



**KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION**

**ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ**



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'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/JS/MGJ(Gen)/2024-25/436

Date: 11 NOV 2024

ಅಧಿಸೂಚನೆ

ವಿಷಯ: ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ಪದವಿಗಳಿಗೆ / ಸ್ನಾತಕೋತ್ತರ ಡಿಪ್ಲೋಮಾಗಳಿಗೆ ಪಠ್ಯಕ್ರಮವನ್ನು ಪ್ರಕಟಣೆ ಕುರಿತು.
ಉಲ್ಲೇಖ: 1. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 2 ರಿಂದ 9, ದಿ: 08.11.2024.
2. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 11.11.2024.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ಪದವಿಗಳಾದ M.A./ M.Sc / M.Com / MBA / M.Ed 1 ರಿಂದ 4ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳಿಗೆ ಮತ್ತು 1 & 2ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳ ಸ್ನಾತಕೋತ್ತರ ಡಿಪ್ಲೋಮಾಗಳಿಗೆ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದನೆಯೊಂದಿಗೆ ಈ ಕೆಳಗಿನಂತೆ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲಾಗಿದೆ. ಕಾರಣ, ಸಂಬಂಧಪಟ್ಟ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ವಿಭಾಗಗಳ ಅಧ್ಯಕ್ಷರು / ಸಂಯೋಜಕರು / ಆಡಳಿತಾಧಿಕಾರಿಗಳು / ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳು / ಶಿಕ್ಷಕರು ಸದರಿ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅನುಸರಿಸುವುದು ಮತ್ತು ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದನ್ವು ಸಂಬಂಧಪಟ್ಟ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸೂಚಿಸುವುದು.

Arts Faculty

Sl.No	Programmes	Sl.No	Programmes
1	Kannada	8	MVA in Applied Art
2	English	9	French
3	Folklore	10	Urdu
4	Linguistics	11	Persian
5	Hindi	12	Sanskrit
6	Marathi	13	MPA Music
7	MVA in Painting		

Faculty of Science & Technology

Sl.No	Programmes	Sl.No	Programmes
1	Geography	10	M.Sc (CS)
2	Chemistry	11	MCA
3	Statistics	12	Marine Biology
4	Applied Geology	13	Criminology & Forensic Science
5	Biochemistry	14	Mathematics
6	Biotechnology	15	Psychology
7	Microbiology	16	Applied Genetics
8	Zoology	17	Physics
9	Botany	18	Anthropology

Faculty of Social Science

Sl.No	Programmes	Sl.No	Programmes
1	Political Science	8	Journalism m & Mass Commn.
2	Public Administration	9	M.Lib. Information Science
3	History & Archaeology	10	Philosophy
4	A.I.History & Epigraphy	11	Yoga Studies
5	Economics	12	MTTM
6	Sociology	13	Women's Studies
7	MSW		

Management Faculty

Sl.No	Programmes	Sl.No	Programmes
1	MBA	2	MBA (Evening)

Faculty of Commerce

Sl.No	Programmes	Sl.No	Programmes
1	M.Com	2	M.Com (CS)

Faculty of Education

Sl.No	Programmes	Sl.No	Programmes
1	M.Ed	2	M.P.Ed

OEC subject for PG

Sl.No	Programmes	Sl.No	Programmes
1	Russian	5	Veman Peetha
2	Kanaka Studies	6	Ambedkar Studies
3	Jainology	7	Chatrapati Shahu Maharaj Studies
4	Babu Jagajivan Ram	8	Vivekanand Studies

PG Diploma

Sl.No	Programmes	Sl.No	Programmes
1	PG Diploma in Chatrapati Shahu Maharaj Studies	2	P.G. Diploma in Women's Studies
3	P.G. Diploma in Entrepreneurial Finance		

ಅಡಕ: ಮೇಲಿನಂತೆ

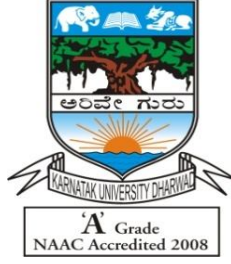

ಕುಲಸಚಿವರು.

ಗೆ,

1. ಕ.ವಿ.ವಿ. ಸ್ನಾತಕೋತ್ತರ ಅಧ್ಯಕ್ಷರುಗಳಿಗೆ / ಸಂಯೋಜಕರುಗಳಿಗೆ / ಆಡಳಿತಾಧಿಕಾರಿಗಳಿಗೆ / ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ
2. ಎಲ್ಲ ನಿಖಾಯದ ಡೀನರು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ/ ಸಿಸ್ಟಮ್ ಅನಾಲಿಸಿಸ್ಟ್ / ಸಂಬಂಧಿಸಿದ ಪದವಿಗಳ ವಿಭಾಗಗಳು, ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
6. ನಿರ್ದೇಶಕರು, ಐ.ಟಿ. ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ ಇವರಿಗೆ ಕ.ವಿ.ವಿ. ಅಂತರಜಾಲದಲ್ಲಿ ಪ್ರಕಟಿಸುವುದು.



KARNATAK UNIVERSITY, DHARWAD

M.Ed. Two Years Course

(I-IV SEMESTERS)

(NEP)

With effect from 2024-25 and onwards

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

2024

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

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 semester.

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).
- b) 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(DSC) 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.
- 8.7** A student shall register for 22 credits in first semester, 26 credits in second semester, 28 credits in third semester and 20 credits in Fourth semester. A student shall earn 96 credits in total during the two academic years.
- 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 very 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** No 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 condemnation 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 discontinues 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 with the grant of Exam centre. 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 of 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 Retotalling 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 fulltime 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. 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 Examination. 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 marks 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 no 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** Attendance above 75% is eligible for the examination.
- 10.4.5** In case of compulsory courses, there shall be 2 tests of 10 marks each and an assignment of 5 marks. In case of specialization courses, there shall be 2 tests of 10 marks each and seminar of 5 marks. In case of open elective course for students of other departments, there shall be 2 tests of 10 marks each and an assignment of 5 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 5 papers. In the second semester there shall be 4 papers, 1 Open Elective Course Subject and Dissertation, in the Third Semester there shall be 2 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 4 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 96 credits (22 credits in the First Semester, 26 credits in the Second Semester, 28 credits in the Third Semester and 20 credits 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, 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

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

Curriculum Organization for Two -Year M.Ed. Program (Four Semesters&NEP)

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 72 contact hours per week (56 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 20 (10 +10) and one assignment / seminar for 5 marks.

Internal Assessment Component and Marks

	Test	Assignment	Seminar	Total
<i>Compulsory Papers:</i>	2(10)	*5 *	-----	25
<i>Optional Papers:</i>	2(10) *	-----	5*	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 NEP 2024-25

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"> Perspective Courses in the areas of: Philosophy of Education, Sociology History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies, Organisational Process of Education. 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) 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"> Core courses, within Elementary/Secondary specialization, focusing on mapping the area Specialization/elective clusters in thematic areas pertinent to that stage, such as: <ul style="list-style-type: none"> - Curriculum, Pedagogy and Assessment;

		<ul style="list-style-type: none"> - Policy, Economics and Planning; - Administration Management, and Leadership - Inclusive Education (Differently Abled); - Educational Technology, - Values Guidance and Counselling in Education 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 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

SUBJECT CODE	SUBJECTS	MARKS	CREDITS
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E1EDU001T	Philosophy of Education	25+ 75 = 100	4 Credits
E1EDU002T	Psychology of Learning and Development	25 + 75 = 100	4 Credits
E1EDU003T	Educational Studies	25 + 75 = 100	4 Credits
E1EDU004T	Historical, Political and Economic Foundations of Education	25 + 75= 100	4 Credits
E1EDU005T	Methodology of Research in Education – I	25 + 75= 100	4 Credits
	Total	500	20 Credits

ISB I

PRACTICAL	SUBJECT CODE	SUBJECTS	MARKS	CREDITS
Practical – I (a)	E1EDU006AP	Communication and Expository Writing	10 + 15 = 25	1 Credit
Practical – I (b)	E1EDU007BP	Self-Development	10 + 15 = 25	1 Credit
		Total	50	2 Credits

SEMESTER – II

SUBJECT CODE	SUBJECT	MARKS	CREDITS
E2EDU001T	Sociology of Education	25 + 75 = 100	4 Credits

E2EDU002T	Curriculum Studies	25 + 75 = 100	4 Credits
E2EDU003T	Teacher Education – I	25 + 75 = 100	4 Credits
E2EDU004T	Organisational Process of Education	25 + 75 = 100	4 Credits
E2EDU205T	Teaching Strategies for Teachers(OEC)	25 + 75 = 100	4 Credits
	Total	500	20 Credits

ISB II

PRACTICAL	SUBJECT CODE	SUBJECT	MARKS	CREDITS
Practical-II (a)	E2EDU006AP	Dissertation	50	2 Credit
Practical-II (b)	E2EDU007BP	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)

SUBJECT CODE	SUBJECT	MARKS	CREDITS
E3EDU101AT	Curriculum, Pedagogy and Assessment at Elementary Level	25 + 75 = 100	4 Credits
E3EDU101BT	Or Curriculum, Pedagogy and Assessment at Secondary and Senior Secondary Level	25 + 75 = 100	4 credits
E3EDU102AT	Policy, Economics and Planning at Elementary Level	25 + 75 = 100	4 Credits
E3EDU102BT	Or Policy, Economics and Planning at Secondary and Senior Secondary Level	25 + 75 = 100	4 credits
E3EDU003T	Methodology of Research in Education – II	25 + 75 = 100	4 Credits
E3EDU004T	Teacher Education – II	25 + 75 = 100	4 Credits
E3EDU005P	Internship in Specialization	100	4 Credits
E3EDU206T	Educational Evaluation (OEC)	25 + 75 = 100	4 Credits
	Total	600	24 Credits

ISB III

PRACTICAL	SUBJECT CODE	SUBJECT	MARKS	CREDITS
Practical– III (a)	E3EDU007AP	Dissertation	50	2 Credit
Practical– III (b)	E3EDU008BP	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)

SUBJECT CODE	SUBJECT	MARKS	CREDITS
E4EDU101AT	Administration, Management and Leadership at Elementary Level	25 + 75 = 100	4 Credits
	or		
E4EDU101BT	Administration, Management and Leadership at Secondary and Senior Secondary Level	25 + 75 = 100	4 credits
E4EDU102AT	Inclusive Education at Elementary Level	25 + 75 = 100	4 Credits
	or		
E4EDU102BT	Inclusive Education at Secondary and Senior Secondary Level	25 + 75 = 100	4 credits
E4EDU103AT	Educational Technology at Elementary Level	25 + 75 = 100	4 Credits
	or		
E4EDU103BT	Educational Technology at Secondary and Senior Secondary Level	25 + 75 = 100	4 credits
E4EDU104AT	Values, Guidance and Counselling in Education at Elementary Level	75 + 25 = 100	4 Credits
	or		
E4EDU104BT	Values, Guidance and Counselling in Education at Secondary and Senior Secondary Level	75 + 25 = 100	4 Credits
E4EDU005P	Dissertation	75+25=100	4 credits
	Total	500	20 Credits

M.Ed. SEMESTER-I

PAPER TITLE: PHILOSOPHY OF EDUCATION

Subject Code: E1EDU001T
Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
(Internal:25 External:75)

Objectives:

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

- Understand the relation between philosophy and education.
- Analyse 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.
- Elaborate the emerging trends in philosophy.

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 aims and objectives, curriculum, methodology, pupil-teacher relationship reality and values, freedom and discipline, basic tenets.

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, aims and objectives, curriculum, methodology, pupil-teacher relationship reality and values, freedom and discipline, basic tenets.

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 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.

References:

- Aggarwal J.C. (1983). Theory and Principles of Education, Vikas Publishing House Pvt. Ltd., Delhi.
- Archambault, R.D. (1965) Philosophical analysis and Education (1965) Routledge and Kegan Paul, London,.
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M.Ed. SEMESTER-I

PAPER TITLE: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Subject Code: E1EDU002T
Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
(Internal:25 External:75)

Objectives:

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

- Understand the concept, scope, functions of psychology and educational psychology.
- Know the contributions of schools of psychology to education.
- Acquire the knowledge about human 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.
- Analyse the concept, characteristics of creativity and creative children, factors affecting on creativity.
- 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 | - Max Wertheimer |
| 1.4.3 Humanism | - Abraham Maslow |
| 1.4.4 Psycho-analysis | - Sigmund Freud |

UNIT –II: GROWTH AND DEVELOPMENT

- 2.1 Nature, concept and characteristics of growth and development
- 2.2 Differences between growth and development
- 2.3 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 learner's 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.
- Identification of strategies for motivating learners and developing classroom motivational techniques.

References:

- Anitha Sharma, Payal Bholra, Psychology of Teaching and Learning, Garg OffsetPrinters, New Delhi, 2010.
- Dash and Neena Dash, Fundamentals of Educational Psychology, Atlantic Publisher (P)Ltd, New Delhi, 2012.
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M.Ed.SEMESTER-I

**PAPER TITLE: HISTORICAL, POLITICAL AND ECONOMIC
FOUNDATIONS OF EDUCATION**

Subject Code:E1EDU003T
Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
(Internal:25 External:75)

Objectives:

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

- Explain the meaning, need, nature and of foundations of education.
- Comprehend the origin and development of modern education in India.
- Knowpolitical, Historical and Economic foundations of education.
- Explain the functions of various Universities.
- Analyse the role of different universities in Karnataka.

UNIT I: FOUNDATIONS OF EDUCATION

1.1 Foundation of Education; Meaning, Concept, Nature, Need, Type; Formal Education, Informal Education, Non-Formula Education and Role in Shaping Education.

1.1.1 Functions of Education-as a process and product, Development of a National system of Education

1.1.2 Historical perceptive of education; Ancient education; Medieval education; Modern education; Detailed Understanding of the course of history of education during these periods and a critical analysis of the same

1.2 Economical perceptive of education; Meaning of economic of education, Aims of economics of education, Scope of economics of education, new economic reforms and their impact on education.

1.3 How socio-cultural and economic contexts cause differences in learner, differential-learning needs.

UNIT II: HISTORICAL FOUNDATION OF EDUCATION

2.1History of Education in India during Ancient, medieval and colonial: Vedic education, Buddhist education, Muslim education and. Aim of education,

Characteristics of education, Curriculum, Methods of learning, educational institutions, higher educational institutions, Advantages, Disadvantages.

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

2.3 Origin and development of modern education in India; Modern Education, Traditional Education vs. Modern Education, Need for Modern Education, Purpose of Modern Education,

2.3.1 Modern Education in India- Change, Benefits of Modern Education, Disadvantages of the Modern Education System, Challenges Faced by Modern Education System

2.4 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 Right to Education: Legal Status and its implications; International laws and provisions, Shifts in Emphasis; Basic Education as a fundamental right;

3.2 Process of political economy of Education: Roles and responsibilities of members in the political economy of education: (i) Teachers as stakeholders School management, parents, elites and civil society as stakeholders Government officials as stakeholders' international actors and agencies as stakeholders

3.3 Political perspective of education: dynamic relationship of education and political process, Constitutional Provisions for Education. Political Foundations of Education in India:

3.4 Post-Independent Education system in India: UGC, Secondary education (1952), Kothari commission (1964), National Policy on Education (1986), Revised National Policy on Education (1992, P.O.A. 1992), Efforts for quantitative and qualitative improvement of education under each document

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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- Tenaj, V.R. (2005), Foundation of Education, Chandigarh,17, Abhishek Publishers.
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- N.C.F 2005, N.C.R.T. New Delhi.
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M.Ed. SEMESTER-I

PAPER TITLE: EDUCATIONAL STUDIES

Subject Code:E1EDU004T
Contact Hours per week: 4

Maximum Marks: 100
(Internal:25 External:75)

Examination Duration: 3 hours

Objectives:

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

- Understand and various perspectives and views on the concept of education.
- Describe the fields, principles and key issues of educational studies.
- Explain Conceptual Framework of Education System.
- Critically examine the concerns of contemporary of educational policies and practices.
- Analyse contributions of 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
- 1.3 key issues in educational studies
- 1.4 Equity, equality and excellence in education:concept and strategies for equity in education,Equality of educational opportunity.

UNIT – II: PERSPECTIVES AND CONTRIBUTIONS TO EDUCATION

- 2.1 Contributions of Veda, Upanishadto Education
- 2.2 Educational thoughts of Mahatma Gandhiji: aims on education and concept of ‘Basic Education’
- 2.3 Contributions of Indian Educationists to Education:
 - Jiddu Krishnamurthy
 - Dr. Zakir Hussain
 - Rabindranath Tagore
- 2.4 Contributions of Western Educationists to Education:
 - Maria Montessori
 - Russeau

- John Dewey

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:

- Elementary school system
- Secondary school system
- Higher secondary school system

3.3 Alternative Education System:

- Non-formal education
- Open learning
- Distance learning
- Inclusive Education

3.4 Common challenges of education system - social-justice, inclusion, gender discrimination.

UNIT -IV: CONTEMPORARY EDUCATIONAL CONCERNS OF POLICIES AND PRACTICES

4.1 School Policies:

- Universalization of Elementary Education (UEE),
- Sarva Shiksha Abhiyan (SSA),
- Rashtriya Madhyamika Shiksha Abhiyan (RMSA)
(objectives, salient features, functions and impact on education)

4.2 Different Commissions:

- National Policy on Education (NPE)- 1968, 1986, 2020
- Program of Action (PoA) -1992
- Right to Education Act (RTE)-2009

4.3 Higher Education Policies:

- National Knowledge Commission (NKC)
- University Grants commission (UGC)
- 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.
- Research two or three educational policies or approaches used in other countries but not in India.

References:

- Bartlett S. and Burton D., Introduction to Education Studies, Third Edition, 2012.
- Blackwell, Fritz (2004), India: A Global Studies Handbook, United States of America: ABC-CLIO, Inc., ISBN 1-57607-348-3.
- Desai, Sonalde, Amaresh Dubey, B.L. Joshi, Mitali Sen, Abusaleh Shariff and Reeve Vanneman. 2010. India Human Development in India: Challenges for a Society in Transition. New Delhi: Oxford University Press.
- India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting, Government of India, ISBN 978-81-230-1557-6.
- Jayanta Mete & Ajit Mondal (2014); right to Education – Policy Perspective and development; A.P.H. Publishing Corporation, New Delhi.
- McCulloch, G. (2002) Disciplines Contributing to Education? Educational Studies and the Disciplines, in *British Journal of Educational Studies*, Vol. 50, No. 1, pp.100-119.

- NCERT (2014), Basics in Education, Textbook for B.Ed course, NCERT Publication,
- NCTE document (1998), „Gandhi on Education“, published by NCTE, New Delhi.
- Neetu Ohri; Yashoda Chopra and Sandeep Kaur; (2014) Right to Education – Challenges and Implementation, A.P.H. Publishing Corporation, New Delhi.
- Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopaedia of India (vol. 2) edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0-684-31351-0.Sripati.

M.Ed. SEMESTER-I

PAPER TITLE: METHODOLOGY OF RESEARCH IN EDUCATION–I

Subject Code:E1EDU005T

Maximum Marks: 100

Contact Hours per week: 4(Internal:25 External:75)

Examination Duration: 3 hours

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.
- Analyse 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 Different Source of Generating Knowledge. Concept of Scientific Inquiry and Theory development, Scientific method –Concept, Definition Assumption and Steps.

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, functions, steps, limitations and areas of educational research. ethical issues in conducting research

1.4 Types of educational research:

1.4.1 Classification based on purpose

- ❖ Fundamental or 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,
 - 2.1.1 Steps in conducting literature review
 - 2.1.2 Primary and secondary sources of information for review
- 2.2 Identifying the related literature: purpose and need
 - 2.2.1 sources and Types: online and offline References
 - 2.2.2 Organizing the related literature and writing of a literature review.
- 2.3 Formulation of a research problem:
 - 2.3.1 sources, characteristics of a good research problem,
 - 2.3.2 Criteria for selecting the Research Problem, identifying and analysing research problem,
 - 2.3.3 steps in formulation of research problem,
 - 2.3.4 Defining and stating research problem in different forms and criteria for Selection 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 and characteristics of variables.
 - 3.1.1 Type of variables: Independent variable, Dependent variable, Moderate variable, Intervening variable, extraneous variable.
 - 3.1.2 Selection criteria.

- 3.2 Hypotheses: meaning characteristics and sources of hypothesis
- 3.2.1 Types of hypotheses: simple vs. complex, associative vs. casual, directional vs. non-directional and null vs. research hypothesis
- 3.2.2 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:
- 3.4.1 Probability sampling- Random, Stratified Random, Systematic, Cluster and Multistage samplings.
- 3.4.2 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, Skeweness 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
- Identify five qualitative research problem and prepare at least five research questions for each with clear research title.
- List ten Educational Problems related to Educational Psychology/Educational Management/ Educational Administration/Educational Technology
- From the given 10 studies suggest the statistical software (SPSS/ SYSTAT and EXCEL) and justify.

References:

- Anfara, Vincent & Mertz Norma T. (2006). *Theoretical Frameworks in Qualitative Research*. SAGE Publication.
- Best W.John (1982), *Research in Education*, Prentice Hall of India Private Ltd., NewDelhi.
- Festinger L and Katz D (eds) (1953), *Research Methods in Behavioural Sciences*, Holt,Rinehart and Winston Inc., New York.
- George A Ferguson (1981), *Statistical analysis in Psychology and Education*. McGraw-Hill, Kogakusha Ltd., London, Tokyo.
- Gilbert Sax (1979), *Foundations of Educational Research*, Prentice Hall Incorporation, Englewood Cliffs, New Jersey.
- Good, G.V. and Hatt (1965), *Research Methods in Social Sciences*, New Delhi: Tata McGraw Hill Book Company.
- Keeves, P., (1990), *Educational Research, methodology and Measurement: An International Handbook*, Oxford, New York, and Pergamum Press.
- Kerlinger, Fred N (1969), *Foundations of Behavioural Research. Educational and Psychological Inquiry*, Holt Rinehart and Winston, New York.

- Moser and Kalton, (1980), *Survey Methods in Social Investigation*, London, Heinemann Educational Books Ltd.
- Singh A. K. (1997), *Tests; Measurement and Research Methods in Behavioral Sciences*, Bharathi Bhavan Publishers, Patna.

M.Ed. SEMESTER – I

INTER-SEMESTER BREAK (ISB) – I

PRACTICAL-1 (A) COMMUNICATION AND EXPOSITORY WRITING

Subject Code:E1EDU006AP

Activity – I (a) -10+15=25

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.

PRACTICAL – 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)*

PRACTICAL - 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
- HNGU Handbook-I & II

**M.Ed. SEMESTER – I
INTER-SEMESTER BREAK (ISB) – I
PRACTICAL -1 (B) SELF-DEVELOPMENT**

Subject code:E1EDU007BP

Activity – I (b) - 10+15=25

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.

PRACTICAL:

- 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 sessions, assignments, presentations by students
Activities and Firsthand experience

M.Ed. SEMESTER-II
PAPER TITLE: SOCIOLOGY OF EDUCATION

Subject Code:E2EDU001T
Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks-100
(Internal:25 External:75)

Objectives:

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

- Understand the Concept meaning and nature of Sociology
- Analyse the theoretical approaches to sociology of education
- Elaborate the Relationship between concepts and processes of sociology and education.
- Analyse the Relationship between education and social change with special reference to modernization and globalization.
- Explain and reflect on Gender ideology.
- Evaluate different Theories and its relation to Education.

UNIT –I: SOCIOLOGY AND EDUCATION

1.1 Concept, nature and meaning of sociology.

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

1.3 Distinction between Sociology and Education.

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

UNIT –II: SOCIOLOGICAL PERSPECTIVES IN EDUCATION

2.1 Social Change: Nature of Social Change – Theories of Social Change. Factors of Social Change Social Evolution and Progress. Role of Education in Social change.

2.2 Social Mobility: Factors in Social Mobility- Types of Social Mobility. Sanskritization and westernization their implications to Education. Role of Education in Social Mobility.

2.3 Social Stratification: Nature, importance and concept of Social Stratification, Types of Stratification- Class and Caste. Factors in Social Stratification.

2.4 Cultural Lag: Factors and Reasons for 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: Its significance in understanding the child. Process of Enculturation. Enculturation and Education.
- 4.2 Acculturation: Process of Acculturation. Variables of Acculturation-Bases of Acculturation. 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.
- 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.
- Workshop sessions to analyse the identified education concept.

References:

- Berger, P. L. (1966). Invitation to Sociology. London: Penguin Books.
- Brookner, W.B., & Gottlieb, D. (1964). A Sociology of Education (2 Ed.). New York: American Book Reference Company.
- Cox, W. L., & Mercer, B. E. (1961). Education in Democracy. New York: McGraw Hill.
- Dewey John, Democracy and Education. New York • Horne, H.H., Democracy and Education. Longmans Green. London.
- Harris, E. S. (1965). Challenge and Change in American Education. California: Mc Cutchan Publishing Corporation.
- Khellar Georgy F., Introduction to the Philosophy. John Willey and sons, Inc., N.Y. 1967
- Moser, C.A., & Calton, G. (1979). Survey Methods in Social Investigation (2nd Ed.) California: The English Language Book Survey & Heinemann Edl. Books.
- Ottaway, A. K. C. (1962). Education in Society: An introduction to sociology of education. London: Routledge and Kegan Paul Ltd.

- Ruhela, S. P. (1969). Social determinants of Educability in India. New Delhi: Jain Brothers Publishers. Schlechty, P. C. (1976). Teaching and Social Behaviour. USA: Allyn and Bacon, Inc.
- Shukla, S. (1963). The Context of Education in Developing Societies. Delhi: CIE.
- Sieber, S. D., & Wilder, D. E. (1973). The School of Society. New York: The Free Press. Sprott, U. (1958). Human Groups. UK: Pelican Books.
- Yogendra K Sharma., Sociological Philosophy of Education-Kanika Publishers, New Delhi

M.ED. SEMESTER-II

PAPER TITLE: CURRICULUM STUDIES

Subject Code:E2EDU002T

Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks-100
(Internal:25 External:75)

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.
- Analyse need and justification for curriculum renewal.
- Identify various stages of Curriculum
- Elucidate models of curriculum assessment.

UNIT-I: INTRODUCTION OF CURRICULUM

1.1 Curriculum: Meaning, Definitions, Nature and scope of Curriculum; and, strategies of curriculum development, curriculum frame work, process of curriculum development.

1.1 Principles of curriculum construction: Students centred, Activity centred, Community centred, forward-looking principle, Principles of integration

1.2 Historical perceptive of curriculum in India, Role of culture, Society, Child 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 interest's model.

2.3 Outcome based, Integrative investigatory (Empirical model)

2.4 Models of Curriculum Development: Technical- Scientific Approach- Hilda Taba, Goodlad Model, Hunkins Developmental Model, CIPP model, Tyler's Model, Stakes 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 Curriculum Evaluation: Definition, Nature, Purpose of Curriculum Evaluation; Curriculum Evaluation phases, Participants in Curriculum Evaluation.

4.2 Curriculum Evaluation Models: Tyler's Objectives centered Model (1942); Bradley's Effectiveness model (1985); Stufflebeam's Context, Input, Process, Product Model (1971); Eisner's Connoisseurship Model (1979).

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

4.4 Tools of curriculum Evaluation: Checklists and observation. 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.

References:

- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Butchvarov,P.(1970), *The Concept of Knowledge*, Evanston,Illinois: North Western University Press.
- Bhatt, B.D and Sharma S.R, “Principles of Curriculum Construction”,Kanishka publishing House, New Delhi, 1992.
- Kelley,A.B.(1996) *The Curricular Theory and Practice*, Harper and Row,US.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi
- N.B.Kongawad (2011) Curriculum and Evaluation Gadag, Vidyanidhi Prakashan.

**M.Ed. SEMESTER-II
PAPER: TEACHER EDUCATION – I**

Subject Code: E2EDU003T

Maximum Marks-100

Contact Hours per week: 4

(Internal:25 External:75)

Examination Duration: 3 hours

Objectives:

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

- Understand the concept and importance of teacher education.
- Appreciate the need for teacher education and identify the objectives of 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.
- Explain the various instructional strategies in teacher education.

UNIT –I: TEACHER EDUCATION

1.1 Teacher Education: concept, functions, need and importance of Teacher Education. Teacher Education in Pre- and Post-Independent India.

1.2 Teacher Education in various Policies– Education Commission (1964-1966), The National Commission on Teachers (1983-85), NPE (1986), NPE (2020).

1.3 Need, objectives and importance of Pre-service and In-service training in India.

1.4 Norms and Standards of Teacher Education – Norms and Standards as per NCTE (2009)

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

- 2.1 Pre-service teacher education- concept, nature, objectives and scope. The structure and curriculum of teacher education and its vision in NCERT and NCTE.
- 2.2 Components of pre-service teacher education- foundation courses, subject specialization pedagogy, school-based practicum and internship and its importance.
- 2.3 Transactional approaches for Pedagogical Course and Enhancing Professional Capacities (EPC): Simulated Teaching, Reflective Teaching, Observation Method, Demonstration Method and Participatory.
- 2.4 Modes of pre-service teacher education- face- to –face, distance mode, online mode, mixed mode. And its merits and demerits.

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.
- 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.
- 3.4 Modes of in- service teacher – face-to-face, distance mode, online and mixed mode, school based and course workand its scope, merits and demerits.

UNIT –IV: EVALUATION IN TEACHER EDUCATION

4.1 Evaluation Procedures in Teacher Education: Internal and External evaluation.Methods /techniques of evaluation.

4.2 Practice Teaching – concept, principles, significance and objectives of student teaching.

4.3 Approaches of Practice Teaching: Simulation, Micro Teaching, Internship, Block Teaching,E-teaching.

4.4 Qualities and characteristics of an effective teacher educator.

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

References:

- Bose, K., and Srivastava, R.C. (1973).Theory and Practice. Teacher Education in India. Allahabad: Chug Publication.
- J. S. Raput& Walia, K. (2002). Teacher Education in India. Sterling Publishers Private Limited: New Delhi.

- Kothari, R. G. and Patel, J, B (2011).In-service Teacher Education: Training programme for Primary Teachers. Germany: VDM Verlag Publisher.
- Mangla, S. (2002).Teacher Education- Trends and Strategies. New Delhi: Sage Publishers.
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- NCTE (1998) “Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre-Service Education, New Delhi.
- NCTE (1998) “Policy Perspectives in Teacher Education – Critique and Documentation”, Delhi.
- NCTE. (1978). Teacher Education Curriculum. A Framework. New Delhi, NCERT.
- Rama. S (1999) “Current Issues in Teacher Education”, Sarup& Sons Publications, New Delhi.
- Rao Digmurtho Bhaskara (1998) “Teacher Education in India”, Discovery Publishing House, New Delhi.
- Report of the Delors Commission, UNESCO, 1996.

M.Ed. SEMESTER-II
PAPER TITLE: ORGANIZATIONAL PROCESS OF EDUCATION

Subject Code: E2EDU004T

Maximum Marks-100

Contact Hours per week: 4

(Internal:25 External:75)

Examination Duration: 3 hours

Objectives:

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

- Understand the concept and Principles of Educational Planning.
- Realize the Constitution provisions for educational planning.
- Explain the importance, steps and types of budgeting in education
- Develop the ability of differentiation various of types and process of communication
- Understand the importance types and steps of decision making
- Analyse the critical appraisal of Government's role in financing education at different levels with special reference to higher education

Unit I: Planning and Organization

1.1 Concept and Principles of Educational Planning.

1.2 Historical development of Educational Planning in India., Organization and process of educational planning in India.

1.3 Constitution provisions for educational planning.

1.4 Educational planning at the Central Government, Educational Planning at the State Government. National Planning commission, National Development Council, District Planning Committee (D.P.C.).

Unit II: Organizational Structure

2.1 Organizational structure: Basic Concepts and Types of Organizational

2.2 Structure Organizational development: Characteristics of organizational development, Steps and process in organizational development.

2.3 Leadership and its importance for organizational development

2.4 School as a Social Organization. School effectiveness and Total Quality Management Learning Organizations, School improvement and Reforms, Capacity building.

Unit III: Communication and Decision making

3.1 Meaning and Characteristics of communication

3.1.1 Types and process of communication

3.1.2 Theories/ Models of Communication

3.1.3 Communication cycle

3.2 Effective communication: verbal and nonverbal, inter- cultural and group communications, classroom communication and factors affecting classroom communication

3.2.1 Barriers to effective communication: Physical, Psychological, semantic and cultural

3.3 Mass media and society.

3.4 Decision making: definition, importance, types and steps of decision making

3.4.1 Models of decision making

3.4.2 Group decision making and its techniques.

Unit IV: Financing and Budgeting

4.1 Financing of Education Concept Need and Significance and types of Educational Finance. Educational Financing in India: Historical Perspective, Centre-State relations in finance.

4.2 Sources of finance for education: private, public, fees, donations, Endowments and grants. Grant-in- aid principles and practices

4.2.1 Government's role in financing education at different levels with special reference to higher education.

4.3 Resource constraints and Resource mobilization, Allocation of resources; economic and social basis for allocation of resources in education.

4.4 Educational Budgeting: definition, importance, steps and types of budgeting in education. Components of an educational budget.

Transactional Mode:

- The course would be transacted through participatory approaches including group discussion; self-study, seminar, presentations by students, presentation of case studies, group and individual
- Field-based assignments followed by workshops and seminar presentation.
- The course transaction would involve lecture cum discussion, interactive, group discussion, seminar presentations and assignments.

Practicum:

- Project report on issues of educational finance based on data collected from educational organization
- Preparation of a plan of action for development of low cost equipments and apparatus in a primary school.

References:

1. Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied. Naik, J.P. (1982): The Educational Commission & After. New Delhi: Allied.
2. . Hallack, J. (1977): Planning the Location of schools: An Instrument of Educational Policy. Paris: International Institute for Educational Planning

3. Hough J.R. (1990): Education, Policy-An International Survey. Croom Helm, London. 1.1.7 Kaufman, Herman, Watters (eds.) (1996): Educational Planning: Strategic Tactical Operational, Tecnomic.
4. Tilak, J.B.G. (1988). Cost of Education in India: International Journal of Educational Development 1.1.17 Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi
5. Levin, Henry M (1983): Introduction to Cost Analysis in Cost-effectiveness: A Premie, New Delhi, and Sage. Musgrave, R.A.: Theory of Public Finance: A study of public Economy. New York: McGraw Hill

SEMESTER - II

(NEP)

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

TEACHING STRATEGIES FOR TEACHERS

Subject Code:E2EDU205T

Contact Hours per week: 4

Maximum Marks-100

Examination Duration: 3 hours

(Internal:25 External:75)

Objectives:

Upon completion of the course the student-teacher will be able to:

- Acquire competency in different teaching skills.
- Understand the context of application of different strategies of teaching and also implement them.
- Appreciate the role of communication in effective teaching.
- Explain correlates of teacher effectiveness.
- Analyse the various features of models of teaching
- Evaluate the impact of teacher communication on student's personality development.

Unit I: Micro-teaching

1.1 Meaning, definitions and importance of micro teaching, Elements of micro-teaching- modelling, setting (simulation/real), feed-back, integration.

1.2 Teaching skills - Introducing lesson, probing questions, Explaining, Stimulus variations, Black board writing.

1.3 Integration of Teaching Skills

1.4 Mastery Learning: Origin and Growth, Basic Principles and Importance of Mastery Learning in Education.

Unit 2: Methods of Teaching

2.1 Methods of teaching: Teacher Centered method, Learner Centered method, Lecture method, Demonstration method, Exposition method, Discussion method, Heuristic method, Problem Solving method.

- 2.2 Individualized Instruction - Meaning, Characteristics, Types and Importance
- 2.3 Programmed Learning; Meaning, Definitions, Characteristics and Importance and Principles of Programme Learning.
- 2.4 Group Instruction: Debate, Dialogues and Team Learning, Team teaching, Brain-Storming, Case Study and Synetics

Unit 3: Understanding Teacher Effectiveness

- 3.1 Meaning and Concept of Teacher Effectiveness
- 3.2 Characteristics of Effective Teacher
- 3.3 Role of Teacher in Student Learning
- 3.4 Recommendations for Teacher Effectiveness
 - 3.4.1 For Policy Makers and Educational Planners
 - 3.4.2 Classroom Environment, Climate and culture
 - 3.4.3 Assessment of Teacher Effectiveness

Unit 4: Communication and Teaching

- 4.1 Importance and Concept and Process of Communication.
- 4.2 Communication Networks and Channels of Communication
 - 4.2.1 Verbal and Non-Verbal Communication,
- 4.3 Barriers of Communication,
 - 4.3.1 Making Communicating Effective
- 4.4 Teaching: Concept and nature of teaching
 - 4.1.1 Reflective teaching: concept and strategies for making teachers reflective practitioners.
 - 4.1.2 Approaches to Teaching-learning, Behaviouristic approach, Systematic approach; Cognitivist approach, Constructivist approach.

References:

- Aggarwal, J.C. Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt Ltd., 1995.

- Allen, D.W. and Ryan, K.A. Microteaching. Massachusetts: Addison Wesley, 1969. Anderson, L.W. (1984) An Introduction to Time and School learning. Great Britain, Croom Helm Ltd.,
- Flander, N.A. (1970) Analyzing Teaching Behaviour Reading Massachusetts. Addison- Wesley.
- Gage, N.L. and Berliner, D.C. Educational Psychology, Chicago: Rand McNally College Publishing Company, 1975.
- Hurt, H.T., Scott M.D., and McCroskey J.C. Communication in the Classroom. California: Addison Wesley Publishing company, 1977.
- Jangira, N.K. and Singh, A. Core Teaching Skills - The Microteaching Approach. New Delhi: National Council of Education Research and Training, 1982.

**M.Ed. SEMESTER – II
INTER-SEMESTER BREAK (ISB) ACTIVITY – II - A
DISSERTATION**

Subject Code: E2EDU006AP

External Marks-50

Objectives:

- 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.

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

Subject Code: E2EDU007BP

External -100

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.

<p>Participation and organization of co-curricular activities</p> <ul style="list-style-type: none"> ▪ Cultural ▪ Literacy ▪ Games & sports ▪ Shramadan
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.
<p><i>Organization and participation in community work</i></p> <ul style="list-style-type: none"> • 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.
<p><i>Training in management of different sections of the school</i></p> <ul style="list-style-type: none"> ▪ 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.
<p><i>Training for evaluation process</i> –Construction of question paper ; Pre-Preparation for Examination ; Evaluation of answer books and preparation of result</p>

M.Ed. SEMESTER-III
PAPER TITLE: CURRICULUM, PEDAGOGY AND ASSESSMENT
AT ELEMENTARY LEVEL

SubjectCode:E3EDU101AT

Contact Hours per week: 4

Maximum Marks-100

Examination Duration: 3 hours

(Internal:25 External:75)

Objectives:

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

- Grasp the basics and concept of curriculum development
- Realize the present context issues and challenges of elementary education.
- Appraise the quality assessment and accreditation at Karnataka state.
- Develop the ability to identify quality of education, professional enrichment of elementary school teachers and
- 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.

References:

- Agarwal J.C. and Agarwal S.P., National Policy on Education, Concept Publishing Company, New Delhi, 1989.
- Chaube S.P., School Organisation, Vikas Publishing House Pvt. Ltd, New Delhi, 1995. Company, New Delhi, 1989.
- Krishna Murthy, Essentials of Higher Secondary Education, Prakash Brothers, Jalandhar, 1986.

- Leshin, C. (1992). Instructional design strategies and tactics. NJ: Education Technology McGraw Hill Mc Nally Publications Publishing Corporation.
- Mohanthy Jagannath, Educational Administration, Supervision and School Management, Deep and Deep Publications, New Delhi, 2005.
- NCERT, National Curriculum Framework 2005, NCERT, New Delhi, 2007.
- R.K.Raghuram, Recommendations of Kothari Commission, Crescent Publishing Corporation, 2009.
- Schaffarzek, J., & Harupson, D. H. (1975). Strategies for curriculum development.
- Shakunthala Devi, Systems of Education, Omsons Publications, New Delhi, 2002.
- Siddiqui, M. H. (2008). Models of teaching. New Delhi: APH Publishing Corporation
- Singh Y.K., Instructional Technology in Education, A.P.H. Publication, New Delhi, 2008.
- Taba, H. (1962). Curriculum development: Theory and practice. New York: Harcourt.
- Taylor, P. H., & Richards, C. M. (1979). An introduction to curriculum studies. New
- Venkataiah, N. (2008). Curriculum innovations for 2000 A.D. New Delhi: APH York:

M.Ed. SEMESTER-III
PAPER TITLE: CURRICULUM, PEDAGOGY AND ASSESSMENT AT
SECONDARY AND SENIOR SECONDARY LEVEL

Subject Code: E3EDU101BT

Contact Hours per week: 4

Examination Duration: 3 hours

Maximum Marks-100

(Internal:25 External:75)

Objectives:

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

- Grasp the basics and concept of curriculum development
- Realize the present context issues and challenges of elementary education.
- Appraise the quality assessment and accreditation at Karnataka state.
- Develop the ability to identify quality of education, professional enrichment of elementary school teachers and
- Understand the evaluation procedure of elementary education with various types of tests, trends in evaluation.
- Analyse 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, criteria and organization of content and learning activities. Curriculum reforms: Recommendations of NCF-2005, NCF-2009.

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. Senior Secondary Curriculum: Concept, structure and functions.

1.3 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.

1.4 Pedagogy: Child centered pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. Forms of learner's engagement: observing, exploring, discovering, analysing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.

UNIT-II: ISSUES AND CONCERNS IN SECONDARY EDUCATION

2.1 Challenges related to Universalization of Secondary Education (USE) 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 secondary and senior secondary education.

2.4 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

3.1 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 (KSQAAO)- Objectives and salient features.

UNIT–IV: EVALUATION IN SECONDARY AND SENIOR SECONDARY 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 standardized achievement test in Science/Mathematics/Social Science/Language.
- 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.

References:

- Agarwal J.C., Documents on Secondary Education in India (1781-1992), Selected Educational Statistics World view, Dolea House, 1992.
- Agarwal Deepak, Curriculum Development: Concept, Methods and Techniques, Book Enclave, New Delhi, 2007.
- Kongawad N.B., Advanced Educational Technology, Vidhyanidhi, Prakashana, Gadag, 2007.
- Krishna Murthy, Essentials of Higher Secondary Education, Prakash Brothers, Jalandhar, 1986.
- Mohanthy Jagannath, Educational Administration, Supervision and School Management, Deep and Deep Publications, New Delhi, 2005.
- Nayak A.K. and Rao V.K., Secondary Education, APH Publishing Corporation, New Delhi, 2002.
- NCERT, National Curriculum Framework 2005, NCERT, New Delhi, 2007..
- S.P. Ruhela and Raj Kumar Nayak, India's National Educational Policy and Development Today and Tomorrow (2 volumes), Neelkamal Publications, New Delhi, 2011.
- Schaffarzek, J., & Harupson, D. H. (1975). Strategies for curriculum development.
- Shakunthala Devi, Systems of Education, Omsons Publications, New Delhi, 2002.
- Sharma R., Technological Foundations of Education, Lall Book Depot, Meerut, 2008.
- Siddiqui, M. H. (2008). Models of teaching. New Delhi: APH Publishing Corporation

- Singh Y.K., Instructional Technology in Education, A.P.H. Publication, New Delhi,2008.
- Taylor, P. H., & Richards, C. M. (1979). An introduction to curriculum studies. New
- Venkataiah, N. (2008). Curriculum innovations for 2000 A.D. New Delhi: APH York:

M.Ed. SEMESTER-III

**PAPER TITLE: POLICY, ECONOMICS AND PLANNING AT
ELEMENTARY LEVEL**

Subject Code: E3EDU102AT

Contact Hours per week: 4

Examination Duration: 3 hours

Maximum Marks-100

(Internal:25 External:75)

Objectives:

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

- Understand the concept of human capital and components.
- Describe the concept of economics of education
- Appraise the importance of Constitutional provisions for educational planning.
- Explain relationship between policies and Education.
- Analyse various 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

References:

- 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.
- HeggadeO.D.(1992), Economics of Education, Himalaya publishing House Bombay.

M.Ed. SEMESTER-III

**PAPER TITLE: POLICY, ECONOMICS AND PLANNING AT SECONDARY
AND SENIOR SECONDARY LEVEL**

Subject Code: E3EDU102BT

Contact Hours per week: 4

Examination Duration: 3 hours

Maximum Marks-100

(Internal:25 External:75)

Objectives:

On completion of the course the student-teachers will be able to

- Understand the concept of human capital and components.
- Describe the concept of economics of education
- Appraise the importance of Constitutional provisions for educational planning.
- Explain relationship between policies and Education
- Analyse various 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.
- 3.3 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

References:

- 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.

M.Ed. SEMESTER-III

PAPER TITLE: METHODOLOGY OF RESEARCH IN EDUCATION -II

Subject Code:E3EDU003T

Maximum Marks-100

Contact Hours per week: 4 (Internal:25 External:75)

Examination Duration: 3 hours

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.
- Understand 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 Tools: 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.
- 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:

- Aggarwal Y. P. (2012), Statistical Methods – Concepts, Application and Computation, New Delhi: Sterling publishers' pvt. Ltd.
- Aggarwal. Y. P. (1988), Better Sampling, Sterling, New Delhi.
- Bancroft. T. A. (1968), Topics in Intermediate Statistical Methods, the Iowa State University Press, Ames: Iowa.
- Best J.W. (1986) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Bradley, James V. (1968), Distribution – free Statistical Tests, Practice – Hall, Inc., Englewood Cliffs. N. J.
- Cochran, William G. and Gertrude M. Cox, (1957), Experimental Designs, 2nd Ed., John Wiley & Sons, Inc., New York.
- Cronbach L. J. (1957), The Two Disciplines of Scientific Psychology, the American Psychologist.
- Deepak Chawla & Neema Sondhi (2014) Research methods – Concept and cases, New Delhi: Vikas Publishing House private limited.
- Duncan. D. B. (1955), Multiple Range and Multiple F – Test, Biometrics.

M.Ed. SEMESTER-III
PAPER TITLE: TEACHER EDUCATION–II

Subject Code: E3EDU004T

Contact Hours per week: 4

Maximum Marks-100

Examination Duration: 3 hours

(Internal:25 External:75)

Objectives:

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

- Explain the concept, policies, reconstructing and strengthening teacher education
- Describe in quality teaching, total quality management (TQM) in teacher education,
- Know and analyse various issues, challenges related to professional development of teacher.
- Acquire the research trends, innovations in teacher education.
- Examine the development and present position of teacher education in India
- Analyse Methodological issues of research and trends in teacher education

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 for effective classroom management. 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, between teacher education institutions preparing teachers for different levels of school education.

UNIT –IV: RESEARCH TRENDS IN TEACHER EDUCATION

4.1 Need and importance of research in Teacher education.

4.2 Purpose and scope of research in teacher education, trends in teacher education research at secondary level.

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

4.4 Present position of teacher education: role and status of a teacher, teacher organizations, code of conduct for teachers.

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.
- Review of research studies/literature in the area of teacher education.
- Visit to different teacher education institution with a view to review institutional research studies.

References:

- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- Linda Darling, Hammond & John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
- Mohammad Miyan (2004). *Professionalization of Teacher Education*. Mittal Publications. New Delhi.
- NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
- National Curriculum Framework on school education, 2005.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup& Sons Publications, New Delhi.
- Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature*. UNESCO: IIEP, Paris.

M.Ed. SEMESTER-III

PRACTICAL: INTERNSHIP IN SPECIALIZATION
Elementary or Secondary and Senior Secondary Level at Teacher Education
Institutions

Subject Code: E3EDU005P

Maximum Marks: 100

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.
Analyse 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
NEP
OPEN ELECTIVE COURSE (OEC) (for other department students)
EDUCATIONAL EVALUATION

Subject Code: E3EDU206T

Maximum Marks: 100

Contact Hours per week: 4

(Internal:25 External:75)

Examination Duration: 3 hours

Objectives:

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

- Explain the Concept and scope of Measurement
- Elaborate the Types and purposes of Evaluation
- Know the process of Construction of Achievement test
- Acquire the Knowledge and Applications of the Standardization of Test.
- Analyse difference between Achievement Test and Teacher made test
- Execute the knowledge of Media Technology in the Process of Evaluation.

UNIT-1:INTRODUCTION TO EVALUATION

1.1 Evaluation: Concept, definition, Importance, Characteristics & Scope of Evaluation.

1.2 Need and Importance of Evaluation

1.3 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.

1.4 Evaluation of the Teaching – Learning

UNIT -2:MEASUREMENT AND ACHIEVEMENT TEST

- 2.1 Measurement: Meaning Scope of Measurement, Types of Measurement, Functions of Measurement, Test Score and Unit of Measurement, Scales of Measurement.
- 2.2 Achievement Test- Meaning, nature, Function of Achievement Test and uses of Achievement Test.
- 2.3 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.
- 2.4 Difference between Measurement and Evaluation.

UNIT -3:TYPES OF MEASUREMENT TEST

- 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 Types of questionnaires: Objective, True False, Matching, Sentence Completion, Problem Solving, Open ended, closed ended
- 3.4 comparison and contrast between NRT and CRT, stages in evaluation process, models of evaluation

UNIT-4:IMPROVEMENT IN EVALUATION

- 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. 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.

References:

- Bhatia K.K. (1990) Measurement and Evaluation in Education, Ludhiana: Prakash Brothers Publishers.
- Brad Field, James N, Moredock, H Stewart, (1967) Measurement and Evaluation in Education, Macmillan Company: New York Pp 2-3.
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- Harper, A.E., and Haroer E.S. (1990) Preparing Objective Examination- Handbook for Teachers, Examiners and Students, New Delhi.
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- Ross, C.C. (1954) Measurement in Today's School, N.Y: Prentice Hall Ind.
- Sharma R.A(1990) Managing Curriculum, Curriculum Transaction and Evaluation. New Delhi:IBH.
- Taba H (1962) Curriculum Development: Theory and Practice, New York: HarcountBeraceJvanovich Inc.

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

Subject Code: E3EDU007AP

External -50

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
PRACTICAL-III - B
ACADEMIC WRITING

Subject Code: E3EDU008BP

External Marks-50

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.

Academic Writing-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.

Academic writing-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.

Academic writing-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.

Academic writing-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.

Academic writing-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 First-hand 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:

1. <http://gujarat-education.gov.in/education-citizen-act-rules.htm>
2. www.ugc.ac.in
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

M.Ed. SEMESTER-IV
PAPER TITLE: ADMINISTRATION, MANAGEMENT AND LEADERSHIP
AT ELEMENTARY LEVEL

Subject Code: E4EDU101A

Maximum Marks-100

Contact Hours per week: 4

(Internal -25, External -75)

Examination Duration: 3 hours

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.
- Examine the core and contemporary leadership theories relevant to educational practice and settings.
- Elaborate the types of educational administration according to situations.
- Compare the management structure in education of different countries and identify the merits and limitations.
- 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. State level administration: Need importance and limitations Recommendations of committees on role of state and local bodies.

2.3 Local bodies: Distract boards and municipalities. Present position of local administration in Elementary education

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 Concept and functions of Leadership –Meaning, Scope, Importance

3.1.1 Functions of Leadership: Functions of Leadership, Need for developing leadership in Education. Attributes of effective leadership

- 3.1.2 Developing leadership and management skills and insights - Values, vision and moral purpose in educational leadership.
- 3.2 Teacher as a leader: characteristics and Functions of teachers as leaders in classroom, school and community. Strategies for a teacher for good leader.
- 3.3 Leadership and Organizational Behaviour - 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 IN ADMINISTRATION AND MANAGEMENT

- 4.1 Management of Human Resources: Meaning, Need and Importance of management of human resources, Strategies for managing human resources.
- 4.2 Nature and characteristics of resource available in education. Need for resource management in education.
- 4.3 Types of resources: Material resources, human resource, financial resource their utilization and maintenance- Roles of state, central and local governments in resource mobilization.
- 4.4 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.

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

Practicum:

- 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.
- 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.

References:

- Anthony D'Souza: Leadership: Better yourself Books, Bombay,1969.
- Chaube S P &Chaube A: Comparative Education: Vikash Publications House, New Delhi 2005.
- Encyclopaedia of Indian Education, (Volume I) NCERT New Delhi, 2004.
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- Manju Bala, Leadership Behaviour in Educational Institutions: Deep and Deep Publications, New Delhi,1990.
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- National Curriculum Framework for School Education, NCERT, Delhi, 2005

M.Ed. SEMESTER-IV
PAPER TITLE: ADMINISTRATION, MANAGEMENT AND LEADERSHIP
AT SECONDARY & SENIOR SECONDARY LEVEL

Subject Code: E4EDU101BT

Contact Hours per week: 4
Examination Duration: 3hour

MaximumMarks-100
(Internal:25 External:75)

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.
- Examine the core and contemporary leadership theories relevant to educational practice and settings.
- Elaborate the types of educational administration according to situations.
- Compare the management structure in education of different countries and identify the merits and limitations.
- 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 Purpose and activities in management; Levels in administration/management (Central, State, District, Institution).

1.4.1 Advisory, policy planning and executive bodies/authorities at different levels.

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 skills:

2.3.1 Time Management- Planning, Dealing with stress, Systems for time Management.

2.3.2 Presentation Skills -Planning, Delivery use of media, External representation of organization

2.3.3 Team Building-Working under pressure, working with people, Negotiating, Team processes (storm, norm, etc.), Taking responsibility, Handling conflict

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 Concept and functions of Leadership –Meaning, Scope, Importance

3.1.1 Functions of Leadership: Functions of Leadership, need for developing leadership in Education. Attributes of effective leadership

3.1.2 Developing leadership and management skills and insights - Values, vision and moral purpose in educational leadership.

3.2 Teacher as a leader: characteristics and Functions of teachers as leaders in classroom, school and community. Strategies for a teacher for good leader.

3.3 Leadership and Organizational Behaviour - 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 IN ADMINISTRATION AND MANAGEMENT

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

4.2 Nature and characteristics of resource available in education. Need for resource management in education.

4.3 Types of resources: Material resources, human resource, financial resource, Procurement resource.

4.4 Utilization and maintenance 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 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.
- 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.

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- Chaube S P & Chaube A: Comparative Education: Vikash Publications House, New Delhi 2005.
- Encyclopaedia of Indian Education, (Volume I) NCERT New Delhi, 2004.
- Govil R, and Singhi N M (Ed), 1998, Information Technology in Education and Research, Indian National Science Academy, New Delhi.
- Kennewell D Parkison J (ed), 2003, Learning to teach ICT in the secondary school, Routledge Falmer, London.
- Manju Bala, Leadership Behaviour in Educational Institutions: Deep and Deep Publications, New Delhi, 1990.
- Maxwell John: Developing the leaders around you: Magna Publishing Company Ltd. Mumbai 2001.
- Rustum S Darvar: Creative Leadership: UBS Publishers Distributors Ltd, London 1993.
- National Curriculum Framework for School Education, NCERT, Delhi, 2005

M.Ed. SEMESTER - IV

PAPER TITLE: INCLUSIVE EDUCATION AT ELEMENTARY LEVEL

Subject Code: E4EDU102AT

Maximum Marks: 100

Contact Hours per week: 4

(Internal:25 External:75)

Examination Duration: 3 hours

Objectives:

Upon completion of course the student will be able to;

- Understand the concept, Principles and need of inclusiveness.
- Explain different national and international policies and programmes for inclusive education.
- Identify the Techniques and tools for inclusive education.
- Explain the legal Provisions for inclusive education.
- Analyse Individualized Education plan and Remedial teaching.
- Apply the knowledge to Develop teaching materials for inclusive classrooms.

UNIT-I: INTRODUCTION TO INCLUSIVE EDUCATION

- 1.1 Definition, concept and importance of inclusive education.
- 1.2 Historical perspectives on education of children with diverse needs.
- 1.3 Difference between special education, integrated education and inclusive education.
- 1.4 Advantages of inclusive education for education for all children.

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 Importance of early detection, Functional assessment for development of compensatory skills.

2.3 Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

2.4 Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

UNIT-III: LEGAL PROVISIONS FOR INCLUSIVE EDUCATION

3.1 National Initiatives:

- 3.1.1 The Indian Education Commission (1964-66).
- 3.1.2 Integrated Education for Disabled Children (IEDC, 1974).
- 3.1.3 National Policy on Education (NPE, 1986-92).
- 3.1.4 Establishment of National Institutes and their Regional Centers.
- 3.1.5 Project Integrated Education for disabled children (PIED, 1987).

3.2 District Primary Education Programme (DPEP).

- 3.2.1 The Persons with Disabilities Act (PWD Act, 1995).
- 3.2.2 Sarva Shiksha Abhiyan.
- 3.2.3 Initiatives for the gifted and talented children.
- 3.2.4 National Curriculum Framework, 2005 NCERT

3.3 Current Laws and Policy Perspectives supporting IE for children with diverse needs

- 3.3.1 The Mental Health Act 1987.
- 3.3.2 Rehabilitation Council of India Act, 1992.

3.4 The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).

- 3.4.1 The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

UNIT-IV: PLANNING AND MANAGEMENT

- 4.1 Concept and meaning of diverse needs.
- 4.2 Educational approaches and measures for meeting the diverse needs-
concept of remedial education, special education, integrated education
and inclusive education.
- 4.3 Brief account of existing special, integrated and inclusive education
services in India.
- 4.4 Building inclusive learning friendly classrooms, overcoming barriers for
inclusion.
 - 4.4.1 Creating and sustaining inclusive practices.
 - 4.4.2 Role of technology for meeting diverse needs of learners

Assignment: Identification and characteristics of different challenged children

Seminar: SSA and RTE Act 2009

References:

- Prasad Lakshman(1994) Rehabilitation of physically handicapped, Konark publishers Pvt.Ltd.
- Kar Chintamani (1996)., Exceptional children, sterling publishers Pvt.Ltd.
- Rajkumari N. Alice, D Rita Sugan Sundari Et., AI(2006);Special education New Delhi; Discovery publishing House.
- Dhawan M.L.(2007)., Education of children with special needs., ISHA Books.
- Hegalty Seamus Alur Mithu (2002)., Education and children with special needs; Saga Publishers.
- Guha, Alok (1995)., Compilation of reading in special education, the Spastics Society of Tamilnadu, India.
- RCI (1998)., Bridge course manual in the field of loco-motor Impairment and associated disabilities, 23-A, Shivaji Marg, New Delhi.
- Rehabilitation council of India. Status of disability in India (2009) Ministry of SJ & E

M.Ed. SEMESTER- IV

**PAPER TITLE: INCLUSIVE EDUCATION AT SECONDARY & SENIOR
SECONDARY LEVEL**

Subject Code: E4EDU102BT
Contact Hours per week: 4

Maximum Marks -100
(Internal:25 External:75)

Examination Duration: 3 hour

Objectives:

Upon completion of course the student will be able to;

- Understand the concept, Principles and need of inclusiveness.
- Explain different national and international policies and programmes for inclusive education.
- Identify the Techniques and tools for inclusive education.
- Explain the legal Provisions for inclusive education.
- Analyse Individualized Education plan and Remedial teaching.
- Apply the knowledge to Develop teaching materials for inclusive classrooms.

UNIT-I: INTRODUCTION TO INCLUSIVE EDUCATION

- 1.1 Definition, concept and importance of inclusive education.
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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.

- 2.2 Importance of early detection, Functional assessment for development of compensatory skills.
- 2.3 Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- 2.4 Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

UNIT-III: LEGAL PROVISIONS FOR INCLUSIVE EDUCATION

3.1 National Initiatives:

- 3.1.2 The Indian Education Commission (1964-66).
- 3.1.3 Integrated Education for Disabled Children (IEDC, 1974).
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- 3.1.6 Project Integrated Education for disabled children (PIED, 1987).

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- 4.4.1 The Persons with Disabilities Act (PWD Act, 1995).
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- 4.4.3 Initiatives for the gifted and talented children.
- 4.4.4 National Curriculum Framework, 2005 NCERT

3.3 Current Laws and Policy Perspectives supporting IE for children with diverse needs

- 3.3.2 The Mental Health Act 1987.
- 3.3.3 Rehabilitation Council of India Act, 1992.

3.4 The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).

- 3.4.2 The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

UNIT-IV: PLANNING AND MANAGEMENT

- 4.1 Concept and meaning of diverse needs.

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concept of remedial education, special education, integrated education and
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4.3 Brief account of existing special, integrated and inclusive education
services in India.

4.4 Building inclusive learning friendly classrooms, overcoming barriers for
inclusion.

4.4.1 Creating and sustaining inclusive practices.

4.4.2 Role of technology for meeting diverse needs of learners

Assignment: Identification and characteristics of different challenged children

Seminar: SSA and RTE Act 2009.

References:

- Prasad Lakshman(1994) Rehabilitation of physically handicapped, Konark publishers Pvt.Ltd.
- Kar Chintamani (1996)., Exceptional children, sterling publishers Pvt.Ltd.
- Rajkumari N. Alice, D Rita Sukan Sundari Et., AI(2006);Special education New Delhi; Discovery publishing House.
- Dhawan M.L.(2007)., Education of children with special needs., ISHA Books.
- Hegalty Seamus Alur Mithu (2002)., Education and children with special needs; Saga Publishers.
- Guha, Aloka (1995)., Compilation of reading in special education, the Spastics Society of Tamilnadu, India..

M.Ed. SEMESTER - IV
**PAPER TITLE: EDUCATIONAL TECHNOLOGY AT ELEMENTARY
LEVEL**

Subject Code: E4EDU103AT
Contact Hours per week: 4

Maximum Marks -100
(Internal:25 External:75)

Examination Duration: 3 hours

Objectives:

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

- 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.
- 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.
- 2.4 Development of Educational Multimedia Packages: Educational software packages– meaning, Pre-requisites, 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; use of internet for students and teachers.Computers and the Internet in teaching and learning. Web based Technologies; Blended Learning, E-learning, Virtual Learning & Flipped classes. ICT for professional development of Teachers. Issues in the use of ICTs in education.
- 3.2 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; Virtual classroom: meaning, tools used, merits and limitations.

- 3.3 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;
- 3.4 Computer as a Testing Tool: Computer Assisted Assessment (CAA) -
Meaning, Assumptions, Approaches to CAA 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; Andragogy, 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.
- Visit to local educational technology resource centers.
- Workshop on Information & communication basics.
- 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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- Sharma, R. A. (2002). Technology of Teaching. Meerut: Royal Book House. • Usha Rao (1994). Educational Technology. New Delhi: Himalaya Publishing House.
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- T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001).

M.Ed.SEMESTER-IV

PAPER TITLE: EDUCATIONAL TECHNOLOGY AT SECONDARY & SENIOR SECONDARY LEVEL

Subject Code: E4EDU103BT

Maximum Marks- 100

Contact Hours per week: 4

(Internal: 25, External: 75)

Examination Duration: 3 hours

Objectives:

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

- Grasp the instructional applications of Internet and web resources.
- Analyse the classification of media material and examine factors influencing the selection of media material 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.

2.4 Development of Educational Multimedia Packages: Educational software packages– meaning, Pre-requisites, 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; use of internet for students and teachers. Computers and the Internet in teaching and learning. Web based Technologies; Blended Learning, E-learning, Virtual Learning & Flipped classes. ICT for professional development of Teachers. Issues in the use of ICTs in education.

3.2 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; Virtual classroom: meaning, tools used, merits and limitations.

- 3.3 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.
- 3.4 Computer as a Testing Tool: Computer Assisted Assessment (CAA) - Meaning, Assumptions, Approaches to CAA 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; Andragogy, 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.
- 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.

References:

- Aggarwal, J. C. (2000). Essentials of Educational Technology - Teaching and Learning. New Delhi: Vikas Publishing House.
- Chandran, S. S. (1995). Innovations in Teaching Learning Process. Noida, UP: Vikas Publishing House.
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- Sharma, K. A. (2001). Foundations of Educational Technology - Theory, Practice and Research. New Delhi: R. Lal Publishing House.
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- T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001).

M.Ed. SEMESTER-IV
PAPER TITLE: VALUES, GUIDANCE AND COUNSELLING IN
EDUCATION AT ELEMENTARY LEVEL

Subject Code: E1EDU005AT

Maximum Marks: 100

Contact Hours per week: 4

(Internal: 25, External: 75)

Examination Duration: 3 hours

Objectives:

After completion of this course the students will be able to:

- Grasp the Meaning, Concept need and importance of Values.
- Explain the importance of Guidance in education.
- Recognize the importance of counselling.
- Analyse the relationship between guidance and counselling.
- Understand the concept and process of counselling in group situation.
- Appreciate the importance of counselling relationship.

UNIT I: Introduction to Values

1.1 Meaning Definition and Concept of Values.

1.2 Nature and importance of Values.

1.3 Classification and Sources of Values, Techniques fostering Values.

1.4 Indian Constitution as a source of Values, Provisions for Promotion of Values. hierarchy of Values in Indian and Western context. Value Education and its approaches.

UNIT II: Values in Education

2.1 Aims and Objectives of Value Education Importance of Value Education.

2.2 Need for Value Education in 21st century. Status of Value education in the curriculum.

2.3 Role of Parents, Teachers, society, Peers, Religion Govt, Mass Media and Voluntary Organization in developing Values.

2.4 Perspectives, aims and values of educational studies and educational issues.

Unit III- Understanding Guidance

3.1 Meaning and Definitions, Need for guidance, Scope of guidance programme.

3.2 Purpose of guidance: self-understanding, self-direction, self-actualization, Advantages of Individual guidance and group guidance.

3.3 School Guidance: a collaborative effort of school and community, Relation of Guidance with Education.

3.4 Group guidance techniques: class talk, career talk, orientation talk, career conference, role play. Guidance based curriculum, Role of teachers and other personnel in the construction of guidance-based curriculum, Role of principal and teachers in guidance programmes.

Unit IV- Understanding Counselling

4.1 Meaning and nature of counselling, Scope of counselling, Stages of the counselling process, Uses of group process in counselling, Process of group counselling.

4.2 Goals of counselling: resolution of problems, modification of behaviour, Promotion of mental health.

4.3 Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups between guidance and counselling: place of counselling in the total guidance programme.

4.4 Steps and skills in group counselling process, Skills and qualities of an effective counsellor, Professional ethics. Peer counselling: Its concept and the relevance to the Indian situation.

Transactional Mode:

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences.

Sessional Work: The students may undertake any one of the following activities:

- Identification of the cases for counselling.
- Exploring the possibilities for peer counselling in the institutions.
- Having with the counsellor related to the process of counselling, clients and writing a report on this.

References:

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counselling, Vol. II: A Practical Approach. New Delhi: Vikas.
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M.Ed. SEMESTER-IV
PAPER TITLE: VALUES, GUIDANCE AND COUNSELLING IN
EDUCATION AT SECONDARY/ SENIOR SECONDARY
LEVEL

Subject Code: E1EDU004T

Maximum Marks: 100

Contact Hours per week: 4

(Internal: 25, External: 75)

Examination Duration: 3 hours

Objectives:

On completion of this course the students will be able to:

- Grasp the meaning, concept, need and importance of values.
- Explain the importance of guidance in education.
- Recognize the importance of counselling.
- Analyse the relationship between guidance and counselling.
- Understand the concept and process of counselling in group situation.
- Appreciate the importance of counselling relationship.

UNIT-I: INTRODUCTION TO VALUES

1.1 Meaning, Definition and Concept of Values.

1.2 Nature and importance of Values.

1.3 Classification and Sources of Values, Techniques fostering Values.

1.4 Indian Constitution as a source of Values, Provisions for Promotion of

Values. Hierarchy of Values in Indian and Western context. Value

Education and its approaches.

UNIT-II: VALUES IN EDUCATION

2.1 Aims and Objectives of Value Education, Importance of Value Education.

2.2 Need for Value Education in 21st century.

2.3 Status of Value education in the Curriculum. Role of Parents, Teachers, society, Peers, Religion Govt, Mass Media and Voluntary Organization in developing Values.

2.4 Perspectives, aims and values of educational studies and educational issues.

Unit III- UNDERSTANDING GUIDANCE

3.1 Meaning and Definitions, Need for guidance, Scope of guidance programme. Purpose of guidance: self-understanding, self-direction, self-actualization, Advantages of Individual guidance and group guidance.

3.2 School Guidance: a collaborative effort of school and community, Relation of Guidance with Education.

3.3 Group guidance techniques: class talk, career talk, orientation talk, career conference, role play.

3.4 Guidance based curriculum, Role of teachers and other personnel in the construction of guidance-based curriculum, Role of principal and teachers in guidance programmes.

Unit IV- UNDERSTANDING COUNSELLING

4.1 Meaning and nature of counselling, Scope of counselling, Stages of the counselling process, Uses of group process in counselling, Process of group counselling.

4.2 Goals of counselling: resolution of problems, modification of behaviour Promotion of mental health.

4.3 Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups between guidance and counselling: place of counselling in the total guidance programme.

4.4 Steps and skills in group counselling process, Skills and qualities of an effective counsellor, Professional ethics, peer counselling: Its concept and the relevance to the Indian situation.

Transactional Mode:

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences.

Sessional Work: The students may undertake any one of the following activities:

- Identification of the cases for counselling.
- Exploring the possibilities for peer counselling in the institutions.
- Having with the counsellor related to the process of counselling, clients and writing a report on this.

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- Research in Value Education- N Vinkataiah 2004, APH, Publishing.
- Value Education and Quality Teaching: The double helix 2009 springer publication.

SEMESTER – IV

PAPER: DISSERTATION

Subject Code-E4EDU005T

Maximum Marks-100

(Internal- 25, External-75)

Objectives:

On completion of this course the students will be able to:

- Review the Literature based previous studies
- Comprehend the Research skills
- Score the data based on the scoring key of the tool
- Tabulate the scored data using MS excel
- Analyse the tabulated data by applying suitable statistical techniques
- Report the dissertation using accepted format in educational research.

Activities:

- Review the Literature.
- 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.