



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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'A' Grade 2014

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Date: 26 SEP 2023

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ M.Ed-1 ರಿಂದ 4ನೇ ಸೆಮೆಸ್ಟರ್ ಸಿ.ಬಿ.ಸಿ.ಎಸ್. ಪರಿಷ್ಕರಿಸಿದ ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

ಉಲ್ಲೇಖ: 1. ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿ ಠರಾವು ಸಂ. 02, 21.08.2023.

2. ಶಿಕ್ಷಣ ನಿಖಾಯ ಠರಾವು ಸಂ. 02, 24.08.2023.

3. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 27, ದಿ: 31.08.2023.

4. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ: 25/09/2023

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ, 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, M.Ed-1 ರಿಂದ 4ನೇ ಸೆಮೆಸ್ಟರ್ ಸಿ.ಬಿ.ಸಿ.ಎಸ್. ಪರಿಷ್ಕರಿಸಿದ ಪಠ್ಯಕ್ರಮವನ್ನು ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದನೆಯಂತೆ ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆ. ಸದರ ಪಠ್ಯಕ್ರಮವನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮೇಲಿನಂತೆ


ಕುಲಸಚಿವರು.

ಗೆ,

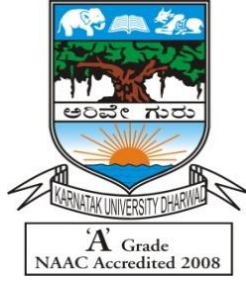
ಅಧ್ಯಕ್ಷರು,

ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ವಿಭಾಗ,

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ.

ಪ್ರತಿ:

1. ನೊಡಲ್ ಅಧಿಕಾರಿಗಳು, UUCMS ಘಟಕ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ನಿರ್ದೇಶಕರು, ಐ.ಟಿ. ಶಾಖೆ, ಪರಿಷತ್ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
6. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರಿಷತ್ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.



KARNATAK UNIVERSITY DHARWAD

DEPARTMENT OF EDUCATION

MODIFIED SYLLABUS

M.Ed. Course

(I-IV SEMESTERS)

**(CHOICE BASED CREDIT SYSTEM)
(CBCS)**

**With effect from 2022-23
and onwards**

**KARNATAK UNIVERSITY, DHARWAD
DEPARTMENT OF POST-GRADUATE STUDIES IN
EDUCATION
SEMESTERS (CBCS) COURSE**

REGULATIONS GOVERNING THE 02 YEAR M.Ed. PROGRAMME PREPARED AS PER THE NCFTE & NCTE NORMS AND STANDARDS OF KARNATAKA UNIVERSITY UNDER (CBCS)

In exercise of the powers conferred under Sec. 44 (1(c)) of the Karnataka State Universities Act, 2000, the Academic Council of Karnatak University frames the following Regulations :

1.0 TITLE :

The Regulations shall be cited as Karnatak University's Regulations 2015-2016 governing the 2 year Semesterized Post-Graduate Programme under Choice Based Credit System.

2.0 COMMENCEMENT :

These Regulations shall come into force with effect from the academic year 2015-2016 and onwards

EXTENT OF APPLICATION :

These Regulations shall also cover the Post-Graduate Programme in education leading to M.Ed. degree being conducted in the PG Department of Education, Colleges/Institutes, and P.G. Centres and all such institutions recognized for the purpose and affiliated to Karnatak University.

COMMENCEMENT :

These Regulations shall come into force from the date on which they are approved by the Chancellor or on such other date as directed by the Chancellor.

3.0 DEFINITIONS

In these Regulations, the expressions, "University", "University Area", "Department", "College", "Teachers" and "Principal" shall bear the same meaning as assigned to them under Sec. 2 of the Karnataka State Universities Act, 2002, NCTE Guidelines and Gazette of India, Extraordinary Notification December-2014.

The connotations 'Elementary Education' and 'Secondary Education' presently mean to cover respectively Standards I-VIII and Standards IX-XII of school education in Karnataka. The coverage has stood all along invariably connotations to two successive levels of school education.

POST – GRADUATE SEMESTER COURSE REGULATIONS

DEPARTMENT OF STUDIES IN EDUCATION

1.0 Courses Offered and Duration of the Course :

1.1 M. Ed. course is 2 year professional course with Four Semesters. Each semester shall extend over a period of 16 - 18 weeks, i.e., minimum 100 working days per year.

The intervening summer vacation (1) and winter vacation (2) summer should be used for field attachment /practicum/other activities.

4.0 Eligibility Criteria for Admission:

M.Ed. DEGREE COURSE

- a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in any one of the following teacher preparation/degree/diploma programmes:
 - i. B.Ed. with any undergraduate degree (with 50% marks in each).
 - ii. B.A, B.Ed., B.Sc, B.Ed.
 - iii. B.El.Ed.
 - iv. D.El.Ed/D.Ed with any Undergraduate Degree i.e. B.A. B.Sc, B.Com etc., (with 50% marks in each).
- a) Candidate with B.Ed. degree of this University or degree of any other University recognized as equivalent thereto with not less than 50 % of marks in the aggregate, and 45% marks if he/she belongs to SC/ST/Cat-I categories are eligible to seek admission to the M.Ed. course.

Admission shall be as per Government of Karnataka Reservation Policy and the directions issued in this regard from time to time.

5.0 Working Days :

The M.Ed. shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of

examination. The institution shall work for a minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

6.0 Admission Procedure :

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government/Central Government/University/UT Administration.

However, who discontinue the programme after one or more semesters due to extraordinary circumstances are allowed to continue the programme with the approval from the Registrar. Candidates shall not register for any other regular course other than Diploma and Certificate courses being offered on the campus during the duration of the P.G. Programme.

7.0 Medium of Instruction :

The medium of instruction shall be English. However, candidates may be permitted to write their answers in the examination in Kannada if explicitly approved by the University passed on the options exercised by the students within 15 days from the date of commencement of the course during the academic year. This provision shall apply to all the assignment, dissertation, formal/periodical tests and semester end examinations to be attended by the candidate during the course.

8.0 Programme Structure :

8.1 The students of Post-Graduate Programme shall study the courses as may be approved by the concerned Board of Studies, Faculty and the Academic Council of the University from time to time subject to minimum and maximum credits as outlined in these regulations.

8.2 There shall be three categories of courses namely, compulsory Courses, Specialization Courses and Open Elective Courses.

- 8.3 Each programme shall have a set of Compulsory Courses, as stipulated in the regulations governing the concerned programme, that a student must complete to get the concerned degree.
- 8.4 In those programmes that offer specialization courses, the students shall choose the prescribed number of Specialization Courses offered within the Department.
- 8.5 The Department of Education offers Two Open Elective Course one in second and another in third semester for students of other Departments. The Students of the Department of Education shall choose Open Elective Course from among those prescribed by the University and selected by the Department of Education from time to time.
- 8.6 The credits for Compulsory courses shall be 4 and 8 Credits for Dissertation and for Open elective course it shall be 4.
- 8.7 A student shall register for 18 credits in first semester , 26 credits in second semester, 28 credits in third semester and 16 credits in Fourth semester. A student shall earn 88 credits in total during the two academic year.
- 8.8 The student shall undertake and commence dissertation work for the M.Ed. programme as a compulsory course from the first, Second, Third and Fourth semesters.
- 8.9 The detailed programme structure for M.Ed. shall be as prescribed and shown in Annexure-1.
- 9.0 Attendance :**
- 9.1 Each semester shall be taken as a unit for purpose of calculating attendance.
- 9.2 Each student shall sign in the attendance register maintained by the Department of Education for each course for every hour/unit of teaching. The course teacher shall submit the monthly attendance report to the Chairperson of the Department of Education who shall notify the same on the notice board of the Department during the second week of the subsequent month.

- 9.3** Marks shall be awarded to the student for attendance as specified in the regulations concerning evaluation.
- 9.4** A student enrolled in the M. Ed. programme shall be deemed to have satisfied the requirement of attendance if he has attended not less than 80% of the total number of the actual working hours which include lectures, seminars, dissertation guidance, practical taken together during each semester. The minimum attendance of students shall be 80% for Theory and Practicum, and 90% for Field Attachment.
- 9.5** Students should have 80% of attendance in each semester. There shall not be, however, any condonation where the attendance is less than 80%.
- 9.6** Students who do not satisfy the prescribed attendance requirements shall not be eligible to appear for the ensuing examination. Such candidates may seek admission afresh to the respective semester within a year so long the existing system prevails.
- 9.7** Such of the candidates who have participated in State / National level Sports, NSS, NCC, Cultural activities and other related activities as stipulated under the existing regulations shall be considered for giving attendance for actual number of days utilized in such activities (including travel days) subject to the production of certificates from the relevant authorities within two weeks after the event.
- 9.8** Candidate who discontinue the programme after one or more semesters due to extraordinary circumstances is allowed to continue the programme with the approval from the Registrar.
- 10.0 Examination :**
- 10.1** There shall be an examination at the end of each semester. The odd semester examinations shall be conducted by the P.G. Department of Education/ P.G. Centers of Education in affiliated colleges of education. The even semester examinations shall be conducted by the University.
- 10.1.1** There shall be semester-end examination of 3 hours duration for 75 marks for compulsory and specialization courses. For open elective, there will be 75 marks and examination duration of 3 hours.

10.1.2 Every student shall register for each semester-end examination as per the University Notification by submitting duly completed application form through the Chairman/Coordinator of Department of Education and shall also pay the fees prescribed.

10.1.3 The Office of the Registrar (Evaluation) shall allot the Register Number to the candidate at the 1st semester-end examination. That will be the Register number of the candidate for all subsequent appearances and semester-end examinations.

10.1.4 The answer scripts shall be in the safe custody of the University for a maximum period of six months from the date of announcement of results. These shall be disposed off after six months.

10.1.5 The M.Ed. programme under CBCS is a fully Carry-Over System. A candidate reappearing for either the odd or even semester examinations shall be permitted to take examinations as and when they are conducted (Even Semester Examination in Even Semester and Odd Semester Examination in Odd Semester).

10.1.6 Candidates who have failed, remained absent or opted for improvement of performance in any paper/s shall appear for such examination in the two immediate successive chances that are permitted. However, in the case of the candidates appearing for improvement of their marks, the marks secured in the previous examination shall be retained, if the same is higher. The rules and the regulations of the University which are in force shall be considered.

10.1.7 Candidates who desire to challenge the marks awarded to them, in the even semester-end examination may do so by submitting the application along with the prescribed fee to the Registrar (Evaluation) within 15 days from the announcement of results. The Candidates who desire for Revaluation or Re-totaling subject to the provisions made by the University which are in force. The rules and the regulations of the University which are in force shall be considered.

10.2 Odd Semesters Examination (I & III semesters) :

10.2.1 There shall be a Board of Examiners to set, scrutinize and approve question papers.

10.2.2 The BOE shall scrutinize the question papers submitted in two sets by the paper setters and submit the same to the office of the Registrar (Evaluation).

10.2.3 The office of the Registrar (Evaluation) shall dispatch the question papers to the Departments/P.G. Centers/ Colleges who shall conduct the examinations according to the schedule announced by the University.

10.2.4 The Chairperson of the Department/ Administrator of the P.G. Centre/ Principal of the College shall appoint one of their full time course teachers as Post-Graduate Programme (PGP) Coordinator who shall conduct the examinations and arrange for evaluation of answer scripts semesters.

10.2.5 Answer scripts shall be valued by the examiners appointed by the University. However, in those Centers where an examiner for a particular course is not available, then the answer scripts of that course shall be dispatched to the office of the Registrar (Evaluation) who shall arrange for valuation of the same.

10.2.6 There shall be single valuation. The examiner (Internal or External) shall value the answer scripts and shall indicate the marks awarded to each question on the answer script.

10.2.7 The Marks List, a copy of the Examination Attendance Sheet and the sealed bundles of the answer scripts shall be despatched by the PGP Coordinator to the Registrar (Evaluation)'s Office at the end of the (Evaluation) to the respective centres.

10.2.8 The Office of the Registrar Evaluation shall process and announce the results.

10.3.0 Even Semesters (II & IV Semesters) :

10.3.1 There shall be a Board of Examiners to set, scrutinize and approve question papers.

10.3.2 As far as practicable, it will be ensured that 50% of the paper setters and examiners are from other Universities/ Research Institutes.

10.3.3 Each answer script of the semester-end examination (Theory and Dissertation) shall be assessed by two examiners (One Internal and another External). The marks awarded to that answer script shall be the average of these two evaluations. If the difference in marks between two evaluations exceeds 20% of the maximum marks,

such a script shall be assessed by a third examiner. The marks allotted by the third examiner shall be averaged with nearest marks of the two evaluations.

Provided that in case the number of answer scripts to be referred to the third examiner in a course exceeds minimum of 5% or 20% of the total number of scripts, at the even semester-end examinations, such answer scripts shall be valued by the Board of Examiners on the date to be notified by the Chairperson of the Board of Examiners and the marks awarded by the Board shall be final.

10.3.4 The dissertation work will commence from the First semester. It carries 200 marks for the Second, Third and Fourth Semester (50+50+100*) the last 100 marks includes 75 marks for valuation by both internal and external examiners and 25 mark for viva voce examination. The Dissertation viva voce examination for the students of PG Departments and PG Centres / Affiliated Colleges/ Institutions will be conducted in the PG Department of Studies in Education, Karnatak University, Dharwad. Board of Studies for Post Graduate Education (BOS PG Education) will approve and finalize the panel of Examiners for the valuation of the Theory papers and Dissertation.

10.4 EVALUATION :

10.4.1 The M.Ed. programme shall have two evaluation components – Internal Assessment (IA) and the Semester End Exams.

10.4.2 The IA component in a course shall carry 25% and the semester End Examination shall carry 75% respectively, as the case may be. Courses having 25% marks as internal assessment shall have 3 marks allotted to attendance. However, dissertation will carry 200(50+50+75+25 viva voce examination) marks total.

10.4.3 IA marks of all the semester of M.Ed. students of all the P.G.Departments and P.G Centres/Colleges/Institutions should send to the Chairman/Coordinator, Department of Education, Karnatak University, Dharwad. And I.A. marks will be scrutinized by the Chairman and staff members of the P.G. Department of Studies in Education, Karnatak, University, Dharwad.

10.4.4 For courses carrying 25% of marks for IA, the attendance marks for each course shall be as follows :

Attendance (in percentage)	Marks
Above 95	3
Above 90 and up to 95	2
Above 80 and up to 90	1
80	No marks

10.4.5 In case of compulsory courses, there shall be 2 tests of 8 marks each and an assignment of 6 marks. In case of specialization courses, there shall be 2 tests of 8 marks each and seminar of 6 marks. In case of open elective course for students of other departments, there shall be 2 tests of 8 marks each and an assignment of 6 marks.

10.4.5 The IA marks list shall be displayed on the Notice Board of the Department. As and when the individual IA components are completed and the consolidated list shall be submitted to the Office of the Registrar Evaluation before the commencement of semester-end examination, or as directed by the university.

10.4.6 The tests shall be written in answer books supplied by the University. The answer books after the completion of the evaluation shall be open for inspection by the students concerned when- ever such a request is made as prescribed by the university.

10.4.7 There is no provision for seeking improvement of Internal Assessment marks.

10.4.8 The IA records, pertaining to Semester Examination, shall be preserved by the Department/Centers/ Colleges for a period of Two Years from the last day of the 4th semester examination. These records may be called by the University or a Body Constituted by the University as and when deemed necessary.

11.0 Maximum duration for completion of the Programme:

11.1 The M.Ed. programme shall be of duration of two academic years. The candidates shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme.

11.2 Whenever the syllabus is revised, the candidate reappearing shall be allowed for the examinations only according to the prevailing syllabus.

12.0 Declaration of Results :

12.1 The minimum for a pass in each course shall be 40% of the total marks including both the IA and the semester-end examinations. Further, the candidate shall obtain at least 40% of the marks in the semester-end examination. There is no minimum for the IA marks.

12.2 Candidates shall secure a minimum of 50% in aggregate in all courses of a programme in each semester to successfully complete the programme.

12.3 Candidates shall earn the prescribed number of credits for the programme to qualify for the P.G. Degree.

12.4 For the purpose of announcing the results, the aggregate of the marks secured by a candidate in all the semester examinations shall be taken into account. However, Ranks shall not be awarded in case the candidate has not successfully completed each of the semesters in first attempt or has not completed the programme in the stipulated time (vide Regulation 5) or had applied for improvement of results.

13.0 Marks, Credit Points, Grade Points, Grades and Grade Point Average :

13.1 The grade points and the grade letters to candidates in each course shall be awarded as follows:

Percentage Marks	Credit Points	Letter Grade
75.00 to 100.00 %	7.50 to 10.00	A
60.00 to 74.90 %	6.00 to 07.49	B
50.00 to 59.94 %	5.00 to 5.99	C
40.00 to 49.94 %	4.00 to 4.99	D
Less than 40%	Less than 4.00	E

13.2 Credit Point (CP) : The Credit Point for each course shall be calculated by multiplying the grade point obtained by the credit of the course.

13.3 The award of Grade Point Average (GPA) for any student is based on the performance in the whole semester. The student is awarded Grade Point Average for

each semester based on the Total Credit Points obtained and the total number of credits opted for. The GPA is calculated by dividing the total credit points earned by the student in all the courses by the total number of credits of those courses of the semester.

13.4 The Cumulative Grade Point Average (CGPA) shall be calculated by dividing the total number of credit points in all the semesters by the total number of credits in all the semesters. The CGPA shall be calculated by dividing the total number of credit points in all the

(i) CGPA for the I semester = Sum of the CP of the I semester ÷ Sum of the credits of the I semester

(ii) CPGA for the II semester = Sum of the CP of the I Sem + Sum of the CP of II Sem. ÷ Sum of the credits of the I semester + II semester.

(iii) CPGA for the III semester = Sum of the CP of the I Sem + II Sem + III Sem ÷ Sum of the credits of I semester + II semester + III Semester.

(iv) CPGA for the IV semester = Sum of the CP of the I Sem + II Sem + III Sem + IV Sem ÷ Sum of the credits of I semester + II semester + III Semester + IV Semesters.

13.5 The Grade Card at each semester examination shall indicate the courses opted by the student, the credit for the course chosen by the student, the credit points obtained in each course, the grade letter and the grade point average. No class shall be awarded for each semester and the same would only be awarded at the end of all the semesters based on Cumulative Grade Point Average.

13.6 Class shall be awarded to the successful candidates based on the Cumulative Grade Point Average (CGPA) as specified below:

Cumulative Grade Point Average (CGPA)	Class to be Awarded
7.50 to 10.00	First class with Distinction
6.00 to 7.49	First Class
5.00 to 5.99	Second Class
4.00 to 4.99	Pass
Less than 4.00	Fail

14.0 Scheme of Instruction :

14.1 M. Ed. Course :

14.1.1 In the first semester there shall be 4 papers. In the second semester there shall be 4 papers, 1 Open Elective Course Subject and Dissertation, in the Third Semester there shall be Two papers on Areas of Specialization, two common core papers and One Open Elective Course Subject, and Internship, Submission of Dissertation and (ISB) Academic Writings. In the Fourth Semester there shall be Three Areas of Specialization Course and One Dissertation Component. Also there shall be Inter Semester Break (ISB) such as Communication and Expository Writing, Self-Development, Dissertation, Internship and Academic Writings.

- (i) 'Open Elective Course' means a course offered by Department for students of other Departments in the same faculty or in other faculty. Students have freedom to choose from a number of elective courses offered by other Departments to add to their credits required for the completion of their respective programmes; (ii) Credit means the unit by means of which a course is measured.

The Department of Education shall have 88 credits (18 credit in the First Semester, 26 credit in the Second Semester, 28 credit in the Third Semester and 16 credit in the Fourth Semester) for the course subject including Dissertation, Inter Semester Break-I, Inter Semester Break-II, and Inter Semester Break-III. The Dissertation work shall commence ground work in the First Semester, in the Second Semester Field Work or Pilot Study, data third semester data collection and with the final Dissertation being submitted at the end of fourth Semester. Each paper shall carry 100 marks including Internal Assessment. Open Electives will be for 75 marks for theory and 25 for Internal Assessment.

Curriculum Organization Based on the Present curriculum Framework

Curriculum Organization for Two -Year M.Ed. Program (Four Semester & CBCS Scheme)

Semester-I	ISB*I	Semester-II	ISB*II	Semester-III	ISB*III	Semester-IV
Psychology of Learning and Development (4 Unit & 4 Credit)	1-A Communication and Expository Writing (1 Credit)	Philosophy of Education (4 Unit & 4 Credit)	Dissertation (2 Credit)	Area of Specialization Course (Elementary/secondary and senior secondary level) (8 Credit)	Dissertation (2 Credit)	3 Area Of specialisation Courses (Elementary/secondary and senior secondary level)(12 Credit) (3X4)
Historical, Political and Economic foundations of Education (4 Unit & 4 Credit)	1-B Self Development (1 Credit)	Sociology of Education (4 Unit & 4 Credit)	Internship In a Teacher Education Institution (4 Credit)	Methodology of Research in Education (4 Unit & 4 Credit)	Academic Writing (2 Credit) Manuscript magazine/ any other	Dissertation (5 Chapters& 4 Credit)
Educational Studies (4 Unit & 4 Credit)		Curriculum Studies (4 Unit & 4 Credit)		Teacher Education - II (4 Unit & 4 Credit)		
Methodology of Research in Education - I (4 Unit & 4 Credit)		Teacher Education- I (4 Unit & 4 Credit)		Internship (4 Unit & 4 Credit)		
		OEC- I (4 Unit & 4 Credit)		OEC- II (4 Unit & 4 Credit)		
Field Visit/Practicum						
16 Credit	2 Credit	20 Credit	6 Credit	24 Credit	4 Credit	16 Credit

ISB : Inter Semester break

Practicum: Organisation of Workshops, Practicum activities and seminars to enhance Professional Skills and Understanding of the students shall be part of the teaching modality of the various taught courses.

Field Visit: Field Immersion/Attachment/Internship. There shall be core courses (which shall have about 60% of credits) and specialised courses in elementary education or secondary education and dissertation with about 40% of credits.

15.0 Hours of Instruction (Contact Hours) Per Week:

15.1 M. Ed. Course:

There shall be 36 contact hours per week (28 hours of Lectures + 16 hours of Practicum & Dissertation Guidance.) 2 hours of Practicum and Dissertation Guidance as being considered equal to one hour of lecture.

16.0 Course Structure (for Each Semester)

(a) Compulsory Course- 4 credits per week

(b) Specialization Courses (In III and IV semester) – 4 credits per week

(c) Open Elective Course – 4 credits per week.

(d) The students shall register for credits in First Semester to Fourth Semester as per rules. The student has to clear the minimum credits per semester.

17.0 Scheme of Examination:

17.1 There shall be a University Examination for all Semesters at the end of each semester.

17.2 The composition of theory and internal assessment for each paper shall be 75 and 25 respectively.

17.3 Duration of examination for theory paper of 75 marks shall be for 3 hours. Each theory question paper shall comprise of 6 main questions. Out of the first 6 main questions the student has to answer any four questions. Question No. 7 is compulsory which is having five short note questions and three are question are to be answered for five marks each. Each full question shall carry 15 marks.

17.4 All those enrolled in the M.Ed. programme shall write a Practicum and Dissertation under the Guidance of a course teacher during their respective semester. Dissertation

shall carry 200 marks. The M. Ed. students shall submit the Dissertation one week prior to the last working day of the Fourth semester (Annexure).

18.0 Internal Assessment :

18.1 M. Ed. COURSE :

18.1.1 In case of the theory papers the internal assessment shall be for 25 marks, assessed through 2 tests of 16 (8+8) and one assignment / seminar for 6 marks.

Internal Assessment Component and Marks

	Test	Assignment	Seminar	Attendance	Total
<i>Compulsory Papers:</i>	2(16) *	one (6) *	-----	3	25
<i>Optional Papers:</i>	2(16) *	-----	one (6) *	3	25

* Marks

18.1.2 Time Schedule for Internal Assessment

The Chairperson/Coordinator of the Department shall notify the dates for tests.

19.0 Miscellaneous:

- a. Notwithstanding anything contained in these regulations, the semester system at under-Graduate level is hereby replaced.
- b. The provisions of any order, Rules or Regulations in force shall be inapplicable to extent of its inconsistency with these Regulations.
- c. The University shall issue such orders, instructions, procedures and prescribe such format as it may deem fit to implement the provisions of this regulations.
- d. The procedural details may be given by the University from time to time.
- e. Any unforeseen problem/ Difficulties may be resolved by the Vice Chancellor, Whose decision in the matter shall be final.

KARNATAK UNIVERSITY, DHARWAD
POST GRADUATE DEPARTMENT OF STUDIES IN EDUCATION
TWO YEAR MASTER OF EDUCATION (M.Ed) COURSE
FOUR SEMESTER and CBCS SCHEME 2022-2023.

Programme Structure

The curriculum of the two-year M.Ed. programme as suggested in the NCTE Regulation, 2014 is as follows:

Major Components	Areas Covered	Description
Common Core (Theory and Practicum included)	Perspective Courses, Tool Courses, and Teacher Education Courses	<ol style="list-style-type: none"> 1. Perspective Courses in the areas of: Philosophy of Education, Sociology History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies. 2. Tool Courses comprising of basic and advanced level education research, academic writing and communication skills; educational technology and ICT; self-development (with focus on gender and society, inclusive education and mental and physical well-being through modalities such as yoga) 3. Teacher Education Courses (which are also linked with the field internship/ immersion/attachment in a teacher education institution) will also be included in the core.
Specialization Branches (Theory and Practicum included)	Courses in any one of the school levels/areas (such as Elementary, or Secondary and Senior Secondary level) and further thematic specializations.	<p>The Specialization branches in one of the school stages: Elementary Level (upto VIII), or, Secondary and Senior Secondary Level (IX to XII), each with:</p> <ol style="list-style-type: none"> 1. Core courses, within Elementary/Secondary specialization, focusing on mapping the area 2. Specialization/elective clusters in thematic areas pertinent to that stage, such as: <ul style="list-style-type: none"> - Curriculum, Pedagogy and Assessment; - Policy, Economics and Planning; - Management, Administration and Leadership - Inclusive Education (Differently Abled); - Educational Technology, etc.

Field Attachments /Internships /Immersion	At Teacher Education Institution (TEI)	Field Attachments/ Internship/Immersion in: 1. A Teacher Education Institution (TEI), and 2. The Area of Specialization (Elementary Level or Secondary and Senior Secondary Level)
	Related to specialization (Elementary or Secondary and Senior Secondary)	
Research leading to Dissertation	Related to specialization/ foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a dissertation.

The above structure has been adopted by the NCTE taking into consideration the prevailing regulations. The modified course structure for the two-year M.Ed. Programme is as follows :

Course Structure for the NCTE Two-Year M.Ed. Programme

Semester-wise Distribution of the Course

Semester – I

Course – 1 :	Psychology of Learning and Development	25+ 75 = 100	4 Credits
Course – 2 :	Historical, Political and Economic Foundations of Education	25 + 75 = 100	4 Credits
Course – 3 :	Educational Studies	25 + 75 = 100	4 Credits
Course – 4 a :	Methodology of Research in Education – I	25 + 75= 100	4 Credits
	Total	400	16 Credits

ISB I

Activity – I (a)	Communication and Expository Writing	10 + 15 = 25	1 Credit
Activity – I (b)	Self-Development	10 + 15 = 25	1 Credit
	Total	50	2 Credits

Semester – II

Course – 5 :	Philosophy of Education	25 + 75 = 100	4 Credits
Course – 6 :	Sociology of Education	25 + 75 = 100	4 Credits
Course – 7 :	Curriculum Studies	25 + 75 = 100	4 Credits
Course – 8 a :	Teacher Education – I	25 + 75 = 100	4 Credits
Course (OEC)	Teaching Strategies for Teachers	25 + 75 = 100	4 Credits
	Total	500	20 Credits

ISB II

Activity – II (a)	Dissertation	50	2 Credit
Activity – II (b)	Internship at TEI	100	4 Credit
	Total	150	6 Credits

Semester – III

Specialization in any ONE level : Elementary(for D.Ed) / Secondary and Senior Secondary (for B.Ed)

Course – 9 :	Curriculum, Pedagogy and Assessment at elementary level Or Curriculum, Pedagogy and Assessment at Secondary and Senior Secondary	25 + 75 = 100 25 + 75 = 100	4 Credits 4 credits
Course – 10 :	Policy, Economics and Planning at elementary level	25 + 75 = 100	4 Credits

	Or Policy, Economics and Planning at Secondary and Senior Secondary	$25 + 75 = 100$	4 credits
Course – 4 b :	Methodology of Research in Education – II	$25 + 75 = 100$	4 Credits
Course – 8 b :	Teacher Education – II	$25 + 75 = 100$	4 Credits
Course – 11 :	Internship in Specialization	100	4 Credits
Course (OEC)	Educational Testing and Evaluation	$25 + 75 = 100$	4 Credits
	Total	600	24 Credits

ISB III

Activity – III (a)	Dissertation	50	2 Credit
Activity – III (b)	Academic Writing	50	2 Credit
	Total	100	4 Credits

Semester – IV

Specialization in any ONE level: Elementary(for D.Ed)/ Secondary and Senior Secondary (for B.Ed)

Course – 12 :	Administration, Management and Leadership at Elementary Level	$25 + 75 = 100$	4 Credits
	or Administration, Management and Leadership at Secondary and Senior Secondary Level	$25 + 75 = 100$	4 credits
Course – 13 :	Inclusive Education (Differently abled) at Elementary Level	$25 + 75 = 100$	4 Credits
	or Inclusive Education (Differently abled) at Secondary and Senior	$25 + 75 = 100$	4 credits

	Secondary Level		
Course – 14 :	Educational Technology at Elementary Level or Educational Technology at Secondary and Senior Secondary Level	25 + 75 = 100 25 + 75 = 100	4 Credits 4 credits
Course – 15 :	Dissertation	75 + 25 = 100	4 Credits
	Total	400	16 Credits

M.Ed. SEMESTER-I

COURSE-1: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Objectives

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

- Understand the concept, scope, functions of psychology and educational psychology.
- To know the contributions of schools of psychology to education.
- Acquire the knowledge about growth and development.
- Gain insight of learning, learning theories, motivation, its kinds and transfer of learning.
- Comprehend the concept of personality, its dynamics, structure and theories from various psychologists.
- Analyze the concept, characteristics of creativity and creative children, factors affecting on creativity and examine assessment of personality and creativity.

UNIT –I: NATURE OF EDUCATIONAL PSYCHOLOGY

1.1 Psychology: Meaning, definitions, scope

1.2 Educational psychology: Meaning, definitions, scope, nature and functions

1.3 Relationship between education and psychology

1.4 Contributions of schools of psychology to education:

1.4.1 Behaviourism - J.B. Watson

1.4.2 Gestalt Psychology - Wertheimer

1.4.3 Humanism - Abraham Maslow

1.4.4 Psycho-analysis - Sigmund Freud

UNIT –II: GROWTH AND DEVELOPMENT

1.1 Nature, concept and characteristics of growth and development

1.2 Differences between growth and development

1.3 Process of growth and development

2.3.1 Cognitive development - The Theory of Jean Piaget

2.3.2 Psycho-Social development - The Theory of Erik & Erikson

2.3.3 Moral development - The Theory of Kohlberg

2.4 Factors affecting on growth and development

UNIT – III: LEARNING AND MOTIVATION

3.1 Meaning and concept, definitions of learning and motivation

3.2 Learning Theories:

3.2.1 Meaningful Learning Theory - David Ausubel

3.2.2 Theory of Discovery Learning - Jerome Bruner

3.2.3 Social Learning Theory - Albert Bandura

3.2.4 Classical Conditioning Theory - I.P.Pavlov

3.2.5 Conditioning Theory - B.F.Skinner

3.2.6 Constructivist Theory - Lev Vygotsky

3.3 Motivation: Kinds, classification of motives and classroom motivational techniques

3.4 Transfer of learning

UNIT –IV:PERSONALITY AND CREATIVITY

4.1 Personality: Concept, meaning, dynamics, structure and factors affecting Personality

4.2 Theories of personality

4.2.1 Allport's theory of personality

4.2.2 Raymond Cattell's theory of personality

4.2.3 Hans Eysenck's theory of personality

4.2.4 J.P.Guilford's theory of personality

4.2.5 Karl Jung's theory of personality

4.3 Creativity: Nature, concept, definitions, characteristics of creative children, factors affecting creativity

4.4 Assessment of personality and creativity

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, Case Study, seminar presentation, Experiments, Problem -solving, Film show, presentations by students.

Practicum

- Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
- Measurement and interpretation of intelligence and creativity. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary and secondary stage.
- Studying the personality characteristics of some successful individuals. Personality assessment using projective and non-projective techniques. Analysis of a case of maladjusted adolescent learner. Case study of students with adjustment problems.

- Analysis of learning situations through case study, presentation before a group followed by discussion. Conducting case study on one student who has difficulties in learning.
- Identification of strategies for motivating learners and developing classroom motivational techniques.

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M.ED SEMESTER-I
COURSE-2 HISTORICAL, POLITICAL AND ECONOMIC FOUNDATIONS OF
EDUCATION

Objectives:

- 10 Students will be able to understand the foundations of education.
- 11 Students will be able to understand origin and development of modern education in India.
- 12 Students will be able to know the political background of the education.
- 13 Students will be able to understand functions of various Universities.

UNIT I: FOUNDATIONS OF EDUCATION

- 1.1 Foundation of education; Meaning, Need, nature, concept, type and role in shaping education.
- 1.2 Historical perspective of education
- 1.3 Political perspective of education
- 1.4 Economical perspective of education

UNIT II: HISTORICAL FOUNDATION OF EDUCATION

- 2.1 Origin and development of modern education in India
- 2.2 Education in India During-Vedic, Buddhist and Medieval, Islamic period, colonial period.
- 2.3 Education in Vedic period, Education in Buddhist period, Education in Medieval period, Education in Islamic period, Education in British period: Concept, Ideas, Agencies of education, organization of education, Teacher-pupil relationship and their duties, Curriculum, methods of teaching, women education relevance to the present day education

UNIT III: POLITICAL BACKGROUND OF EDUCATION

3.1 Relationship of education and politics with special reference to democracy
Minority schools, special schools, (Residential schools, Kittur Rani Chennamma schools, (KRC), Sainik schools, Moulana Azad schools, Murarji schools, Navodaya schools). Meaning, Aims and Objectives and significance of the residential schools.

3.2 Constitutional Provisions for Education.

3.3 Pre-Independent Education System in India: Macaulay's minutes, wood's dispatch, Hunter commission, Sargent Report, Sadler commission 1917-19.

3.4 Post-Independent Education system in India: UGC, Secondary education, Kothari commission, NEP-1986, P.O.A.1992, N.C.F 2005, N.C.F 2019, N.C.T.E, N.C.E.R.T

UNIT IV: DIFFERENT KINDS OF UNIVERSITIES IN KARNATAKA

4.1 Central University and State Universities (Aims, objectives and functions)

4.2 Deemed University and Autonomous Universities (Aims, objectives and functions)

4.3 Technical University and Medical University (Aims, objectives and functions)

4.4 Other universities in the state (Aims, objectives and functions)

Assignments:

- ❖ Constitutional Provisions for education and pre-independent education system in India.

Seminar:

- ❖ Post-independent education system in India.

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M.Ed SEMESTER-I
COURSE-3: EDUCATIONAL STUDIES

Objectives

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

- Understand and analyse various perspectives and views on the concept of education.
- Describe the fields, principles and key issues of educational studies.
- Critically examine the concerns of contemporary of educational policies and practices.
- Follow and inculcate the perspectives and contributions of Veda, Bhagvad Gita, Upanishad, Indian and western educationists.
- Evaluate the conceptual framework of all levels of education system.

UNIT -I: NATURE OF EDUCATIONAL STUDIES

- 1.1 Education: Meaning, educational studies as a discipline, education as process and product
- 1.2 Principles of educational studies and key issues in educational studies
- 1.3 Fields of educational studies and as a natural and social process
- 1.4 Equity and excellence in education: Equity and equality, strategies for equity in education. Equality of educational opportunity- concerns. Excellence in education: concept, strategies and indicators of excellence at school level

UNIT – II: PERSPECTIVES AND CONTRIBUTIONS TO EDUCATION

- 2.1 Contributions of Veda, Upanishad, Bhagvad Gita to Education
- 2.2 Educational thoughts of Mahatma Gandhiji: Gandhiji's aims on education, thoughts on students and teachers, concept of 'Basic Education', its contributions to education
- 2.3 Contributions of Indian Educationists to Education: Jiddu Krishnamurthy, Dr.Zakir Hussain, Rabindranath Tagore (Aims, Teaching Methods, Curriculum, Discipline, Teacher's Role).
- 2.4 Contributions of Western Educationists to Education: Maria Montessori, Russeau, Paulo Friere, John Dewey (Aims, Teaching Methods, Curriculum, Discipline, Teacher's Role)

UNIT -III: STRUCTURE AND SYSTEM OF EDUCATION

- 3.1 Historical background of education system in India: Education in pre-Independent and post-Independent in India
- 3.2 Conceptual Framework of Education System:
 - 3.2.1 Elementary school system
 - 3.2.2 Secondary school system
 - 3.2.3 Higher secondary school system
- 3.3 Alternative Education System:
 - 3.3.1 Non-formal education
 - 3.3.2 Open learning
 - 3.3.3 Distance learning
 - 3.3.4 Inclusive Education
- 3.4 Common challenges of education system in all levels (social-justice, inclusion, gender discrimination) and measures

UNIT -IV: CONTEMPORARY EDUCATIONAL CONCERNS OF POLICIES AND PRACTICES

- 4.1 School Policies:
 - 4.1.1 Universalization of Elementary Education (UEE)
 - 4.1.2 Sarva Shiksha Abhiyan (SSA)
 - 4.1.3 Rashtriya Madhyamika Shiksha Abhiyan (RMSA)
(Objectives, salient features, functions and impact on education)
- 4.2 Different Commissions:
 - 4.2.1 National Policy on Education (NPE)- 1986/2020
 - 4.2.2 Program of Action (PoA) -1992
 - 4.2.3 National Policy on Education (NPE)- 2020
- 4.3 Right to Education Act (RTE)-2009: Objectives, salient features, functions, issues, challenges and suggestions
- 4.4 Higher Education Policies:
 - 4.4.1 National Knowledge Commission (NKC)
 - 4.4.2 Intellectual Property Act (IPA)
 - 4.4.3 Foreign University Bill (FUB)
 - 4.4.4 Rashtriya Uchhatar Shiksha Abhiyan (RUSA): Objectives, Salient features, functions and impact on education

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

- Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
- Seminar on Field of Educational studies
- Comparative study educational contribution of any one Indian and western educationist.
- Interview someone from a low-income background who has been successful in the educational system. To what does he or she attribute this success? What special obstacles did the person encounter, and how were they overcome?
- Research two or three educational policies or approaches used in other countries but not in India. Do they seem applicable to India If so, what problems might occur in implementing them? How would you prepare a plan to convince school officials to let you try such a policy or approach in your subject or teaching field?

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M.Ed. SEMESTER-I

COURSE-4a: METHODOLOGY OF RESEARCH IN EDUCATION – I

Objectives

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

- Comprehend the different sources of knowledge, types and paradigms of research.
- Elaborate definitions, purpose, characteristics and limitations of educational research.
- Analyze and critically review research study, identifies the research gaps and formulates the research problems.
- Elucidates the variables, hypotheses, sampling techniques and prepare a research proposal.
- Understand, computes the measures of central tendency, variability and classify, tabulate and graphically represent the given data into meaningful.

UNIT -I: BASICS OF RESEARCH AND EDUCATIONAL RESEARCH

1.1 Sources of knowledge, scientific method: definition, concept, assumptions, steps and limitations.

1.2 Research: meaning, definitions, characteristics, scope, purpose, paradigms- Qualitative, quantitative and mixed types of research

1.3 Research in Education: meaning, definitions, characteristics, scope, areas, functions, steps, limitations and ethical issues in conducting research

1.4 Types of educational research:

1.4.1 Classification based on purpose

❖ Fundamental/Basic Research

❖ Applied Research

- ❖ Action Research

1.4.2 Classification based on method:

- ❖ Historical Research Method;
- ❖ Descriptive Research Method
- ❖ Experimental Research Method
Characteristics, steps, designs, advantages and limitations

UNIT -II: REVIEW OF RELATED LITERATURE AND FORMULATION OF RESEARCH PROBLEM

2.1 Meaning, purpose and need at different stages of research, steps in conducting literature review, primary and secondary sources of information for review

2.2 Identifying the related literature: Sources, types online and offline resources, organizing the related literature and writing of a literature review.

2.3 Formulation of a research problem: sources, criteria, characteristics of a good research problem, identifying and analyzing research problem, steps in formulation of research problem, defining and stating research problem and criteria for evaluation of research problem.

2.4 Formulation of research objectives and research questions in qualitative and quantitative research.

UNIT -III: VARIABLES, HYPOTHESES, SAMPLING AND PREPARATION OF RESEARCH PROPOSAL

3.1 Variables: meaning, characteristics, types-independent, dependent, moderate, intervening, extraneous and selection criteria.

3.2 Hypotheses: meaning, characteristics, sources, types- simple vs complex, associative vs casual, directional vs non-directional and null vs research hypothesis. Formulation and testing hypothesis.

3.3 Sampling: concept of population and sample, criteria of good sample, sampling unit, sample size, sampling frame.

3.4 Types of sampling techniques:

- a. Probability sampling- Random, Stratified Random, Systematic, Cluster and Multistage samplings.
- b. Non-probability sampling: Judgement/Purposive, Quota, Incidental/Convenient.

UNIT-IV: EDUCATIONAL STATISTICS

- 4.1 Graphical representation of data: Classification and tabulation of data Frequency Polygon, Histogram and Ogive
- 4.2 Measures of Central Tendency and Variability: Concept, computation and uses.
- 4.3 Measures of Relative Positions: Quartiles, Percentiles and Percentile Ranks-concept, computation and uses.
- 4.4 Normal Probability Curve (NPC): Properties, uses and educational applications, Skewness and Kurtosis-their computation and uses

Mode of Transaction

- Lecture-cum-discussion, brain storming, group discussion, presentations; panel discussion; seminar presentations and workshops., demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises.

Practicum

- Identification of variables of a research study and their classification in terms of functions and level of measurement
- Use of computer in literature review
- Identify five qualitative research problem and prepare at least five research questions for each with clear research title.
- A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education /Secondary Education.
- Plan & preparation of Qualitative Research proposal.

- Identification of ten Educational Research problems from current educational programmes and enumerate the research questions and objectives
- List ten Educational Problems related to Educational Management/ Educational Administration/ Educational Technology
- Identify the criteria used for the selection of the problem and evaluate the selection from the given 10 Research Reports.
- Identify and classify the different types of variables from the given 10 research studies.
- Collect 10 research studies from websites and identify the tool used and scale of measurement.
- Collect KSEB and PU Board data and use MS-EXCEL to classify and organize the data.
- Identify 10 research problems from any area of research from different websites and quote the source.
- From the given 10 studies suggest the statistical software (SPSS/ SYSTAT and EXCEL) and justify.

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SEMESTER – I

INTER-SEMESTER BREAK (ISB) – I

ACTIVITY -1 (A) COMMUNICATION AND EXPOSITORY WRITING

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

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

Activity – 1

- Analysing verbal and non-verbal components of various personalities
- Practicing Extempore Speech, Debate, Role Play, Pick and Act
- Dramatization – Executing a play
- Identifying and analysing effectiveness of non-verbal components in cartoon films
- Practicing electronic communication

(The above mentioned activities are only a few guidelines. Teachers can develop any appropriate activities as per the requirement of the students)

Activity - 2

- Writing an essay on any topic
- Writing a story with a clear message
- Writing a report on any current events
- Writing a poem
- Writing description about a given picture
- Creative Writing
- Reflective writing

(The above mentioned activities are only a few guidelines. Teachers can develop any appropriate activities as per the requirement of the students)

Mode of Transaction: workshop sessions, assignments, presentations by students Activities and Firsthand experience

Practicum

- Workshop on Development of Expository Writing skills for seven days.
- Workshop on Communication skills for ten days.

References

- <http://gujarat-education.gov.in/education-citizen-act-rules.htm>
- www.ugc.ac.in
- www.education.nic.in
- www.scribid.com
- HNGU Handbook-I & II

SEMESTER – I

INTER-SEMESTER BREAK (ISB) – I

ACTIVITY -1 (B) SELF-DEVELOPMENT

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

- To understand what you are and what you want to be?
- To make self exploration and self evolution.
- To know oneself and through that knowing entire existence.
- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence.
- It is a process of reflecting on the linkages between the self and one's professional practice.

Activities

- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education will be central to these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, & Harmony: with body, in family, in society, in nature, in existence
- Realization, understanding, desiring, thinking, selecting such as, *Shanti, Santosh, Anand*.
- Human Values: *Swatantrata, Swarajya, Moksha*

Mode of Transaction : workshop workshop sessions, assignments, presentations by students
Activities and Firsthand experience

M.Ed. SEMESTER-II
COURSE-5: PHILOSOPHY OF EDUCATION

Objectives

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

- Understand the relation between philosophy and education.
- Analyze the relationships of schools and society.
- Develop the concept, scope and application of Philosophy of Education.
- Appreciate the contributions of Western philosophy and Indian philosophy to education.
- Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.
- Explain the relationships of schools and society.
- Elaborate the emerging trends in philosophy.
- Establish a link between philosophical deliberation and educational theory and practice.

UNIT –I: PHILOSOPHICAL PERSPECTIVES IN EDUCATION

- 1.1 Meaning, scope, concept and functions (analytical, speculative and normative) of philosophy
- 1.2 Meaning and definitions of education, concept, meaning, nature and scope of educational philosophy
- 1.3 Relationship between philosophy and education with reference to aims of education, curriculum, methods of teaching, role of teacher discipline etc.
- 1.4 Branches of philosophy – metaphysics, epistemology and axiology: meaning, nature, educational implications and methods of acquiring knowledge.

UNIT –II: SCHOOLS OF PHILOSOPHY AND THINKERS TO EDUCATION

INDIAN SCHOOLS OF PHILOSOPHY AND THINKERS

- 2.1 Indian Schools of Philosophy: Vedic, Buddhism, Jainism, Islamic educational implications of these schools with respect to the concept of knowledge, reality and values, methodology, pupil-teacher relationship, freedom and discipline, basic tenets, aims objectives and curriculum.
- 2.2 Reflections on different educational thoughts and visions of great educators from classical to the contemporary: Mahatma Gandhi, Rabindranath Tagore, Sri.Aurobindo Ghosh, Swami Vivekanand and J. Krishnamurthy.
- 2.3 Veda, Vedanta and Sankhya
- 2.4 Modern concept of philosophy(Logical analysis, Logical and Logical positivism)

UNIT –III: WESTERN SCHOOLS OF PHILOSOPHY AND THINKERS

- 3.1 Some major schools of Philosophy: Idealism, Naturalism, Realism, and Pragmatism, their contribution to present day education educational implications of these schools with respect to the concept of knowledge, reality and values, methodology, pupil-teacher relationship, freedom and discipline, basic tenets, aims objectives and curriculum.
- 3.2 Reflections on different educational thoughts and visions of great educators from classical to the contemporary: Paulo Friere, Frobel, John Dewey, Rousseau
- 3.3 Social philosophy of Education (Equality and Education, Freedom and Education, Democracy and Education
- 3.4 Philosophy of discipline in the classroom

UNIT –IV: EVOLVING TRENDS IN PHILOSOPHY

- 4.1 Human nature and ethics in the context of increasing crime and deteriorating values
- 4.2 Post-modernism and objectivism
- 4.3 Social Philosophy: Personal Growth and Philosophy
- 4.4 Research Trends in Philosophy of Education

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum

- Analyze a school activities in the light of Ideas of any thinkers.
- Debate on Epistemology to acquire from the people valid knowledge/ Axiology.
- Identify the common factors between Indian & western philosophies.
- Prepare a report after reviewing common factors to inculcate among Indian philosophy.
- Visit a school to study the philosophical background of the school; and prepare a report based on it.
- Identifying the constitutional values prevailing in the school textbooks and report.
- A study of the value priorities of a school from the basic value perspective.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

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M.Ed. SEMESTER-II

COURSE-6: SOCIOLOGY OF EDUCATION

Objectives

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

- Relationship between concepts and processes of sociology and education.
- Develop understanding of sociological dimension of education.
- Expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, democratic and pedagogically sound learning situations.
- Relationship between education and social change with special reference to modernization and globalization.
- Explain and reflect on Gender ideology.
- Theories and characteristics of sociological analysis and its relation to education.

UNIT –I: SOCIOLOGY AND EDUCATION

1.1 Concept, nature and meaning of sociology

1.2 Concept, meaning, definitions, scope and importance of Sociology of Education

1.3 Distinction between Sociology of Education

1.4 Changing structure and functions of family, religious group, and economy.

UNIT –II: SOCIOLOGICAL PERSPECTIVES IN EDUCATION

2.1 Social Change

2.1.1 Nature of Social Change –Theories of Social Change

2.1.2 Factors of Social Change –Social Evolution and Progress

2.1.3 Role of Education in Social change

2.2 Social Mobility

2.2.1 Factors in Social Mobility- Types of Social Mobility

2.2.2 Sanskritization and westernization - their implications to Education

2.2.3 Role of Education in Social Mobility

2.3 Social Stratification

2.3.1 Nature, importance and concept of Social Stratification

2.3.2 Types of Stratification- Class and Caste

2.3.3 Factors in Social Stratification

2.4 Cultural Lag

2.4.1 Factors in Cultural Lag –Reasons for Cultural Lag

2.4.2 Entrusted Interests and Cultural Lag

UNIT –III: EDUCATION AND SOCIETY

3.1 Gender ideology in society, Role of religion, Constitution and law in gender ideology. Gender differentiation, stereotyping and inequality in society, liberal feminism.

3.2 Present status of women's education in India. Education and Gender, Liberalization and globalization in relation to education

3.3 Concept and dimensions of plurality. Curriculum for multicultural education. Teacher's role in the strategies of multicultural education, Socialization in cultural diversity through education.

3.4 Meaning and importance of peace education to address social issues; role.

UNIT –IV: SOCIO – CULTURAL DIMENSIONS OF INDIAN EDUCATION.

4.1 Enculturation

4.1.1 Its significance in understanding the child

4.1.2 Process of Enculturation

4.1.3 Enculturation and Education

4.2 Acculturation

4.2.1 Process of Acculturation

4.2.2 Variables of Acculturation-Bases of Acculturation

4.2.3 Impact of Acculturation on the Personality Development of the Child

4.3 Education as an agency of social control, Education for National Integration and International understanding.

4.4 Commercialization of Education: Their implications to Education, Social, economic and cultural differences in socialization: implications for inclusion

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum

- Collect and analyse information about cooperation between schools and other institutions.
- Organize a debate on Education & Socialization.
- Prepare a plan for the mobilization of different types of resources for a school from the community.
- Prepare a plan for the mobilization of different types of resources for a school from the community.
- Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper remedies.
- Seminar Privatization on identified issues and challenges.
- Study of various documents, recent government policies, policies National curriculum frame work.

- Workshop sessions to analyse the identified education concept.

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M.ED SEMESTER-II
COURSE-7: CURRICULUM STUDIES

Objectives

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

- Comprehend the concept, principles and strategies of curriculum development.
- Elaborate components and dimensions of curriculum design.
- Analyze need and justification for curriculum renewal.
- Elucidate models of curriculum assessment.

UNIT-I: INTRODUCTION OF CURRICULUM

- 1.1 Concept and Principles of curriculum, strategies of curriculum development, curriculum frame work, process of curriculum development.
- 1.2 Historical perspective of curriculum in India, Role of culture, Society, Child and knowledge in evolving a Theory of curriculum.
- 1.3 Stages in the process of curriculum development. Secondary Education Commissions, style of curriculum (Discipline style, Analytic style, Humanistic Style, and Futuristic style- Basic Concepts.
- 1.4 Foundation of curriculum planning, Philosophical Basis (National Democratic), Sociological basis (Socio cultural reconstruction), Psychological basis (Learners needs and Interests), Bench marking and Role of National level statutory bodies- UGC, NCTE, and University in curriculum development.

UNIT-II: CURRICULUM DESIGNS

- 2.1 Components and dimensions of curriculum design.
- 2.2 Traditional and contemporary models (Discipline based model, Competency based model, Social constructional model, Individual needs and interests model.
- 2.3 Outcome based, Integrative investigatory (Empirical model)

2.4 Bruner, Piaget Model and CIPP model, Tyler's Model, Stakes model, Sezivens model, Killpatric model.

UNIT III: VISION AND MISSION OF CURRICULUM RECONSTRUCTION

3.1 Need and justification for curriculum renewal

3.2 Factors affecting curriculum change

3.3 Role of students, Teachers and Educational Administrators, Educationalist in curriculum change.

3.4 Improvement co-curriculum activities and its impact on reconstruction of society and Research of curriculum and its scope

UNIT IV: ASSESSMENT OF CURRICULUM

4.1 Models of curriculum assessment (Tyler's Model, Stakes model, Sezivens model, Killpatric model).

4.2 Assessment of curriculum (Formative and Summative Evaluation Criteria reference test).

4.3 Tools of curriculum Evaluation: Checklists and observation

4.4 Projects problem based learning, Attainment test, Concept/Mind mapping Portfolios assessment, performance assessment.

MODE OF TRANSACTION:

- Lecture -Cum-Discussion,
- Assignments and Seminars
- Presentation by students.

ASSIGNMENT:

- Detail study of National curriculum frame work of school education, India (1988, 2000, 2005 followed by Seminar presentation)

- Bench marking and Role of National level statutory bodies- UGC, NCTE, and University in curriculum Development.
- Preparation and presentation of papers on comparative study of National curriculum of other countries at different levels.
- Tools for assessment of curriculum.

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M.Ed. SEMESTER-II
COURSE-8a: TEACHER EDUCATION - I
(PRE-SERVICE AND IN-SERVICE)

Objectives

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

- Understand the concept of teacher education.
- Appreciate the need for teacher education and identify the objectives of teacher education.
- Appreciate the role of various agencies of teacher education.
- Acquaint with various issues and innovations in teacher education
- Discuss various evaluation strategies in teacher education.
- List out the objectives of a competency-based teacher education curriculum.
- Understand the Pre-service and In-service training structure, curriculum and modes.
- Discuss the new experiments and its impact on teacher education.
- Explain the various instructional strategies in teacher education.

UNIT –I:TEACHER EDUCATION

- 1.1 Teacher Education – concept, need and importance, philosophy of Teacher Education, Development of Teacher Education in India, Teacher Education in various Policies and Documents – Education Commission (1964-1966), The National Commission on Teachers (1983-85), NPE (1986), NPE (2020), NCF (2005).
- 1.2 Need and objectives Pre-service and In-service training, historical Perspective: India, Changing roles of a teacher National Commission and policies.
- 1.3 Norms and Standards of Teacher Education – Norms and Standards as per NCTE (2009); Curriculum Framework: Two-year B.Ed. Programme and Curriculum Framework as per NCTE (2013).

1.4 Teacher Education in Pre- and Post-Independent India, Comparative Study of Teacher Education in Various Countries.

UNIT –II: STRUCTURE OF PRE-SERVICE TEACHER EDUCATION IN INDIA

2.1 Pre-service teacher education- concept, nature, objectives and scope. The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE.

2.2 Components of pre-service teacher education- foundation courses, subject specialization and pedagogy, special fields, school-based practicum and internship- weight ages in course work and evaluation.

2.3 Transactional approaches for Pedagogical Course and Enhancing Professional Capacities (EPC): Simulated Teaching, Reflective Teaching, Observation Method, Demonstration Method and Participatory: Activities and experiences in pre-internship, internship and post-internship.

2.4 Modes of pre-service teacher education- face- to –face (linear and integrated) distance and online- relative merits and limitations.

UNIT –III: STRUCTURE OF IN-SERVICE TEACHER EDUCATION IN INDIA

3.1 In-service Teacher Education – concept, need and significance; objectives of In-service Teacher Education, strategies for In-service Teacher Education – Individual Focused, School Focused and System Focused.

3.2 In-service Teacher Education Programmes – Programme of Mass Orientation for School Teacher (PMOST) and Special Orientation Programme for Teachers (SOPT); Methods/ Techniques of In-service Teacher Education – Orientation, Refresher Courses, Workshops, Seminars, Panel discussion, Symposium.

3.3 Agencies and Programmes for In-service Teacher Education - NCERT, NCTE, DSERT, CTE and DIET – Functions and Role in providing In-service Teacher Education; Designing an In-service Teacher Education Programme steps and guidelines assessment.

3.4 Modes of in- service teacher – face-to-face, distance mode, online and mixed mode. Induction, one shot, recurrent, cascade, multi-site, school based and course work, scope, merits and limitations.

UNIT –IV: EVALUATION IN TEACHER EDUCATION

4.1 Evaluation Procedures in Teacher Education: Internal Assessment – Aspects of Internal Assessment, weightage for Internal Assessment; External Evaluation

4.2 Practice Teaching – concept, principles, significance and objectives of student teaching. Approaches of Practice Teaching - Analytic – Synthetic Model for developing Teaching Skills – Simulation Approach for Practicing Teaching Skills, Micro Teaching, Integration of Skills; Global Approach – Patterns of teaching practice – Isolated lesson, Block Teaching, Internship, off Campus Programme and NCTE (2013) approach.

4.3 Qualities and characteristics of an effective teacher educator.

4.4 Methods and techniques of evaluation – case study, observation, interviews, focus group discussion, Tools of Evaluation – Rating Scale, Questionnaire.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

- Make a study of the evaluation procedures followed by in-service teachers in schools.
- Organization and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions.
- Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain their roles and responsibilities.
- Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain the strategies they use for their professional development.

- Critical study of an in-service teacher education Programme in terms of their need and relevance, duration, planning, organization and outcome-document analysis.

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SEMESTER II
(CHOICED BASED CREDIT SYSTEM)
OPEN ELECTIVE COURSE (for other department students)
TEACHING STRATEGIES FOR TEACHERS

Objectives:

1. Upon completion of the course the student-teacher will be able to: 1. Acquire competency in different teaching skills.
2. Understand the context of application of different strategies of teaching and also implement them.
3. Understand and appreciate the role of communication in effective teaching. 4. Understand the impact of teacher communication on student's personality development.
5. Understand the various features of models of teaching.
6. Know and understand the correlates of teacher effectiveness.

Unit 1: Micro-teaching

- 1.1 Meaning, definitions and importance of micro-teaching.
- 1.2 Elements of micro-teaching- modelling, setting (simulation/real), feed-back, integration.
- 1.3 Planning of micro lesson.
- 1.4
- 1.5 Teaching skills -
 - 1.5.1 Introducing lesson
 - 1.5.2 Probing questions
 - 1.5.3 Explaining
 - 1.5.4 Stimulus variations
 - 1.5.6 Black board writing.
- 1.6 Integration of Teaching Skills

Unit 2: Methods of Teaching

- 2.1 Teacher Centered Approaches
 - 2.1.1 Lecture method
 - 2.1.2 Demonstration method
 - 2.1.3 Exposition method
- 2.2 Learner Centered Approaches.
 - 2.2.1 Discussion method
 - 2.2.2 Heuristic method
 - 2.2.3 Problem Solving method
- 2.3 Individualized Instruction - Meaning, Characteristics, Types and Importance
 - 2.3.1 Programmed Learning

Meaning, Definitions, Characteristics and Importance

Basic Principles of Programme Learning

Styles of Programmed Text Designing

2.4 Evaluation of a Programme

2.5 Mastery Learning

2.5.1 Origin and Growth

2.5.2 Basic Principles of Mastery Learning

2.5.3 Importance of Mastery Learning in Education

2.6 Group Instruction

2.6.1 Debate, Dialogues and Team Learning

2.6.2 Team teaching, Brain Storming, Case Study and Synetics

Unit 3: Understanding Teacher Effectiveness

3.1 Meaning and Concept of Teacher Effectiveness

3.2 Role consensus and Teacher Effectiveness

3.3 Characteristics of Effective Teacher

3.4 Role of Teacher in Student Learning 3.5 Recommendations for Teacher Effectiveness

3.5.1 For teachers

3.5.2 For Policy Makers and Educational Planners 3.5.3 Classroom Environment, Climate and culture 3.6 Assessment of Teacher Effectiveness

Unit 4: Communication and Teaching

4.1 Importance and Concept of Communication 4.2 Process of Communication

4.3 Communication Networks

4.4 Channels of Communication

4.5 Verbal and Non Verbal Communication 4.6 Barriers of Communication

4.7 Making Communicating Effective

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SEMESTER – II
INTER-SEMESTER BREAK (ISB) ACTIVITY – II - A

DISSERTATION

- Students will explore the areas of educational research.
- The chosen topic must be from the area of specialization.
- Identification of the problem and defining the problem in operational terms.
- Preparation & Presentation of the Proposal before staff
- Collection of review

SEMESTER – II
INTER-SEMESTER BREAK (ISB) ACTIVITY – II - B
INTERNSHIP
(INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS)

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

- Internship will be organized with attachment to both pre service teacher education and in service teacher education setting.
- Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

Assessment is based on the following activities –
Critical analysis of curriculum of B.Ed/M.Ed from various aspects like pedagogy, specialization offered etc in the light of NCFTE 2009
Mode of transaction and gives suggestive plan for improvement
Observation of day-to-day school activities and report of an in-depth study of two activities.
Participation and organization of co-curricular activities <ul style="list-style-type: none"> ▪ Cultural ▪ Literacy ▪ Games & sports ▪ <i>Shramadan</i>
Teaching work (Five period in any one compulsory paper of B.Ed)
Observation & Supervision of 5+5 lessons in each teaching subject
Participation in any two in-service teachers training programme for preparation of depth report on it.
Analyze nature & type of in-service teachers training programme organized by the institution.
Prepare an evaluation proforma for in-service teachers training programme, apply it on at least 40 teachers and prepare a report on it.
Prepare a module for in-service teachers training programme and find its effectiveness.
Review new trends in research of teacher education and prepare a report.
Establishing new norms or quality parameters of a teacher education institution from national

/international level – study any one institution and prepare a report.

Organization and participation in community work

- Organization of community work in educational and social awareness camp by B.Ed. students.
- Participation in national program - Pulse Polio, Literacy campaign, Assistance Medical Camps and Yoga camp.

Training in management of different sections of the school

- Library management
- Administration and scoring of any five psychological tests.
- Science club.
- Office Records and maintenance of attendance register, teacher's diary & stock Register.
- Maintenance of technology department.

Training for evaluation process –Construction of question paper ; Pre-Preparation for Examination ; Evaluation of answer books and preparation of result

M.Ed. SEMESTER-III

COURSE-9 : CURRICULUM, PEDAGOGY AND ASSESSMENT (AT ELEMENTARY LEVEL)

Objectives

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

- Grasp the basics of curriculum, concept of curriculum development, reforms and recommendations, nature of elementary education curriculum, teaching strategies.
- Realize the present context issues, challenges of elementary education and understand the relevant interventions to overcome.
- Develop the ability to identify quality of education, professional enrichment of elementary school teachers and quality assessment and accreditation at Karnataka state.
- Understand the evaluation procedure of elementary education with various types of tests, trends in evaluation.
- Analyze the critical appraisal of present evaluation system at secondary education level.

UNIT –I: CURRICULUM DEVELOPMENT AND PEDAGOGY

- 1.1 Curriculum Development: Definitions, components, determinants of curriculum; principles of curriculum construction, criteria and organization of content and learning activities. Curriculum reforms: Recommendations of NCF-2005, NCF-2009, NCFSE.
- 1.2 Elementary Education Curriculum: Concept, structure, functions: Language, Science, Mathematics and Social-science curriculum- importance, focus and syllabus, transaction mode.
- 1.3 Critical appraisal of present elementary school curriculum in the state.
- 1.4 Teaching Strategies: Meaning, types (Autocratic, Democratic and Lassiaze fair), Lecture, Demonstration, Discussions, Question-answer, Brain-storming, Role-play,

Instructional Design- Skill based, competency based, learners style based and model based.

UNIT-II: ISSUES AND CONCERNS IN ELEMENTARY EDUCATION

- 2.1 Challenges related to Universalization of elementary Education (UEE) and interventions.
- 2.2 Problems and interventions of education for girls', disadvantaged, differently abled and slow learners.
- 2.3 Problems and solutions of classroom discipline, issues of quality in elementary education.
- 2.4 Management System of elementary Education: School Development and Management Committee (SDMC), Parent-Teacher Association (PTA), National and State Agencies of Education- NCERT, DSERT, CTE: Specific roles and functions in quality improvement and management.

UNIT –III: QUALITY IN ELEMENTARY EDUCATION

- 3.1 Concept, indicators of quality, setting standards for performance.
- 3.2 Delor's Commission- Report regarding quality.
- 3.3 Professional enrichment of secondary teachers- various in-service programmes in ensuring quality. Various agencies- SCERT, CIET, NUEPA, IASE etc.
- 3.4 Karnataka State Quality Assessment and Accreditation Organization (KSQAAO)- Objectives and salient features.

UNIT –IV: EVALUATION IN ELEMENTARY SCHOOLS

- 4.1 Evaluation: concept, functions and types- formative, summative, diagnostic; criteria of evaluation.
- 4.2 New trends in evaluation: Grading, CBCS, CCE, Semester system, Internal Assessment, Non-scholastic areas.

4.3 Types of tests: Criterion Referenced Test and Norm Referenced Test (NRT & CRT), Achievement Test- meaning, characteristics and procedure in construction of achievement test.

4.4 Critical Appraisal of the present evaluation system in secondary level.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum:

- Critical study of Secondary School Science/Mathematics/Social Science/Language syllabus.
- Study the Continuous and Comprehensive Evaluation (CCE) practices of a Secondary School.
- Preparation of a criterion referenced test in any one school subject.
- Make study of co-scholastic and non-scholastic activities conducted in a Secondary School.
- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.
- Any other relevant practical work/assignment related to the syllabus.

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M.Ed. SEMESTER-III
COURSE-9 :CURRICULUM, PEDAGOGY AND ASSESSMENT
(AT SECONDARY AND SENIOR SECONDARY LEVEL)

Objectives

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

- Grasp the basics of curriculum, concept of curriculum development, reforms and recommendations, nature of secondary and senior secondary education curriculum, teaching strategies.
- Realize the present context issues, challenges of secondary education and understand the relevant interventions to overcome.
- Develop the ability to identify quality of education, professional enrichment of secondary school teachers and quality assessment and accreditation at Karnataka state.
- Understand the evaluation procedure of secondary and senior secondary education with various types of tests, trends in evaluation.
- Analyze the critical appraisal of present evaluation system at secondary education level.

UNIT –I: CURRICULUM DEVELOPMENT AND PEDAGOGY

1.1 Curriculum Development: Definitions, components, determinants of curriculum; principles of curriculum construction, criteria and organization of content and learning activities. Curriculum reforms: Recommendations of NCF-2005, NCF-2009, NCFSE.

1.2 Secondary Education Curriculum: Concept, structure, functions: Language, Science, Mathematics and Social-science curriculum- importance, focus and syllabus, transaction mode. Critical appraisal of present secondary school curriculum in the state.

1.3 Senior Secondary Curriculum: Concept, structure and functions.

1.4 Teaching Strategies: Meaning, types (Autocratic, Democratic and Lassiaze fair), Lecture, Demonstration, Discussions, Question-answer, Brain-storming, Role-play, Instructional Design- Skill based , competency based, learners style based and model based.

UNIT-II: ISSUES AND CONCERNS IN SECONDARY EDUCATION

- 2.5 Challenges related to Universalization of Secondary Education (USE) and interventions.
- 2.6 Problems and interventions of education for girls', disadvantaged, differently abled and slow learners.
- 2.7 Problems and solutions of classroom discipline, issues of quality in secondary and senior secondary education.
- 2.8 Management System of Secondary and Senior Secondary Education: School Development and Management Committee (SDMC), Parent-Teacher Association (PTA), National and State Agencies of Education- NCERT, DSERT, CTE: Specific roles and functions in quality improvement and management.

UNIT –III: QUALITY IN SECONDARY EDUCATION

- 3.5 Concept, indicators of quality, setting standards for performance.
- 3.6 Delor's Commission- Report regarding quality.
- 3.7 Professional enrichment of secondary teachers- various in-service programmes in ensuring quality. Various agencies- SCERT, CIET, NUEPA, IASE etc.
- 3.8 Karnataka State Quality Assessment and Accreditation (KSQAAO)- Objectives and salient features.

UNIT –IV: EVALUATION IN SECONDARY AND SENIOR SECONDARY SCHOOLS

- 1.5 Evaluation: concept, functions and types- formative, summative, diagnostic; criteria of evaluation.
- 1.6 New trends in evaluation: Grading, CBCS, CCE, Semester system, Internal Assessment, Non-scholastic areas.
- 1.7 Types of tests: Criterion Referenced Test and Norm Referenced Test (NRT & CRT), Achievement Test- meaning, characteristics and procedure in construction of achievement test.

1.8 Critical Appraisal of the present evaluation system in secondary level.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum:

- Critical study of Secondary School Science/Mathematics/Social Science/Language syllabus.
- Study the Continuous and Comprehensive Evaluation (CCE) practices of a Secondary School.
- Preparation of a standardized achievement test in Science/Mathematics/Social Science/Language.
- Preparation of a criterion referenced test in any one school subject.
- Make study of co-scholastic and non-scholastic activities conducted in a Secondary School.
- Critical study of Senior Secondary School syllabus of any one subject.
- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.
- Evolving criteria for development of syllabi and textbooks Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
- Any other relevant practical work/assignment related to the syllabus.

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- Agarwal J.C., Documents on Secondary Education in India (1781-1992), Selected Educational Statistics World view, Dolea House, 1992.

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M.Ed. SEMESTER-III

COURSE-10 POLICY, ECONOMICS AND PLANNING (AT ELEMENTARY LEVEL)

Objectives:

On completion of the course the student's teachers will be able to

- Students are able to understand concept of human capital and components.
- Students are able to understand the concept of economics of education
- Students are able to concept, planning, need and importance of educational planning.
- Students are able to analyze educational policies

UNIT-I: HUMAN CAPITAL AND DEVELOPMENT

- 1.1 Human capital – origin- concept and neo-classical approach, concept,
- 1.2 Components, nexus between human capital, physical and natural capital;
- 1.3 Theory of investment in human capital, concept and dimension of human development
- 1.4 Growth accounting equations of Dennison and Schultz

UNIT-II: ECONOMICS OF EDUCATION

- 2.1 Economics of education, meaning, concept and need.
- 2.2 Demand for education, private demand and social demand; determinates of demand
- 2.3 Cost of education –expenditure on education; private costs and social costs; Benefit of education direct and indirect benefits; private and social benefits; costs-benefits analysis-meaning tool. (BCR,NPU and IRR) limitations.
- 2.4 Concept of Educational financial, Educational finance at micro and macro levels, concept of budgeting.

UNIT- III: EDUCATIONAL PLANNING

- 3.1 Concept of educational planning, need and importance of educational planning
- 3.2 Principles of educational planning
- 3.3 Constitutional provisions for educational planning, integration of educational plans with general development plans
- 3.4 Institutional planning, and perceptive planning.

UNIT-IV: EDUCATIONAL POLICIES

- 4.1 Concept of policy, relationship between policies and Education.
- 4.2 Linkage between education policy and national development, determinants of educational policy and process of policy, formulation planning of policy implementation
- 4.3 Policy impact assessment and subsequent policy cycles
- 4.4 National Policy of Education (1986,1992) National commission on teachers (1999) NCF, 2005, NCF for teacher education (2009 and 2019) and Implementation of NCF 2020.

Assignment: Educational planning

Seminar: Policies of Education

Reference:

- Callahon, Joseph F and Clark Leonard H (1977)., Innovation and issues in Educational planning for competency Macmillon publishing company, New York.
- Rao, V.K.R.V.(1966); Education and Human Resource Development Delhi, Allied publishers.
- Vaizeg J. (1964); Costs of Education, London Allen and unian.
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M.Ed. SEMESTER-III

COURSE-10 POLICY, ECONOMICS AND PLANNING (AT SECONDARY AND SENIOR SECONDARY LEVEL)

Objectives:

On completion of the course the student's teachers will be able to

- Students are able to understand concept of human capital and components.
- Students are able to understand the concept of economics of education
- Students are able to concept, planning, need and importance of educational planning.
- Students are able to analyze educational policies

UNIT-I: HUMAN CAPITAL AND DEVELOPMENT

- 1.1 Human capital – origin- concept and neo-classical approach, concept
- 1.2 Components, nexus between human capital, physical and natural capital;
- 1.3 Theory of investment in human capital, concept and dimension of human development
- 1.4 Growth accounting equations of Denison and Schultz

UNIT-II: ECONOMICS OF EDUCATION

- 2.1 Economics of education, meaning, concept and need.
- 2.2 Demand for education, private demand and social demand; determinates of demand
- 2.3 Cost of education –expenditure on education; private costs and social costs; Benefit of education direct and indirect benefits; private and social benefits; costs-benefits analysis-meaning tool. (BCR, NPU and IRR) limitations.
- 2.4 Concept of Educational financial, Educational finance at micro and macro levels, concept of budgeting.

UNIT- III: EDUCATIONAL PLANNING

- 3.1 Concept of educational planning, need and importance of educational planning

3.2 Principles of educational planning

3.5 Constitutional provisions for educational planning, integration of educational plans with general development plans

3.6 Institutional planning, and perceptive planning.

UNIT-IV: EDUCATIONAL POLICIES

4.1 Concept of policy, relationship between policies and Education.

4.2 Linkage between education policy and national development, determinants of Educational policy and process of policy, formulation planning of policy implementation

4.3 Policy impact assessment and subsequent policy cycles

4.4 National Policy of Education (1986,1992) National commission on teachers (1999) NCF, 2005, NCF for teacher education (2009 and 2019) and Implementation of NCF 2020.

Assignment: Educational planning

Seminar: Policies of Education

Reference:

- Callahon, Joseph F and Clark Leonard H (1977)., Innovation and issues in Educational planning for competency Macmillon publishing company, New York.
- Rao, V.K.R.V.(1966); Education and Human Resource Development Delhi, Allied publishers.
- Vaizeg J. (1964); Costs of Education, London Allen and unian.
- National Educational policy 2020.
- International Hand book on the Economics of Education Geraint Johnes and Jill Johnes. Edward Elger Publishing Ltd (2004).

- Nanjundappa D.M (1994) Finance and Management of higher education, Deep and Deep New Delhi.
- Shah K.R (1997) Essays on Economics of Human resource, Spellbound publications Rohatak.
- Psacharopoulos George and Maureen Wood hall (1985);Education for Development: Analysis of investment choice, oxford University.
- Heggade O.D.(1992), Economics of Education, Himalaya publishing House Bombay.

M.Ed. SEMESTER-III

COURSE-4b: METHODOLOGY OF RESEARCH IN EDUCATION -II

Objectives:

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

- Understand the various qualitative and quantitative methods of research.
- Learn and examine the suitability of research tools in the process of data collection in different content.
- Explain the statistical terms, various tests in parametric and non-parametric.
- Analyze the statistical techniques of data analysis, interpret the results and draw generalizations.
- Understood the procedure of preparing a research report technically and elucidate the meaning, characteristics, types and evaluation of research report.

UNIT –I: QUANTITATIVE AND QUALITATIVE METHODS OF RESEARCH

1.1 Quantitative Research Methods: Experimental Research Method: Meaning, importance, steps, components, characteristics, methods of control of extraneous variables, sources of invalidation of experiments- concept of external and internal validity, threats to internal and external validity.

1.2 Experimental Research Designs: True-experimental, Pre-test, Post-test Control Group, Post-test only Control Group, Solomon Four Group and Factorial Designs. Quasi Experimental Designs: Non-equivalent comparison Group Design and Time Series Design, Ex-post Facto Research.

1.3 Non-Experimental Research Designs:

1.3.1 Historical Research Method: meaning, nature, importance, steps and limitations, sources of data, external and internal criticism, evaluation of historical research

1.3.2 Descriptive Research Method: meaning, characteristics, importance, steps and types (Survey and Correlation study methods)

1.4 Qualitative Research Methods:

1.4.1 Phenomenology

1.4.2 Ethnography

1.4.3 Case study

(Meaning, nature, significance, procedure, steps and limitations)

UNIT –II: TOOLS AND TECHNIQUES OF DATA COLLECTION

2.1 Scale of measurement: Nominal, Ordinal, Interval and Ratio scales.

2.2 Tool: characteristics of a good tool, concept, types of validity and reliability, methods of establishing validity and reliability of a tool.

2.3 Quantitative tools of data collection:

2.3.1 Achievement Test: meaning, purpose, procedure of construction and standardization

2.3.2 Attitude Scale: meaning, purpose, construction and standardization procedure, Likert Scale

2.3.3 Questionnaire: meaning, forms, principles of construction and Limitations

2.4 Qualitative tools of data collection:

2.4.1 Observation: Types, merits and limitations

2.4.2 Interview: Types, merits and limitations

UNIT –III: STATISTICAL TECHNIQUES

3.1 Statistical terms: statistic, parameter, sampling distribution, sampling error, standard error, statistical inference- meaning, estimation, one tailed and two tailed tests

3.2 Parametric Tests: Testing hypotheses- levels of significance, confidence limits- concept (small and large sample), Degrees of Freedom, Types of error- Type-I& Type-II error. Test of Significance- concept, ANOVA- Assumptions, uses, computation of one way ANOVA.

3.3 Non-parametric Tests: Chi- square, Mann Whitney and Sign Test- Meaning, assumptions and uses, Computation of Chi-square using contingency of co-efficient

3.4 Measure of Relationship: Rank Difference, Product Moment (Direct & Scatter Diagram methods), Biserial, Point-biserial, Tetrachoric and Phi-computation and uses.

UNIT –IV: REPORT WRITING

4.1 Need, importance, general principles and characteristics of report writing

4.2 Types of research reports : Brief, Detailed and Technical reports

4.3 Format of research report: Preparation of abstract, executive summary, synopsis, reference and bibliography (APA Style)

4.4 Evaluating Research Report, research findings and implications

Mode of Transaction

- Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

- Critically review one research study each for different descriptive methods.
- Critically review two qualitative research studies.
- Critical study the data analysis in any two M.Ed. dissertations.
- Make a study of the experimental designs employed in any 2 M.Ed. dissertations and 2 studies published on line.
- Critically evaluate one M.Ed. dissertation based on the given criteria.

References

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M.Ed. SEMESTER-III
COURSE-8b: TEACHER EDUCATION-II

Objectives

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

- Enable the students to understand the concept, policies, reconstructing and strengthening teacher education and preparation of teachers.
- Have depth knowledge of quality, quality teaching, total quality management (TQM) in teacher education, classroom management and issues, challenges of quality in teacher education.
- Know and analyse various issues, challenges related to professional development of teachers, enhancement of teacher competence, admission policies and partnership in teacher education.
- Acquire the research trends, innovations in teacher education.
- Examine the trends in teacher education research based on research studies.

UNIT –I: PERSPECTIVES AND POLICIES ON TEACHER EDUCATION

- 1.1 Teacher Education: concept of teacher education and development, factors influencing teacher development. Teacher expertise: Berlinger's stages of development of a teacher.
- 1.2 Preparation of teachers for arts, crafts, music, physical education and special education- need, existing programmes and practices, suggestions for improvement.
- 1.3 Policies on Teacher Education: National and state policies- review, recommendations of various commissions and committees concerning teacher education system. Impact of NPE- 1986, NPE-2020 , its PoA on teacher education system.
- 1.4 Reconstructing and strengthening of Teacher Education: UGC, NCERT,NCTE, NUEPA, SCERT- role and functions. In-service teacher education-DPEP, SSA and

RMSA. Initiatives and role of NGO's in designing and implementing in-service teacher education programmes.

UNIT –II: QUALITY MANAGEMENT IN TEACHER EDUCATION

- 2.1 Concept of quality, quality control indicators in teacher education, need for quality teacher education, issues regarding quality assurance in teacher education.
- 2.2 Concept of Total Quality Management (TQM): Need for TQM in teacher education, principles, steps for implementing TQM in teacher education, issues and challenges.
- 2.3 Classroom Management (CRM): Meaning of CRM, skills, effective classrooms, components of effective classroom management, behaviour and classroom management, classroom management strategies.
- 2.4 Quality Teaching (QT): Concept, components of effective teaching, characteristics of quality teaching, a model for quality teaching

UNIT –III: ISSUES AND CHALLENGES IN TEACHER EDUCATION

- 3.1 Challenges in professional development of teachers. Relevance to school education, improperly qualified teacher educators, assurance of quality teacher education programmes.
- 3.2 Issues related to enhancement of teacher competence: Commitment and teacher performance: contributing factors barriers.
- 3.3 Admission policies and procedures, standards in teacher education. Preparation of teachers for the differently abled, teacher effectiveness-recommendations of raising status of teachers- provision of awards.
- 3.4 Issues related to partnership in teacher education: TEI with school &community, Government agencies with university, with NGO's, between teacher education institutions preparing teachers for different levels of school education.

UNIT –IV: RESEARCH TRENDS IN TEACHER EDUCATION

4.1 Purpose and scope of research in teacher education, trends in teacher education research at secondary level. Micro teaching, Macro teaching, Team teaching, simulated social skill training.

4.2 Paradigms of research in teaching: Gage, Doyle and Shulman.

4.3 The development of teacher education in India: The present position of teacher education: role and status of a teacher, teacher organizations, code of conduct for teachers.

4.4 Methodological issues of research and trends in teacher education research: Methodological issues- direct vs indirect inference, generalizability of findings and laboratory vs field research- scope and limitations of classroom observation, deduction of trends in teacher education research based on research studies.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum

- Study of an annual report of SCERT/RIE/ NCERT/ NUEPA to identify the various programmes for professional development of teacher educators
- A review of research articles in teacher education and write implications for practitioners.
- A study of any two NGOs in your locality and a write up of the same.
- Case study on innovative Institutions in teacher education.
- Review of research studies/literature in the area of teacher education.
- Development of tools for evaluation of practice teaching programme.
- Visit to different teacher education institution with a view to review institutional research studies.

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Semester – III

COURSE –11: INTERNSHIP IN SPECIALIZATION (Elementary or Secondary and Senior Secondary Level) At Teacher Education Institutions

Objectives :

- Learn preparation of teaching plan
- Practice teaching in real situation
- Observe lessons
- Class management
- Teaching skills

Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or co-curricular activities/material or any innovation.
A journal should be maintained by the student in which he/she records one's experiences, observations, and reflections during internship.
Working with community based on any project of social welfare. (submission of activity report)
Preparing a suggested comprehensive plan of action for some aspects of school improvement
The student-teacher will also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.
Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment
Analysis of text book from peace perspective
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.
Make lesson plans at least 10- different methods in which 5 must involve students. Student could develop their own method (fusion based) with the help on teacher educator and deliver in school
Delivery of Four lessons in a school teaching subject (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices. It must be seconded by the subject teacher.)
Learning achievement surveys (baseline, midterm and end term) would be made to track children's

performance over the period.
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.
Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not.
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/ Link school knowledge in different subjects and children's everyday experiences.
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.
Conduct a programme in school with/in association of local artisans/workmen in school activities.
On the basis of QMTs (developed by Govt of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion.
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school.
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.
On the basis of recommendations of Research Advisory Committee (RAC) at national level to discuss research issues and to suggest new studies to be undertaken in education and allied areas.

SEMESTER-III

(CHOICE BASED CREDIT SYSTEM)

OPEN ELECTIVE COURSE (OEC) (for other department students)

EDUCATIONAL TESTING AND EVALUATION

Objectives;

upon completion of the course the students will be able to:

- Acquire the knowledge of Measurement and Evaluation.
- Understand the Concept of Achievement, Types and Uses.
- Understand the Achievement Test Construction.
- Acquire the Knowledge and Applications of the Standardization of Test.
- Acquire the Knowledge and Applications of Media Technology used in the Process of Evaluation.

UNIT-1 Concept of Measurement and Evaluation:

1.1 Measurement: Meaning Scope of Measurement, Types of Measurement, Functions of Measurement, Test Score and Unit of Measurement , Scales of Measurement.

1.2 Evaluation : Meaning & Scope of Evaluation, Types of Evaluation: Student Evaluation, Curriculum Evaluation, Institutional Evaluation, Summative Evaluation, Formative Evaluation, Continuous Comprehensive Evaluation (CCE) CCE, Purpose of Evaluation, Diagnose, Prediction, Selection, Grading, Guidance, Evaluation of Programme.

1.3 Relationship between Summative and formative Evaluation, Process of Evaluation, Stages of Evaluation, Steps of Evaluation, Difference between Measurement and Evaluation.

UNIT -2 Achievement Test and it's Construction:

2.1 Achievement Test- Meaning, nature, Function of Achievement Test and uses of Achievement Test.

2.2 Types of Achievement Test- Teacher Made Test and Standardised Achievement Test. Oral Test, Written Test, Essay Type Test, Short Answer Test and Objective Type Test- Meaning, Advantages and Disadvantages.

- 2.3 Multiple choice Items, True False Items, Matching Type Items, Completion Type Items, Problem Solving Items, Performance Test Items - it's Meaning, Advantages, and Disadvantages.
- 2.4 Achievement Test Construction- Steps of Construction of an Achievement Test- Selection of the Topic, Objectives, Blue Print, Item Writing, Selection of Type of Items. Administering the Test, Scoring the Test, Analysis of the Test Scores and Grading.

UNIT -3 NRT & CRT IN EVALUATION

3.1 Norm Referenced Tests (NRT); Meaning, characteristics, construction, uses, limitations and place of NRT in evaluation

3.2 Criterion Referenced Tests (CRT); Meaning, characteristics, construction, uses, limitations and place of CRT in evaluation

3.3 Principles and characteristics of good educational evaluation.

3.4 comparison and contrast between NRT and CRT

3.5 stages in evaluation process, models of evaluation

UNIT-4 Diagnosis and Remediation

4.1 Diagnosis of Learning difficulties; Meaning, Process, Importance, Objectives, Uses

4.2 Planning, Construction and Administration of Diagnostic test

4.3 Remedial teaching; meaning, importance, organization, advantages and limitations

4.4 Use of Attitude scale and Rating scale in the evaluation of teaching and learning

4.5 ICT and Internet in Testing and Evaluation; Online examination and Evaluation; concept, importance, organization, advantages and disadvantages

Mode of Transaction : Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum the Department has to identify and introduce the Practicum Activities relating to the above said units.

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SEMESTER – III
INTER-SEMESTER BREAK (ISB) – III
ACTIVITY III-A
DISSERTATION

Dissertation;

- State the background of the problem
- Review of the Related Literature
- Plan a research design
- Selection of Tool, Collecting and Quantifying of data
- Tabulation of data

SEMESTER – III
INTER-SEMESTER BREAK (ISB) – III

ACTIVITY III - B
ACADEMIC WRITING

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

- Sensitize to their communicative behaviour.
- Enable to reject and improve their communicative behaviour performance
- Build capacities for self criticism and facilitate growth.
- Enhance their listening & writing skill.
- Present effective lecture after enhancing their listening skills.
- Write or draft professional letters and mail etc.

Activity – 1

Preparation of Report on –

- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

Activity – 2

- Writing Skills: Essential components of writing skills, writing standard ,business letter, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation.

Activity – 3

- Prepare a Programme on SMS case writing and documentation.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on e-mail drafting.

Activity – 4

- Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective thinking critical thinking, negotiation skill.

Activity – 5

- Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.

Mode of Transaction : workshop sessions, assignments, presentations by students Activities and Firsthand experience

Practicum

- Workshop on academic writing skill.
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

References:

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3. www.ncte-india.org
4. www.ngu.ac.in
5. www.education.nic.in
6. www.scribid.com
7. HNGU Handbook-I
8. HNGU Handbook-II

SEMESTER - IV
COURSE-12: ADMINISTRATION, MANAGEMENT AND LEADERSHIP
(AT ELEMENTARY LEVEL)

Objectives

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

- Understand structure and system of administration at national state and local level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- Critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- Elaborate the types of educational administration according to situations.
- Take up research to solve management problems in educational set up.
- Compare the management structure in education of different countries and identify the merits and limitations.
- Analyse the objective of education in different sectors.
- Analyse the various policies, planning and initiation taken by Govt. at elementary level.

UNIT –I: ADMINISTRATION IN EDUCATION

1.1 Concept, meaning, nature and types of structure of educational administration at national level. Fayol's Principles of Administration.

1.2 Role and responsibilities: Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes, National grants to state Govt.

1.3 Bureaus/divisions of the ministry of HRD, Department of Education. Major activities and organization of Department of Education of MHRD.

1.4 NUEPA – NCTE, Kendriya Vidyalaya Sangathan, IASE, CABE, NCERT; organization, structure, objectives Role and function.

UNIT –II: MANAGEMENT IN EDUCATION

2.1 Educational Management – Concept of Management, Need and importance of educational management.

2.2 Principles and Techniques of Educational Management: Principles of Management, Total Quality Management.

2.3 Management of Human Resources: Meaning, Need and Importance of management of human resources, Strategies for managing human resources.

2.4 Classroom Management (Instructional Management): Concept of and need for classroom management, Schools of thought: Components of Classroom Management; Determinants and Indices of Effective Classroom Management; Indices of Effective Classroom Management; Discipline and Management of Misbehaviour in Classroom. Attributes of classroom management in Indian contexts.

UNIT –III: LEADERSHIP IN EDUCATION

3.1 School Leadership at Secondary/Senior Secondary Level Curriculum framework outline key areas for leadership development in Elementary schools; (capacity building to transform function at managerial level to school leaders).

3.2 School leadership: Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.

3.3 Leadership and Organizational Behavior - Basic Attributes of Organizations: Organizational Design and Learning, Organizational Culture - Diversity and Individual Differences: perception and Attribution, motivation.

3.4 School & Community: Inter linkage, Role and responsibilities. School as a learning organization Developing a vision for school: - vision for school transformation, assessing context and constraints.

UNIT –IV: RESOURCES ADMINISTRATION AND MANAGEMENT AT DIFFERENT LEVELS

4.1 State level administration: Need importance and limitations Recommendations of committees on role of state and local bodies.

4.2 Local bodies: District boards and municipalities. Present position of local administration in Elementary education.

4.3 Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies. Scientific principles of management-PERT, CPM, PPBS system approach.

4.4 Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource -financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

- Visit an NGO providing education related activities in your neighbourhood area. Prepare list of the personnel i.e. teachers, trainers etc. And the nature of programmes they offer. Also collect the sources of grants for the building and other infrastructure and the financial assistance to the NGO and its students. Write a report describing the major problems it encounters in managing various activities.
- Visit an elementary school and observe the procedure of managing the institutions especially with reference to administration and teaching. Observe the records maintained, and prepare a report.

- Make a study of formal and informal institutions in your locality (around 20 kms) with a brief report on each of the institutions.
- Visit a primary school in your nearby locality and interview teachers and the head of the school about facilities and difficulties they face in school.
- What special obstacles did they encounter, and how were they overcome?
- Examine the effectiveness of any one programme run by central Govt. for senior Secondary students. Present the report in classroom seminar.
- Make a comparative study of management and administration of Kendriya Vidyalaya and state Govt school.
- A study of the teachers' leadership styles (any five teachers) at level.

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SEMESTER - IV
COURSE-12: ADMINISTRATION, MANAGEMENT AND LEADERSHIP
(AT SECONDARY & SENIOR SECONDARY LEVEL)

Objectives

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

- Understand structure and system of administration at national state and local level.
- Reflect on planning, management, policies and operational strategies at secondary & senior secondary level.
- Critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- Elaborate the types of educational administration according to situations.
- Take up research to solve management problems in educational set up.
- Compare the management structure in education of different countries and identify the merits and limitations.
- Analyse the objective of education in different sectors.
- Analyse the various policies, planning and initiation taken by Govt. at secondary and senior secondary level.

UNIT –I: ADMINISTRATION IN EDUCATION

1.5 Concept, meaning, nature and types of structure of educational administration at national level. Fayol's Principles of Administration.

1.6 Role and responsibilities: Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes, National grants to state Govt.

1.7 Bureaus/ divisions of the ministry of HRD, Department of Education. Major activities and organization of Department of Education of MHRD.

1.8 NUEPA – NCTE, Kendriya Vidyalaya Sangathan, IASE, CIBE, NCERT; organization, structure, objectives Role and function.

UNIT –II: MANAGEMENT IN EDUCATION

2.5 Educational Management – Concept of Management, Need and importance of educational management.

2.6 Principles and Techniques of Educational Management: Principles of Management, Total Quality Management.

2.7 Management of Human Resources: Meaning, Need and Importance of management of human resources, Strategies for managing human resources.

2.8 Classroom Management (Instructional Management): Concept of and need for classroom management, Schools of thought: Components of Classroom Management; Determinants and Indices of Effective Classroom Management; Indices of Effective Classroom Management; Discipline and Management of Misbehaviour in Classroom. Attributes of classroom management in Indian contexts.

UNIT –III: LEADERSHIP IN EDUCATION

3.5 School Leadership at Secondary/Senior Secondary Level Curriculum framework outline key areas for leadership development in Elementary schools; (capacity building to transform function at managerial level to school leaders).

3.6 School leadership: Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.

3.7 Leadership and Organizational Behavior - Basic Attributes of Organizations: Organizational Design and Learning, Organizational Culture - Diversity and Individual Differences: perception and Attribution, motivation.

3.8 School & Community: Inter linkage, Role and responsibilities. School as a learning organization Developing a vision for school: - vision for school transformation, assessing context and constraints.

UNIT –IV: RESOURCES ADMINISTRATION AND MANAGEMENT AT DIFFERENT LEVELS

4.5 State level administration: Need importance and limitations Recommendations of committees on role of state and local bodies.

4.6 Local bodies: District boards and municipalities. Present position of local administration in Elementary education.

4.7 Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies. Scientific principles of management-PERT, CPM, PPBS system approach.

4.8 Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource -financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

- Visit an NGO providing education related activities in your neighbourhood area. Prepare list of the personnel i.e. teachers, trainers etc.
- Visit an secondary and senior secondary school and observe the procedure of managing the institutions especially with reference to administration and teaching. Observe the records maintained, and prepare a report.
- Make a study of formal and informal institutions in your locality (around 20 kms) with a brief report on each of the institutions.
- Visit a secondary and senior secondary school in your nearby locality and interview teachers and the head of the school about facilities and difficulties they face in school.
- What special obstacles did they encounter, and how were they overcome?

- Examine the effectiveness of any one programme run by central Govt. for secondary and senior secondary students. Present the report in classroom seminar.
- Analyse the quality of financial and administrative management in any rural and urban school.
- Make a comparative study of management and administration of Kendriya Vidyalaya and state Govt school.
- A study of the teachers' leadership styles (any five teachers) at level.

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- Ferrance, Eileen.2000), Action Research, Northeast and islands Regional Educational Laboratory, Brown University USA.
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- Manju Bala, Leadership Behaviour in Educational Institutions: Deep and Deep Publications, New Delhi,1990.
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SEMESTER - IV
COURSE-13 INCLUSIVE EDUCATION (DIFFERENTLY ABLED)
(AT ELEMENTARY LEVEL)

Objectives:

Upon completion of course the student will be able to;

- Understand the concept of inclusiveness and its difference
- To adjust with heterogeneous group
- Explain different national and international policies and programmes for inclusive education
- Students will be able to planning and management of inclusive education.
- Students are able to assessment methods, techniques and tools for inclusive education.
- Students are able to understand S.S.A and RTE Act.
- Students are able to identification of challenged students.
- Students are able to planning for remedial teaching.

UNIT-I: INTRODUCTION TO INCLUSIVE EDUCATION

1.1 Concept, Principles, need and objective

1.2 Concept and meaning of integrated education and special education.

1.3 Difference between special education, integrated education and inclusive education

1.4 Future vision of inclusive education

UNIT-II: CHALLENGED CHILDREN

2.1 Concept, identification, classification, characteristics, problems, prevention and educational provisions for –physically challenged, visually challenged, children with

auditory challenged, speech challenged, Mentally challenged, learning challenged, Diverse learner, Talented children's, and Third gender children's.

2.2 Assessment Methods, Techniques and tools for inclusive education.

2.3 Role of teachers, parents, peer, professionals, community, administration and NGO's.

2.4 Role of Government and Local Authorities.

UNIT-III: LEGAL PROVISIONS FOR INCLUSIVE EDUCATION

3.1 National policy of Education 1986, Programme of action 1992, Disability Act 1995, National policy of Disabilities 2006, NCF 2005, and 2009, Rehabilitation council of India Act 1992.

3.2 SSA, RTE Act 2009.

3.3 UNCRPD-Features United Nations Convention on the Rights of persons with disabilities and its implication.

3.4 UNESCO -1989 and UNESCO-2006

UNIT-IV: PLANNING AND MANAGEMENT

4.1 Early identification, Human resource and instructional practices, infrastructure.

4.2 Curriculum and curricular adoption.

4.3 Teachers training; Developing teaching materials and innovative practices.

4.4 Individualized Education plan and Remedial teaching.

Assignment: Identification and characteristics of different challenged children

Seminar: SSA and RTE Act 2009

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SEMESTER - IV
COURSE-13 INCLUSIVE EDUCATION (DIFFERENTLY ABLED)
(AT SECONDARY & SENIOR SECONDARY LEVEL)

Objectives:

Upon completion of course the student will be able to;

- Understand the concept of inclusiveness and its difference
- To adjust with heterogeneous group
- Explain different national and international policies and programmes for inclusive education
- Students will be able to planning and management of inclusive education.
- Students are able to assessment methods, techniques and tools for inclusive education.
- Students are able to understand S.S.A and RTE Act.
- Students are able to identification of challenged students.
- Students are able to planning for remedial teaching.

UNIT-I: INTRODUCTION TO INCLUSIVE EDUCATION

- 1.1 Concept, Principles, need and objective.
- 1.2 Concept and meaning of integrated education and special education.
- 1.3 Difference between special education, integrated education and inclusive education.
- 1.4 Future vision of inclusive education

UNIT-II: CHALLENGED CHILDREN

- 2.1 Concept, identification, classification, characteristics, problems, prevention and educational provisions for –physically challenged, visually challenged, children with auditory challenged, speech challenged, Mentally challenged, learning challenged, Diverse learner, Talented children's, and Third gender children's.
- 2.2 Assessment Methods, Techniques and tools for inclusive education.

2.3 Role of teachers, parents, peer, professionals, community, administration and NGO's.

2.4 Role of Government and Local Authorities.

UNIT-III: LEGAL PROVISIONS FOR INCLUSIVE EDUCATION

3.1 National policy of Education 1986, Programme of action 1992, Disability Act 1995, National policy of Disabilities 2006, NCF 2005, and 2009, Rehabilitation council of India Act 1992.

3.2 SSA, RTE Act 2009.

3.3 UNCRPD-Features United Nations Convention on the Rights of persons with disabilities and its implication.

3.4 UNESCO -1989 and UNESCO-2006

UNIT-IV: PLANNING AND MANAGEMENT

4.1 Early identification, Human resource and instructional practices, infrastructure.

4.2 Curriculum and curricular adoption.

4.3 Teachers training; Developing teaching materials and innovative practices.

4.4 Individualized Education plan and Remedial teaching.

Assignment: Identification and characteristics of different challenged children

Seminar: SSA and RTE Act 2009

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SEMESTER - IV
COURSE-14: EDUCATIONAL TECHNOLOGY
(AT ELEMENTARY LEVEL)

Objectives

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

- Distinguish between different forms of educational technology.
- Grasp the instructional applications of Internet and web resources.
- Analyse the stages in the development of an instructional system at elementary level.
- Elucidate the educational implications of cybernetics.
- Acquire the knowledge and skills of using computers as a supporting ICT tool in educational environments.
- Acquire the skills of using MS-PowerPoint 2007 for various applications at elementary level.
- Apply the principles of multi-media learning at elementary level.
- Analyse the procedure of using multimedia packages in teaching and learning.

UNIT –I: EDUCATIONAL TECHNOLOGY

- 1.1 Educational Technology; meaning, nature, concept, objectives of scope and significance. Components of Educational Technology: Software, hardware.
- 1.2 Forms of educational technology; teaching technology, instructional technology, information technology, Behaviour Technology. Evolution of Educational Technology- Audio-visual phase, Psycho-sociological Phase, Cybernetic Phase, ICT phase.
- 1.3 Major Resource Centers/ institutions of educational technology in India –CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.
- 1.4 Concept, components of system approach, Types of systems-Open system, closed system, Subsystems, Input/output model, system approach to education

UNIT –II: MULTIMEDIA IN EDUCATION

- 2.1 Multimedia –definitions, Meaning, History of Multimedia; Scope of Multimedia, Multimedia approach –nature, procedure for adopting multimedia approach
- 2.2 Computer Multimedia – meaning, building blocks or elements of computer as a multi-media device – Text, Sound, Graphics, Animation and Video; hardware requirements of Multimedia systems, input/output devices of multimedia, Audio and Video impact in multi-media, networked multi-media.
- 2.3 Cyberspace use in education, educational websites, internet, web classroom.
- 2.4 Development of Educational Multimedia Packages: Educational software packages– meaning, Pre-requisites – familiarity of disciplines; technical computer knowledge; design; outlining of goals; outlining the instructional methods; understanding the limitations in designing micro- computer software; Types – Drill and practice, Tutorial and Inquiry dialogues, Simulation, Modelling, Problem solving Multimedia Packages.

UNIT –III: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION

- 3.1 Information and Communication Technology - Definition; ICT in Education –Need, Significance; Internet – Origin, concept, services and functions of the Internet; using search engine: keywords and search strategies; use of internet for students and teachers.
- 3.2 Computers and the Internet in teaching and learning. Web based Technologies; Blended Learning, E-learning, Virtual Learning & Flip classes. ICT for professional development of Teachers. Issues in the use of ICTs in education.
- 3.3 Computer as a learning tool – Computer Assisted learning (CAL) – Meaning, Educational Paradigms for CAL, CAL and Learners Motivation, Content of Curriculum, pupils role, teaching style and evaluation; E-learning : History of E-learning, Definition, Scope, Different perspectives, E-learning methods– Synchronous and Asynchronous, tools used, E-learning modalities - Individualized self-paced e-learning online, Individualized self paced e-learning offline, Group-based e-learning synchronously and Group-based learning asynchronously; Virtual classroom: meaning, tools used, merits and limitations.
- 3.4 Computer as an Instructional Tool – Computer Assisted Instruction (CAI): Concept, Origin, Characteristics, Principles, desirable features, strategies, steps in the development of CAI, Advantages and Limitations; Computer as a Testing Tool:

Computer Assisted Assessment (CAA) - Meaning, Assumptions, Approaches to CAA-Optical Mark Reader, Computerized and On-line testing; Types of tests and CAA; Benefits of CAA; Computer Adaptive Testing (CAT): concept, values, advantages and limitations.

UNIT –IV: TRENDS IN TECHNOLOGY OF TEACHING

4.1 Technology for Flipped Learning and Integration of online, hybrid, and collaborative learning, Assistive technologies in the classroom, Massive Open Online Course (MOOC), Future Trends – Holography, Evaluation using Technology, Research Trends in Educational Technology.

4.2 Recent innovations in the area of ET interactive video–Hypertext, video-texts, optical fibre technology – laser disc, computer conferencing, etc. Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.

4.3 Technology for Distance Education, skill-based teaching, competency-based teaching, Evolving Instructional strategy, Principles of Instructional design; Endrogogy, Factors influencing Teaching learning process – Personality of teacher, Mastery of subject, Commitment, Changing role of Teacher –Reflective practitioner, Facilitator.

4.4 Recent experiments in the third world countries and pointers for India with reference to education. Recent trends of Research in Educational Technology and its future with reference to education.

Mode of Transaction: Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations/institutions. Lecture cum demonstration and hands on experiences on the use of Personal computer/Laptop/Palmtop.

Practicum

- Analysis of the different application software packages with reference to its use in education.
- Critical analysis of Teaching aids and their applications in instruction and learning.

- Preparation and presentation of slides for teaching any topic at the B.Ed level.
- Critical analysis of database software including open source.
- Interventions of educational technology in the current practices of teacher training programmes in India.
- Conducting a digital project on any topic of your choice.
- Preparation of programmed instructional material for the teacher trainees.
- Visit to local educational technology resource centers.
- Preparing documentation on Assistive Technologies.
- Workshop on Information & communication basics.
- Preparation and presentation of slides for teaching any topic at the school level.
- Critical analysis of database software including open source.
- Critical analysis of Teaching aids and their applications in instruction and learning.

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SEMESTER - IV

COURSE-14: EDUCATIONAL TECHNOLOGY (AT SECONDARY & SENIOR SECONDARY LEVEL)

Objectives

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

- Distinguish between different forms of educational technology.
- Grasp the instructional applications of Internet and web resources.
- Understand the process of using the application software for creating documents, database, presentation and other media applications.
- Analyse the classification of media material and examine factors influencing the selection of media material at secondary and senior secondary level.
- Acquire the skills of using MS-PowerPoint 2007 for various applications at secondary and senior secondary level.
- Elucidate the uses of internet for secondary and senior secondary students and teachers.
- Apply the principles of multi-media learning at secondary and senior secondary level.
- Understand the cognitive theory of multimedia learning at secondary and senior secondary level.
- Analyse the procedure of using multimedia packages in teaching and learning.

UNIT –I: EDUCATIONAL TECHNOLOGY

1.1 Educational Technology; meaning, nature, concept, objectives of scope and significance. Components of Educational Technology: Software, hardware.

1.2 Forms of educational technology; teaching technology, instructional technology, information technology, Behaviour Technology. Evolution of Educational Technology- Audio-visual phase, Psycho-sociological Phase, Cybernetic Phase, ICT phase.

1.3 Major Resource Centers/ institutions of educational technology in India –CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.

1.4 Concept, components of system approach, Types of systems-Open system, closed system, Subsystems, Input/output model, system approach to education

UNIT –II: MULTIMEDIA IN EDUCATION

2.1 Multimedia –definitions, Meaning, History of Multimedia; Scope of Multimedia, Multimedia approach –nature, procedure for adopting multimedia approach

2.2 Computer Multimedia – meaning, building blocks or elements of computer as a multi-media device – Text, Sound, Graphics, Animation and Video; hardware requirements of Multimedia systems, input/output devices of multimedia, Audio and Video impact in multi-media, networked multi-media.

2.3 Cyberspace use in education, educational websites, internet, web classroom.

2.5 Development of Educational Multimedia Packages: Educational softwarepackages– meaning, Pre-requisites – familiarity of disciplines; technical computer knowledge; design; outlining of goals; outlining the instructional methods; understanding the limitations in designing micro- computer software; Types – Drill and practice, Tutorial and Inquiry dialogues, Simulation, Modelling, Problem solving Multimedia Packages.

UNIT –III: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION

3.1 Information and Communication Technology - Definition; ICT in Education –Need, Significance; Internet – Origin, concept, services and functions of the Internet; using search engine: keywords and search strategies; use of internet for students and teachers.

3.2 Computers and the Internet in teaching and learning. Web based Technologies; Blended Learning, E-learning, Virtual Learning & Flip classes. ICT for professional development of Teachers. Issues in the use of ICTs in education.

3.3 Computer as a learning tool – Computer Assisted learning (CAL) – Meaning, Educational Paradigms for CAL, CAL and Learners Motivation, Content of Curriculum, pupils role, teaching style and evaluation; E-learning : History of E-learning, Definition, Scope, Different perspectives, E-learning methods– Synchronous and Asynchronous, tools used, E-learning modalities - Individualized

self-paced e-learning online, Individualized self paced e-learning offline, Group-based e-learning synchronously and Group-based learning asynchronously; Virtual classroom: meaning, tools used, merits and limitations.

3.4 Computer as an Instructional Tool – Computer Assisted Instruction (CAI): Concept, Origin, Characteristics, Principles, desirable features, strategies, steps in the development of CAI, Advantages and Limitations; Computer as a Testing Tool: Computer Assisted Assessment (CAA) - Meaning, Assumptions, Approaches to CAA-Optical Mark Reader, Computerized and On-line testing; Types of tests and CAA; Benefits of CAA; Computer Adaptive Testing (CAT): concept, values, advantages and limitations.

UNIT –IV: TRENDS IN TECHNOLOGY OF TEACHING

4.1 Technology for Flipped Learning and Integration of online, hybrid, and collaborative learning, Assistive technologies in the classroom, Massive Open Online Course (MOOC), Future Trends – Holography, Evaluation using Technology, Research Trends in Educational Technology.

4.2 Recent innovations in the area of ET interactive video–Hypertext, video-texts, optical fibre technology – laser disc, computer conferencing, etc. Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.

4.3 Technology for Distance Education, skill-based teaching, competency-based teaching, Evolving Instructional strategy, Principles of Instructional design; Endrogogy, Factors influencing Teaching learning process – Personality of teacher, Mastery of subject, Commitment, Changing role of Teacher –Reflective practitioner, Facilitator.

4.4 Recent experiments in the third world countries and pointers for India with reference to education. Recent trends of Research in Educational Technology and its future with reference to education.

Mode of Transaction: Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations/institutions. Lecture cum demonstration and hands on experiences on the use of Personal computer / Laptop / Palmtop.

Practicum

- Analysis of the different application software packages with reference to its use in education.
- Preparation of a project report by using various application software packages and its critical appraisal.
- Critical analysis of the different instructional packages developed by different agencies/institutions.
- Preparation and presentation of slides for teaching any topic at the B.Ed level.
- Critical analysis of database software including open source.
- Preparation of programmed instructional material for the teacher trainees.
- Visit to local educational technology resource centers.
- Preparation of trend report on researches educational technology.
- Workshop on Information & communication basics.
- Critical analysis of database software including open source.
- Critical analysis of Teaching aids and their applications in instruction and learning.
- Critical analysis of a computer-based media packages with reference to its use in learning process.

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SEMESTER – IV

COURSE – 15 : DISSERTATION

Objectives:

- Reviewing
- Problem solution skills
- Research skills
- Research writing
- Knowing research practices
- Becoming a researcher

Activities ;

- Analysis and Interpretation of Data
- Result, Conclusion and findings
- Summary of the Research Study
- Educational Implications
- References
- Write a research report
- Submission of research report in APA style
- Defending dissertation Viva-voce