Credit 1; 15 hours; 25 Marks)

Summary:

This unit trains Students to critically analyze and synthesize educational research literature. It emphasizes identifying research gaps, trends, and methodologies to frame research objectives or questions. Students learn systematic search strategies using digital databases and proper APA (7th edition) referencing. The assessment includes an orientation workshop and report writing based on a review of 10–15 related studies. By the end, students can prepare a structured review chapter that justifies their dissertation topic with strong academic support.

Course Objectives

To enable the student to:

1. To develop the ability to critically review related literature from multiple sources.
2. To understand the purpose and importance of literature review in educational research.
3. To analyze research trends, themes, and methodologies used in earlier studies.
4. To identify knowledge gaps and unexplored issues in the field of study.
5. To frame precise research objectives, hypotheses or research questions from the review.
6. To learn proper documentation and citation practices using APA (7th edition)

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Access and organize educational literature from diverse sources (print and digital).
2. Critically evaluate studies for relevance, methodological rigor, and findings.
3. Thematically or chronologically synthesize at least 10–15 related studies.

4. Identify gaps in research and justify the need for the present study.
5. Formulate clear and researchable objectives/questions for the dissertation.
6. Prepare a well-structured review chapter with correct academic referencing.

Guidelines for Implementation

- **Orientation Session:** Conduct an initial workshop to explain the importance of literature review, how to search academic sources, and how to organize them systematically.
- **Use of Digital Resources:** Train students to use online databases (e.g., ERIC, JSTOR, Shodhganga, Google Scholar) along with traditional libraries.
- **Faculty Mentorship:** Assign each student a faculty guide for continuous monitoring.

Provide regular one-to-one or small group consultations.

Guidelines for Report Writing

1. Title of the Research Topic/Area

- Choose a clear, concise, and specific title that reflects the central theme of your study.
- Avoid vague or overly broad titles.
- Ensure alignment between the title and the research problem.

2. Statement of the Problem and Rationale

- **Statement of the Problem:** Describe the issue or phenomenon you intend to study.
 - What is the problem?
 - Why is it significant in the field of education?
- **Rationale:** Justify why this problem needs research.
 - Explain relevance to educational practice, theory, or policy.
 - Importance of the study.
- End with a short paragraph that logically leads into the need for a review of related studies.

3. Review of 10–15 Related Studies (Thematic or Chronological)

- Collect studies from books, journals, theses, dissertations, digital libraries (ERIC, JSTOR, Shodhganga).
- **Thematic Review:** Group studies by themes (e.g., teaching methods, learner outcomes, technology use).
- **Chronological Review:** Present studies in order of publication to show how knowledge has developed over time.

- For each study, include:
 - Author(s), year, and location of study.
 - Purpose of the study.
 - Research design/methodology used.
 - Key findings.
 - Relevance to your topic.

4. Identified Research Gap

- After reviewing literature, clearly highlight what is missing, underexplored, or inconsistent.
- Possible gaps may include:
 - Lack of studies in a specific geographical context.
 - Limited focus on certain variables or populations.

5. Research Questions/Objectives Framed

- Based on the identified gap, write clear, specific, and measurable research questions/objectives.
- Objectives should be action-oriented

6. Research Questions may be descriptive or exploratory

7. References in APA (7th Edition) Style

- All cited works must be listed in the References section at the end.
- Follow APA 7th Edition rules:
 - Book: Author, A. A. (Year). *Title of the book*. Publisher.
 - Journal article: Author, A. A. (Year). Title of article. *Journal Name*, Volume (Issue), page range. <https://doi.org/xxxxx>
 - Website: Author, A. A. (Year, Month Day). Title of webpage. *Website Name*. URL

Assessment:

Report of research review – 25 marks

MED205 Dissertation Part II

B) Data Collection Tool

(Credit 1; 15 hours; 25 Marks)

Summary:

This unit focuses on the development, selection, and administration of research tools such as questionnaires, interviews, rating scales, and checklists. Students are guided to align tools with research objectives while ensuring validity, reliability, and ethical considerations. Practical workshops, expert consultations, and ICT-based training (e.g., Google Forms, SPSS) help them refine their tools. Assessment is based on workshops and a detailed report including justification, construction process, administration, and appendices with the tool. By completion, students can independently design and apply valid instruments for data collection in field research.

Course Objectives

To enable the student to:

1. To understand the characteristics, types, and purposes of data collection tools.
2. To acquire skills in selecting standardized research tools or constructing new ones.
3. To develop tools aligned with research objectives and questions.
4. To explore different methods of ensuring accuracy, consistency, and credibility in research tools.
5. To develop competency in administering data collection tools in real field settings.
6. To apply ethical considerations in tool development and data collection.
7. To apply ethical considerations in tool development and data collection.

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Access and organize educational literature from diverse sources (print and digital).
2. Critically evaluate studies for relevance, methodological rigor, and findings.
3. Thematically or chronologically synthesize at least 10–15 related studies.
4. Demonstrate the ability to administer data collection tools effectively in educational contexts.

5. Apply different approaches to ensure precision, trustworthiness, and ethical integrity in research tools.
6. Present a comprehensive report with appendices, including tools and validation details.

Guidelines for Implementation

1. Orientation on Tools
 - Conduct an introductory session on different types of tools (questionnaires, interview schedules, rating scales, observation checklists) with examples.
2. Hands-on Workshops
 - Organize practice sessions where students draft sample questions/items and receive feedback.
 - Demonstrate scaling techniques like Likert scales or semantic differentials.
3. Expert Consultation
 - Encourage students to get their draft tools reviewed by faculty or subject experts for content validity.
4. Use of ICT and Software
 - Train students to design digital questionnaires using Google Forms, Microsoft Forms, or survey software.
 - Introduce basic statistical software (SPSS, JASP, Excel) for checking reliability if feasible.

Guidelines for Report Writing

1. Justification for Tool Selection
 - Explain why this particular tool (questionnaire, interview schedule, rating scale, observation checklist, etc.) was chosen.
 - Relate the tool directly to your research problem, objectives, and type of data needed (qualitative/quantitative/mixed).
 - Mention if you are adapting an existing tool or constructing a new one.
2. Description of the Tool
 - Provide a clear overview of the tool:
 - Type (structured/unstructured, open-ended/closed-ended).
 - Number of items and sections.
 - Scaling technique (e.g., Likert scale, semantic differential, checklist).
 - Explain how the tool covers all key variables of the study.
 - Attach a sample format

3. Procedure of Tool Construction

- Step-by-step description of how the tool is developed:
 - Review of literature and existing tools.
 - Drafting items/questions.
 - Seeking expert opinions (faculty, subject experts).
 - Refinement based on suggestions.
- Ensure clarity, simplicity, and relevance of items.

4. Administration of the Tool

- Provide details on where, when, and how the tool will be administered (school, college, online, field setting).
- Explain instructions given to participants.
- Mention ethical considerations (informed consent, confidentiality, voluntary participation).

7. Appendices

- Copy of the finalized tool.
- Expert validation sheet or rating form. (if used)
- Any supporting materials.

8. References (APA 7th Edition)

- Cite all sources that informed tool construction (books, standardized tools, scales, or previous dissertations).

Assessment:

Data collection tool presentation and report: 25 marks

References

English:

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).
2. Anfara, Vincent & Mertz Norma T. (2006). *Theoretical Frameworks in Qualitative Research*. New Delhi: SAGE Publication.
3. Best, J. W., & Kahn, J. V. (2017). *Research in education* (10th ed.). Pearson Education.
4. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

5. Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
6. Elliott, Jane (2005). *Using Narrative in Social Research: Qualitative and Quantitative Approaches*. SAGE Publication.
7. Kothari, C. R., & Garg, G. (2014). *Research Methodology Methods and techniques*. New Delhi: New Age International Ltd.
8. Koul, L. (2014). *Methodology of Educational Research*, Noida: Vikas publishing House Pvt Ltd.
9. Manoharan, D.P. (2010). *Research Methodology*, New Delhi: A P H Publishing corporation.
10. Morris, R. Travers, W. (1958). *An Introduction to Educational Research*, New York: Macmillan.
11. Oppenheim, A. N. (2000). *Questionnaire design, interviewing, and attitude measurement* (2nd ed.). Bloomsbury Academic.

Marathi:

1. कदम, चा. फ. (2007). *शैक्षणिक संख्याशास्त्र*, नित्य नूतन प्रकाशन
2. खांदेवाले, श्री. श. (1999). *संशोधनासाठी विविध चाचण्यांचे उपयोजन*, नाशिक यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ
3. दांडेकर, वा. ना. (1974). *शैक्षणिक मूल्यमापन व संख्याशास्त्र*, पुणे श्री विद्या प्रकाशन
4. देसाई, अभ्यंकर, (2008). *संशोधन पद्धती आणि मानसशास्त्रीय मापन*, पुणे नरेंद्र प्रकाशन
5. पंडित, ब. महाले, सं. (2015). *संशोधन गुणात्मक आणि मिश्र पद्धती*, औरंगाबाद युनिक पब्लिकेशन
6. पारसनीस, हे. (2006). *शैक्षणिक संशोधन नमुना निवड*, पुणे नित्य नूतन प्रकाशन
7. मेहंदळे, सु. (1999). *साधन निर्मितीद्वारे संशोधन*, नाशिक यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ
8. सोनवणे, कागदे, देव, खैरे (2000). *शैक्षणिक संशोधन व संख्याशास्त्र*, पुणे निराली प्रकाशन

MED 206 Internship in Teacher Education Institute

(4 Weeks)

Credits: 04

Hours: 60

Marks (Int.100+Ext.0):100

Summary:

This course is designed to provide M.Ed. students with practical experience in B.Ed. colleges through a 4-week internship. Students will participate in curricular and co-curricular activities, assist in administrative tasks, and develop reflective practices through guided observation and feedback. The internship aims to integrate theoretical knowledge with practical experiences, helping students develop professional competencies and interests. Students will be assessed based on their attendance, teaching skills, participation in co-curricular activities, reflective diary, and seminar presentation. The course will culminate in a seminar session where students will present their internship experiences through written reports and reflective presentations. Students will also maintain a detailed diary and submit a report verified by their mentor.

Course Objectives

To enable the student:

1. To enable students to develop familiarity with the working of B.Ed. Colleges.
2. To help students participate and manage curricular and co-curricular activities in teacher education institutes.
3. To assist students in engaging with and understanding administrative functions of teacher education colleges.
4. To enable students to integrate theoretical knowledge with practical experiences in teacher education.
5. To provide opportunities for developing professional competencies and interests.
6. To inculcate reflective practices through guided observation and feedback.

Course Learning Outcomes (CLOs)

After completion of the course, Students will be able to:

1. Students will demonstrate understanding of daily routines and academic structures of teacher education institutes.
2. Students will plan and conduct lessons for pre-service teacher trainees.
3. Students will organize and participate in various co-curricular activities.

4. Students will assist in administrative work and understand institutional management.
5. Students will engage in reflective practices including diary writing and peer feedback.
6. Students will present internship experiences through seminars and written reports.

Guidelines for Implementation

- The Department/College will coordinate with B.Ed. colleges to place M.Ed. students in groups of 8-10.
- Duration of internship is 4 weeks during the second semester.
- Interns must participate full-time for 4 weeks and adhere to the host institution's norms.
- Each student will be assigned a mentor in the host institute for supervision and feedback.
- Orientation and weekly review meetings will be organized by the host institution.
- Weekly review meetings will be held at the host college.
- Internship activities include:

| Component | Description | Marks |
|--------------------------------|--|--------------|
| A. Attendance | Regularity, punctuality, full-day participation | 10 |
| B. Teaching Skill | 4 lessons: planning, delivery, use of aids, mastery | 20 |
| C. Co-curricular Participation | Yoga, cultural activities, educational trips, etc. | 10 |
| D. Lesson Guidance | Assisting B.Ed./D.Ed. students with lesson preparation | 10 |
| E. Reflective Diary | Daily entries, observations, college profile | 10 |
| F. Overall Conduct | Engagement, Initiative, Workplace etiquette | 15 |
| G. Seminar Presentation | Reflective presentation after internship | 25 |
| Total | | 100 |

- After the completion of 4 weeks internship programme, seminar session will be conducted at the Department/ College.

Guidelines for Report Writing

- Students must maintain a detailed diary of daily activities and reflections.
- The report should include lesson plans, observation notes, photographs (if allowed), and feedback received.
- Students must document their participation in co-curricular and administrative activities.
- The report should reflect understanding of institutional functioning, culture, and special initiatives.
- A reflective section summarizing learning experiences, challenges faced, and professional growth is mandatory.
- The report must be signed and verified by the mentor/supervisor at the host institute.

References

English:

1. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.
2. Day, C., & Sachs, J. (Eds.). (2004). International handbook on the continuing professional development of teachers. Open University Press.
3. Killen, R. (2006). Effective teaching strategies: Lessons from research and practice (4th ed.). Thomson Social Science Press.
4. Korthagen, F. A. J., & Vasalos, A. (2010). Building a realistic teacher education: Designing learning experiences that foster reflection and self-understanding. Routledge.
5. Loughran, J. (2006). Developing a pedagogy of teacher education: Understanding teaching and learning about teaching. Routledge.
6. Shulman, L. S. (2004). The wisdom of practice: Essays on teaching, learning, and learning to teach. Jossey-Bass.
7. Smith, K., & Lev-Ari, L. (2005). The place of the practicum in pre-service teacher education: The voice of the students. Asia-Pacific Journal of Teacher Education, 33(3), 289–302.
8. Zeichner, K. M. (2012). Reflective teaching: An introduction. Routledge.

Marathi:

1. डॉ. चंद्रकांत लहाने (2020). शिक्षणशास्त्र व शिक्षक प्रशिक्षण. पुणे: नित्यनवीन प्रकाशन.
2. डॉ. शशिकांत मोरे (2019). अध्यापन कौशल्ये आणि शैक्षणिक तंत्र. कोल्हापूर: सूर्यमुखी प्रकाशन.
3. डॉ. सुमेधा कुलकर्णी (2017). परावर्तक अभ्यास आणि शिक्षक विकास. पुणे: प्रगती बुक्स.
4. प्रा. अशोक देशमुख (2018). कार्यअनुभव आणि शैक्षणिक निरीक्षण. मुंबई: ग्रंथाली.
5. प्रा. गिरीश पाटील (2021). शिक्षक शिक्षण संस्था: कार्यपद्धती आणि प्रशासन. औरंगाबाद: विद्यावर्धिनी प्रकाशन

MED 207 Portfolio and Viva

Credits: 02

Hours: 30

Marks (Int.00+Ext.50):50

Course Summary

The course **Portfolio and Viva** enables M.Ed. student to consolidate their academic, research, practicum, and co-curricular experiences from Semesters I and II into a structured **Portfolio** and **e-Portfolio**. It integrates course-based assignments, internal assessment records, research and practicum evidence, while promoting reflective practice, systematic documentation, and professional communication. The viva-voce component develops confidence, critical thinking, and presentation skills, preparing student for professional readiness, research practice, and lifelong reflective learning.

Course Objectives

By the end of this course, students will be able to:

1. Understand the concept, purpose, and significance of a portfolio and e-portfolio in teacher education and research.
2. Consolidate and integrate Semester I and Semester II academic, research, practicum, and co-curricular experiences.
3. Systematically document professional growth, reflections, and evidence of learning.
4. Develop reflective skills to critically evaluate personal strengths, challenges, and areas for improvement.
5. Enhance professional communication, presentation, and organizational skills.
6. Demonstrate preparedness for professional practice and research through portfolio and viva processes.

Course Learning Outcomes (CLOs)

After completing this course, students will be able to:

1. Create and maintain a well-organized physical and digital portfolio reflecting academic, research, and professional achievements.
2. Integrate learning from core, specialized, research, and practicum courses into a comprehensive portfolio.
3. Articulate professional growth, learning experiences, and reflections in both written and oral form.
4. Present evidence of teaching competencies, research engagement, and enhanced professional capacities.

5. Respond confidently and reflectively during viva, connecting theory, research, and classroom practice.
6. Identify personal learning gaps and set actionable professional goals for continuous development.

Course Content

Part A: Orientation and Activity – 1 Credit

I. Orientation: Consolidation of the Portfolio

1. Portfolio Understanding and Consolidation

- Understand the concept, purpose, and role of the portfolio in Semester II.
- Review the Semester I portfolio and identify gaps.
- Integrate Semester I portfolio with Semester II academic, research, and practicum experiences.
- Follow guidelines for including Semester II coursework, research assignments, and practical activities.
- Modify the Portfolio and e-Portfolio to reflect Semester II learning outcomes and competencies.

2. Components of Physical and e-Portfolio

1. Personal Information & Teaching/Research Philosophy
2. Academic & Professional Information (qualifications, certificates, workshops, FDPs)
3. Reflective Notes (experiences, strengths, challenges, improvements)
4. Professional Growth Evidence (research progress, publications, workshops, achievements)
5. Records of Enhancing Professional Capacities (pedagogical, ICT, leadership, mentorship)
6. Conclusion & Future Goals
7. Records related to theory courses
8. Records of research activities – Practicals, CCE, Internal Examinations
9. Records of Internship
10. Appendices – scanned documents, certificates, photos, videos, and digital evidence
11. Hard copy of Semester I portfolio with signatures of two Teacher Educators and Principal

12. All physical documents related to Semester II

II. Activity – Portfolio Consolidation

1. Portfolio Updating

- Update physical portfolio with cover page, index, and section-wise arrangement.
- Update e-Portfolio (Google Sites, WordPress, or PPT-to-PDF).

2. Organize Evidence as per Semester II

- Insert lesson plans, research assignments, ICT projects, reflections, and activity reports.
- Upload scanned certificates, photos, and other digital content.

3. Reflection Writing

- Write reflective notes for each portfolio section, documenting learning experiences, challenges, and improvements.

4. Submission of Portfolio

- Physical Portfolio (file format)
- e-Portfolio link or PDF (digital format)

5. Showcasing

- Present both physical and digital portfolios to external examiners.
- Highlight reflective growth, professional competencies, research skills, and achievements.

Evaluation:

Portfolio: externally evaluated out of **100 marks**, consolidated to **25 marks**.

Part B: Viva – 1 Credit

Nature of Viva

- Oral examination based on the student-teacher's Portfolio and e-Portfolio.
- Assesses integration of theory, research, and practice, reflective ability, and professional readiness.
- Provides an opportunity to present achievements, practicum evidence, research outcomes, reflections, and professional growth to external examiners.

Objectives of Viva

1. Evaluate ability to organize and present portfolio evidence.
2. Test understanding of core, research, and practicum experiences from Semesters I & II.

3. Assess quality of reflections, self-evaluation, and goal setting.
4. Enhance oral communication, confidence, and critical thinking.
5. Strengthen professional preparedness for teacher education and research practice.

Guidelines for Student-Teachers

- Be familiar with portfolio contents; focus on reflection rather than memorization.
- Prepare for an oral presentation regarding portfolio and research evidence.
- Provide clear, concise, and reflective responses.
- Relate practicum and research experiences with theoretical concepts.
- Be honest about challenges and explain strategies used to overcome them.
- Maintain professional attitude, dress code, and communication etiquette.

Guidelines for Examiners

- Focus on reflection, integration of theory-practice-research, and professional growth.
- Ask questions connecting theory, research, practicum, and classroom experiences.
- Encourage sharing of personal insights.
- Provide constructive feedback at the end of the viva.

Process of Viva

1. **Presentation (2–3 minutes per student)**
 - Self-introduction
 - Portfolio and research highlights (core, specialized, practicum, research, EPC)
 - Key reflections and professional goals
2. **Question–Answer Session (4–5 minutes)**
 - Examiners ask 4–5 questions based on portfolio evidence, reflections, research, and practicum experiences.
 - Student-teacher responds with clarity, confidence, and professional insight.
3. **Feedback & Evaluation**
 - Examiners provide feedback on strengths and areas for improvement.

Evaluation:

- Viva: externally evaluated out of **25 marks**
- Total Course Marks: **Portfolio (25) + Viva (25) = 50 marks**