Rani Channamma   University, Belagavi

VIDYASANGAMA

REGULATIONS FOR COURSE OF STUDY AND SCHEME OF

EXAMINATION FOR TWO YEARS MASTER OF EDUCATION

(M.Ed.) PROGRAMME

SCHOOL OF EDUCATION

P. G. DEPARTMENT OF STUDIES AND RESEARCH IN EDUCATION (M.Ed.)

PROGRAMME OF RANI CHANNAMMA UNIVERSITY BELAGAVI

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

WITH EFFECT FROM THE ACADEMIC YEAR 2017-18 ONWARDS

RANI CHANNAMMA   UNIVERSITY

Vidyasangama, Belagavi

REGULATIONS AND SYLLABUS

FOR

TWO YEARS MASTER OF EDUCATION (M.Ed.) PROGRAMME

(I SEMESTER)

UNDER

CHOICE BASED CREDIT SYSTEM (CBCS)

WITH EFFECT FROM THE ACADEMIC YEAR 2017-18 ONWARDS

REGULATION GOVERNING TWO YEAR POST GRADUATE– MASTER OF EDUCATION (M.Ed) COURSE, RANI CHANNAMMA UNIVERSITY, BELAGAVI

In exercise of the powers conferred under sec.44(1 (c))of the Karnataka State Universities Act, 2000, and as per the guidelines of NCTE and Gazette of India Notification extraordinary December 2014, the Academic Council of Rani Channamma University, frames the following Regulations to govern a 2- year M.Ed (Hereafter M.Ed under choice based credit system (CBCS) and continuous assessment grading pattern (CAGP) programme offered in the P.G. Department of Education and affiliated Institutes from the academic year 2017-18 and onwards. The completion of the programme shall lead to M.Ed degree.

1.00 Preamble.

The Master of Education (M.Ed) Programme is a two –year professional programme in the field of Teacher Education which aims at preparing Teacher Educators and other educational professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers.

2.00 Title, Application and Commencement.-

1. The regulations shall be cited as Rani Channamma University's Regulations 1015-16 governing two year Post-Graduate Programme of the Department of Education, Assistant Professor, Department of Education, Rani Channamma University, Belagavi. leading to Master of Education Degree Course in the Faculty of Education.

2. These regulations shall apply to Master of Education Degree Course approved by NCTE and being run in the Post Graduate Department of Education of Assistant Professor, Department of Education, Rani Channamma University and in its affiliated Teacher Education Institutes having approval of the NCTE for the M.Ed two year programme. The affiliated institutions offering this PG programme

shall have the physical infrastructure and follow norms as per University and NCTE regulations prescribed for M.Ed two year programme. These regulations come into force from the date on which they are approved by the Chancellor or on such other date as directed by the chancellor.

3.00   Definitions of the Key terms Used in the Regulation.

a) **Semester:** Semester is duration of four consecutive months with a minimum of 90-100 Working days.

b) **Blank Semester** : A Semester is said to be a blank semester for a candidate if he/she does not enrol for that semester

c) **Credit:** It is a unit of academic input measured in terms of the study hours. It reflects the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching – learning process such as attending classes, engaging in assignments, projects, seminars, practical aspects, filed based activities, immersion, computer skills, research activities required for the course.

d) **Course**: A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of a credit and maximum of eight credits. Every course offered will have three components associated with teaching – learning process of the course, namely L, P, and T.

e) **Tutorial** : A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self study/ lab-work/field work/ seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents delivered in the lecture classes, seminars, case study, discussion sessions etc., are part of tutorials.

f) **Practical/practice**: A Practical/practice is methods of imparting education that consists of hands-on experience/laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.

g) **Internship and immersion:** It is the period where in the candidate visits the Teacher Education Institute, Schools, or any educational Institute and for the full day or a part of the day regularly and undertake the defined

activities under the supervision of a guide. The activity will end up in a recorded form. The assessment is based on his performance while doing the activity and based on his record. The focus is development of competencies. In-depth understanding through field experience and application of theoretical aspects learnt.

h) **Field Work Activities:** These are the activities assigned to the student to undertake in team or individually. The work may in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship**.**

i) **Hard Core Course**: A Hard Core Course is a course that is fundamental and compulsory in requirement, for a subject of study in a particular programme. The hard core course of studies prescribed for study in a programme shall not be replaced by studying any other course/s. Essentially field work, Team work, etc lead to report writing and project/ dissertation of the main programme of study shall be treated as a hard- core course.

j) **Dissertation:** A Dissertation is a special course with wider scope involving an application of knowledge in solving/analyzing / exploring a real – life situation/ problem like project works consisting of eight to twelve credits.

k) **Modalities of Transaction and Assessment (MOTA):** This is description of how the course is to be operationalised in the institute, with specification of role of teachers and learner. The assessment procedure is also specified in this phase.

l) **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).

m) **Credit Based Semester System (CBSS)**: Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

n) **"Cumulative Grade Point Average (CGPA)"** refers to the cumulative Grade Point Averages weighted across all the semesters and is carried forward from first semester to subsequent semesters.

o) **"Degree"** means Post-Graduate Degree.

4.00 Intake.

The basic unit size for the programme shall be 50. Initially an institution shall be allowed only one unit. Additional unit in the programme may be permitted by application of institution and recognition recognition by NCTE, followed by the University affiliation. The approval will be based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.

5.00   Eligibility.

a) Candidates seeking admission to the M.Ed programme should have obtained at least 50% marks or an equivalent grade in the following programme as prescribed by NCTE and UGC.

     i.   B.Ed

     ii. B.A, B.Ed.,/ B.Sc., B.Ed/B.A.Ed.,/B.Sc.Ed.

     iii. B.El.Ed

     iv) D. El. Ed./D.Ed. with an undergraduate degree (with 50% marks in each)

6.00. Duration of Programme

The M.Ed. programme shall be for duration of four semesters (two academic years) including field attachment for a minimum of 8 weeks and research dissertation. Students 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. The inter semester breaks should be used for field attachment/practicum/other activities.

7.00. **Working Days**

The working days shall be as per UGC/NCTE guidelines, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department shall work as per the stipulated periods by NCTE in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

8.00. **Attendance for Students:** The minimum attendance of students shall be 75% for theory courses and practicum and 90% for field attachment.

9.00. **Medium of Instruction**

The medium of instruction shall be English. However, the students may write the answers in the internal test and semester end examinations in Kannada if so provided by the concerned Board of Studies.

a) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) categories shall be as per the rules of the Central Government/ State Government whichever is applicable from time to time.

10.00. **Admission Procedure**

b) Admission shall be made on merit, based on marks obtained in the qualifying examination and in the entrance examination if any or any other selection process as er the policy of the Central Government/State Government/ University Admission from time to time.

c) The University shall prepare the schedule or academic calendar for both Merit and Management Quota seats. The Department and TEI shall follow the calendar of events and obtain permission from the University before admitting the candidates. The calendar of events to be followed are:

   i.   Date for the publication of notice inviting applications for admission by the University.

   ii.   Last date of receipt of the applications for admission.

   iii. Date of selection of test ,counselling or interview;

   iv.   Date of publication of 1st, 2nd and 3rd list of candidates and last date of closure of admission.

   v.   Provisional approval of the admission by the University through website

   vi.   Last date for admission.

List of candidates admitted in each institute and permitted to apply for eligibility.

11.00. **Curricular Components.**

The course shall have the curricular components as in NCTE regulation namely:

      a. Perspective Courses

      b. Tool Courses

      c. Teacher Education Courses

      d. Specialisation at any one level (Primary or Secondary)

      e. Specialisation on a area of Study

      f. Dissertation

      g. Internship

      h. Lab work for skill development

      i. Field activity for skill development

      j. Immersion

Each component of the curriculum will have course/s of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by the mode specified in the section 'mode of transaction and assessment' (MOTA).The details are in the proceeding table presented semester wise:

12.00. Semester wise Courses of Study, Credits, Marks and MOTA,

Semester I

Component and MOTA	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
Perspectives				Max	Minimum to pass	Max	Minimum to pass	
		Philosophical Foundation of Education	4	20	8	80	32	100
		Psychological Foundation of Education-I	4	20	8	80	32	100
Tools		ICT and personality Development-I	4	20	8	80	32	100
Specialization		Educational Policies and structure (SSA level) Or Educational Policies and Structure(RMSA level)	4	20	8	80	32	100
Tools		Research proposal	2	50	25			50
Tools		ICT Lab – 1	2	10		40	16	50
Tools		Psycho - Lab - 1	2	10		40	16	50
Tools		Personality Development and Yoga	2	50				50
			24					600

13.00. Modalities of Transaction and Assessment.

There shall be mainly six broad categories of modalities of transaction and assessment to be in operation for the conduct of programme. The specificity of course and its corresponding modality mentioned in the below mentioned table. Further details of each modality are mentions there after

	Modality	Courses of programme	
1	Type 1	Theory courses of semester I,II,III,and IV	
2	Type 2	Research Proposal preparation Sem I	
3	Type 3	Dissertation of semester I,II,III,and IV	
4	Type 4	Lab Work : ICT-1 and ICT-2 Lab Work Psycho–Lab1 and 2 Lab Work Personality Dev and Yoga	
5	Type 5	Field work	
6	Type 6	Internship/Immersion	

The details of each modality of transaction and assessment are as below:

1. **Modalities of Transaction and Assessment : (Papers):**

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
I								
		Philosophical Foundation Education	4	20	8	80	32	100
		Psychological Foundation of Education-I	4	20	8	80	32	100
		ICT and personality Development-I	4	20	8	80	32	100
		Educational Policies and structure (SSA level) Or Educational Policies and Structure(MRSA level)	4	20	8	80	32	100
		Semester wise Sub Totals				200		400
II		Sociological Foundation of education	4	20	8	80	32	100
		Psychological Foundation of Education-II	4	20	8	80	32	100
		Educational Research methodology –I	4	20	8	80	32	100

	ICT and personality Development-II	4	20	8	80	32	100
	OE-I	4	20	8	80	32	100
	Semester wise Sub Totals					250	500
III	Historical and Political Perspective of Education	4	20	8	80	32	100
	Educational Research methodology -I I	4	20	8	80	32	100
	Teacher Education-I	4	20	8	80	32	100
	Area spl paper-I	4	20	8	80	32	100
	OE-II	4	20	8	80	32	100
	Semester wise Sub Totals					200	400
IV	Educational Studies	4	20	8	80	32	100
	Teacher Education	4	20	8	80	32	100
	Curriculum, Pedagogy and Evaluation(SSA level) Or Curriculum, pedagogy, Androgogy and Evaluation (MRSA level)	4	20	8	80	32	100
	Area spl paper-II	4	20	8	80	32	100
		18					1800

There shall be at least four periods for theoretical paper learning per week where in the teacher shall lead the learning either through lectures, Discussion, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing. There can be additional classes for seminar and student activity related to the paper in noon session.There shall be assignment and periodical tests related to the theory and shall be consider for internal assessment.

2. **Research proposal Submission Course::**

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Orientation Classes					
2	Proposal Submission of hard copy and soft copy, and presentation in seminar	1	25 *			25
3	Viva voce	1		25		25
	Total	2	25	25	25	50

Number of Activities: Two Credits: One for Proposal write up and one for Viva/25+25 Marks

The processes will have four phases as given below:

a. Orientation on developing research proposal. : Under this phase there shall be a detail presentation for about eight periods on components and details of research proposal. Further they should be exposed to various research

proposals as specimen copy. A demo of preparing the research proposal can also be undertaken.

b. Selection of topic with the guidance from Guide. : Under this phase the candidate will meet there respective guide and will select the research topic and prepare the proposal. There shall be general exposure in class to the group or in small group at theory period by the teaching staff individually or in the group. Also each teacher will guide the student to prepare the proposal. This phase will be for 45 days.

c. After the preparation of research proposal a one sheet summary frame work has to be presented in five to ten minutes by each to the whole group, where in all the teachers of department will be present. In case required there will be group advice for refining the title and other requirements. The basic frame will be approved by the dept head through dept staff meeting. This should also ensure that the student is given a work that does not allow him to present a work already done as duplicate one.

d. The student after getting the approved title and frame should modify the research proposal prepared with proper guidance from guide. The soft copy and three hard bound copies shall be submitted to the guide and the same shall be forwarded to the head and Chairperson of the department.

e. The guide has to be from the list of teachers fully qualified and approved by the department council. In case of fresh appointment of teachers the approval is mandatory to get approval before assigning the students.

3. **Dissertation work and Submission :**

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Guidance by research teacher and formative evaluation during II,,III,,and IV Semester					
2	Submitting three copies with a soft copy to the Dept Council through Guide and Head	4		100	50	100
3	Presentation of draft report	2		50	25	50
	Viva –voce after submission	2		50	25	50
	Total	8				200

The research proposal designed should be implemented and the student should pursue the work under the guidance of the guide. The dept is free to call upon the student to present the progress of the work at any point of time in the form of seminar. The detailed procedure of completing and presenting are given in the appendix with title Guide Lines for Dissertation work submission.

4. ICT Lab work:

ICT Lab-I and ICT Lab-II will be in the following form

Sr. No	Course input/exam scheme	Credits	Int	Ext	Minimum to pass	Total
1	Conduct of Practicum in lab situation					
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and submission		10			10
4	Examination for in lab work and Viva-voce on ICT works			40	16	40
	Total	2				50

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis soft wares, digital publication activities, web related activities and any other advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab shall be as listed in the practicum list of the syllabus. There shall be two types of activities.
Type-I, shall have following procedure:
a. Orientation for 15 to 20 minutes.
b. Demonstration of the activity.
c. Presenting the details of the exercise by the student.
d. Exercise practice and output print if necessary.
e. Writing the details of the activity in the journal and submission for the tutor's signature.

Type-II, shall have following procedure:

a. Orientation for 15 to 20 minutes.
b. Demonstration of the activity.
c. Presenting the details of the exercise by the student.
d. Working out the exercise and presenting the material to the small group for feedback and discussion

5. Psycho –Socio Lab work:

Sr. No	Course input/exam scheme	Credits	Int	Ext	Minimum to pass	Total
			Assessment Marks			
1	Conduct of Practicum in lab situation					
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and submission		10			10
4	Examination for in lab work and Viva-voce on ICT works			40	16	40
	Total	2				50

The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counselling parents, teachers, and other stake holders. The rooms are necessary to observe and develop the counselling skills and see the effect of counselling on beneficiary.

Under this schema each student shall complete all the assignment listed for the academic term as per the decision of the dept council. There shall be at least four indoor assignments and four our door assignment for this course. The dept council shall evolve a list of assignment, improve upon and notify accordingly.

Some the sample assignment are listed for below

A) Type –II, Lab assignment :

1. Tabulating the raw scores and processing the date of any one psychological tool with the help of manual with a group of 40 students scores(Dept may evolve the draft and keep ready for use)
2. Conducting a counselling on issue related child/teachers recording the session and analysing in term of potential of change, misgivings, ability of communication etc.
3. Administering a psychological test of performance based on a unit in the lab and reporting.
4. Identifying the random choice of items and degree of achieving scores by experimenting with peer with the equipment.

B) Out of lab assignments:
1. Visiting schools and generate the sociometry results through sociometry software and use them for change.
2. Testing intelligence/creativity of at least five children of a school and reporting the scope to use the results for the beneficiary.

3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc of school children.
4. Case study of extremities like weak child, alienated child, genius, differential able child and finding out the needed inputs.

6. Personality Development and Yoga Course work:

| Sr. No | Course input/exam scheme | Credits | Assessment Marks | | | |
			Int	Ext	Minimum to pass	Total
1	Personality Development work shops		10			
2	Yoga Exercises and performance rating		20			
3	Records of Personality development submitted for valuation		10			
4	Viva voce		10			
	Total	2	50		25	50

The Department Council shall list out the details of activities and will inform the TEI's to conduct.

7. Field Attachment Assignments:

| Sr. No | Course input/exam scheme | Credits | Assessment Marks | | | |
			Int	Ext	Minimum to pass	Total
1	Teaching learning Material Development					
2	Developing In-service Teacher Education Competencies					
3	Publication and Dissemination Competencies					
4	Case Studies					
5	Action Research					
6	Leadership Development and Institutional change					
7	Institutional Quality Assurance and Feedback					
8	Cost effectiveness and Resource mobilisation study					
9	Any other					
		4	100		50	100

There will be a series of assignments not less than four, and will be decided by the Dept Council for the academic year. Some of the assignments are listed below as exemplars.

Assignment One:

Development of In- service Teacher Enrichment competences (DIS TEC)

The M.Ed group will be oriented to the objectives, processes, organising requirement and programme assessment details. Some of the models will be exposed to the students. At second stage they will be sub grouped in to two to four students, and will be assigned to a guide. They will be asked to select a theme and conduct one day workshop/orientation/enrichment programme with full preparation. The participant will be the school teachers/teacher educators locally available. The participants can be about ten members and not less than eight. Necessary requirements of stationary and comfort for academic should be looked after by the students. The resource persons should be preferably the students themselves. For special requirements they can call one or two specialists. The guide will supervise. The other student may also take advantage of learning being passive participants. The last session should be a programme evaluation session. A report of the total conduct shall be prepared and submitted to the dept with guide's signature. If necessary the same thing may be presented to the group.

Assignment 2: Teaching Learning Material Development:

The M.Ed student shall undertake development of TLM under this assignment. The student will be assigned with a guide for this purpose. The TLM can be on any of the following levels.

a.   LPS/HPS Curriculum subjects.
b.   Sec. school curriculum subjects.
c.   D.Ed curriculum subjects
d.   B.Ed curriculum subject.
e.   Learning and teaching issues proposed in the national and Sate educational policies
     In special occasion in consultation with guide TLM can be for Higher education courses also.
     The developed material should be the original material development by the candidate. It should not be the copy of already prepared by someone else. The material may have multimedia, activity centred, field based or any other format according to certain principles of learning –teaching strategies. The TLM should be a complete package with objectives, material, implementing strategy, testing material and assessment procedure. The developed material needs to be tried on a small sample and the report of its effectiveness should be in the form of a report. The report with the approval of guidance should be submitted to the department and also be presented in the M.Ed class.

Assignment 3 :

Publication and Dissemination Competency (PAD- C): This assignment is for developing the competency of publication and understands its importance. The sub group of two to four members will be assigned with theme for developing an edited booklet. The articles may be from students or already published in various journals. Good English articles may be translated in to regional language and a publication may be done to benefit the regional teachers. After the completion of the draft work the same is to be approved. The approved booklets should be printed in the final form and be submitted. The department may also use this assignment for evolving educational literature that can be converted in to dept publication on regular periodicity.

8. Immersion Activities::

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Into	Ext	Minimum to pass	Total
1	Demo pedagogic lesson development and recording p	1	25			25
2	Preparing time table for practice teaching	1	25			25
3	Supervising microteaching and similar practice lessons	1	25			25
4	Study report on resource status and further improvement	1	25			25
5	Systematization of activities and teaching for one of the theory papers of teacher education	1	25			25
6	Instruction for a unit and unit test at Teacher education Institute	1	25			25
7	Development of a school based assigmnment for teache education institute student teaches and implementation	1	25			25
8	A case study on administrative issue of teacher education institute like admission problem,NCTE approval, rrecongntiton,etc	1	25			25
		8	200		100	200

Assignment 1:

9. T-Mode for Pedagogic and Androgogic Competencies(PAC):

Under this mode there will be series of assignment that a student is supposed to undertake with the guidance of assigned teacher. All the assignments are to be undertaken during immersion period. The required theoratical orientation will be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. Intermittent assessment by guide and

department will be done based on the students performance in the field done through observation, and also through group discussion and individual presentation. Some of the assignments are listed below:

a. Development of lesson plans and teaching in vivo (real class room situation) or in vitro (college based situation). Student has to select the same, and needs to be video recorded and edited and should be presented as pedagogic exemplary on a specific approach, method or technique.

b. The student has to select one institute and study the status of its functioning. It should be presented in the form of report along with the scope for futuristic improvement. This has to be data based and has to be original in its nature.

c. The teacher shall study at least three unique types of students as case study. They may be the case of differentially abled, slow learners, genius or cases that require inclusiveness of alienated.

d. The student shall visit either DIET or any Teacher Education Institute and will observe ten randomly chosen lessons of teacher educators, and prepare a quality assessment report with merits and demerits.

e. The student shall visit any one programme situation such as school day, science exhibition, Pratibha Karanji, Ba Sahlege, national festival day, etc and document the event asses the status and present for its improvement report.

f. The student shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected three to five institute and report as document.

g. Any other activity similarly designed and notified by the department.

For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible.

Assignment 2:

School Intervention Competency Development (SIC D) :
Under this assignment each student will undertake intervention activity in the school. For this purpose there will be orientation on various aspects of intervention. Some of the themes are presented below:

a. Identification of poor resources utility and its optimisation.
b. Introducing to updated pedagogy and TLM and experimenting.

c. Evolving activities for the school and incorporation to inculcate the inputs for the neglected components of educational policy.

d. Strengthening the programme presently undertaken by Government with rearrangement so as to improve the quality.

Every student will decide upon the programme after visiting the assigned school and do a programme planning after consulting the stake holders and cooperating partners of the programme. After the approval of the guide the programme will be implemented in a school/college for a limited period of about a month. The details of the intervention should be reported. If required the same may be presented in the M.ED group discussion.

6.00   Open Elective Courses offered and Choices.

The department of Education offers two open elective courses for the students of other departments, one in the second semester and another in the third semester. The affiliated colleges shall offer two open elective courses as prescribed by University under CBCS scheme, during that academic year. Open elective courses shall be taught by the qualified and specialized teachers approved by the University as per the UGC norms.

7.00   Mandatory Institutional Requisites.

o **Academic Head:** She/he is the head of the course with qualification required equivalent to a Principal of PG Dept as per NCTE and UGC Norms. The person has to assign the work by the management by following the procedure similar to the appointment of Principal to college/ to a Professor in the University. He shall be solely responsible in conduct of course and all correspondence with the University and Dept of Education.

o **Academic Resources**: For the conduct of all the academic programme, examination work, practicum cum Internal Assessment activities, internship, field based activities etc., shall be taught, supervised and monitored by the qualified staff. The staffs have to be approved from the University as per the NCTE and UGC norms. The mode of curriculum transaction and assessment (MOTA) prescribed, the Internal Assessment monitoring guidelines and conditions laid down by the Department of Education has to be strictly adhered. All I.A activities and marks shall be approved by the Dept Council of Education before forwarding to the Registrar (Evaluation) GUK.

o The institute should have the entire necessary infrastructure as specified by NCTE and the University from time to time. The Institute shall be open for inspection as and when demanded by the University authority and Chairperson of the Dept of Education.

o **Academic Records**: These are the records such as attendance report of students and teachers, teaching records, office maintenance records and assessment .They should be in the possession of academic head and should be available for inspection whenever demanded by NCTE and University authority. The institution shall keep the record transparent and open to supervision as and when required by the Chairperson of the Dept of Education, GUK. The I.A should be notified to student regularly as mode of continuous feedback.

o **Administrative Records:**

8.00   Monitoring Academics and Assessment

There shall be a Board of Moderation for moderating continuous assessment marks awarded to candidates. The Board shall constitute:

a) The Chairperson, Board of Studies
b) The Chairperson Board of Examination.
c) Two senior from teaching staff of Dept of Education on rotation basis. - Members

The Chairperson in case of PG Department of Studies or the Principal in case of colleges/Institutions shall submit the consolidated list of continuous assessment marks of all candidate the Chairperson of the Department of Education, before commencement of every Semester end Examination (theory). Wherever the candidates marks are not submitted on time, the candidate is deemed to be absent for the I A activity and is not permitted to appear for the respective course examination

The Boards shall verify all the consolidated lists of Continuous Assessment Marks.

The Board if felt necessary based on the facts can visit the departments/ colleges to verify the records (Test Papers, seminar/ Assignment/ Field work/ case study reports/ practical records), attendance records and moderate the Continuous Assessment Marks and shall be final

9.00 Working Days

There shall be at least two hundred working days, each year and 100 working days each semester, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department/ college 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.

10.00 Attendance and Conduct

o M.Ed is a full time course and students shall not take up any employment /course, part time or full time during their M.Ed course. Students found violating this rule shall be removed from the course and disqualified for the award of degree.

o Each paper shall be taken as unit for the purpose of calculating attendance for theory and practicum.

o The minimum attendance of students shall be 80% for theory courses , practicum, and for field attachment and internship.

o At the end of every month attendance of every student course wise shall be notified on the notice board of the Department. The Department Council shall certify the fulfilment of required attendance of every student.

o The student who fails to complete the course in the manner stated above shall not be permitted to appear for the examination of the concerned semester, nor is eligible. Such student shall repeat that paper in the subsequent year as a regular student at his own risk and will have to make up for the loss of attendance by attending classes as regular student. All his /her prior Internal Assessment marks in the concerned subject/s shall be cancelled and he/she will have to appear for his internal Assessment Tests again for the concerned paper/s.

o Shortage of attendance up to 15% (i.e.65% or more than but less than 80%) may be condoned by the Vice-Chancellor on the recommendation of the Department Council/Principal of the College

on payment of fee prescribed by the University. There shall be no condonation if attendance is below 65% during any semester, for any reason.

o A candidate who fails to satisfy the requirement of attendance shall repeat that semester when offered in the immediate subsequent year. This facility shall be available only for two times in the entire program.

o In the case of a candidate who represents his/her Institution/ University, Karnataka State/National in Sport/NCC/NSS/Cultural or any Official activities, shortage of attendance up to a maximum of 15 days in a semester may be condoned, based on the recommendation and prior permission and specific recommendation of the Chairman of the Department/Principal of the college/Head of the Institution concerned. Further, student who was absent due to serious accident/illness leading to hospitalization his / her period of absence will be treated as present for the calculation of attendance based on the specific recommendation of the head of the institution or head of the department. Under no circumstance/s the total exemption in attendance shall exceed Fifteen percent of total teaching hours.

o The Chairman of the concerned Department shall send the attendance of students with respect to open elective paper/s to the parent department/s of the students periodically.

11.00   Assessment and Evaluation

A Panel of Examiners for M.Ed will be prepared by the Board of Studies in Education. The Panel will contain both Internal and External Examiners. The Board of Examiners will be constituted by the University from the Panel of examiners for M.Ed Course. The Registrar (Evaluation) shall conduct the examination and declare the results.

Internal Assessment

o a. Each Course normally, would have two components- the Internal Assessment and the second being the Semester End Examination. The Internal Assessment (IA) marks are based on continuous internal assessment happens in a continuous mode. The total marks for the Internal Assessment shall be based on the marks assigned for IA component of the course. For all the

courses the split of marks for IA and the marks for Semester End Examination are presented in the schematic table present in the course detail table.

o   The various components of Internal Assessment Marks in each paper normally are as follows:

Activities	Marks	Activities	Marks	Total Marks
Session Test I	5 Marks	Session Test ii	5 Marks	10+ 10 = 20
Two Field Assignment	5 Marks/each			

o   Each component of assessment is for ten marks. This will be based on session test in case of theory and submission of field assignment report based on course papers. (5 mark for Test and 5 marks for field assignment).   This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

o   The Chairman of the Department with the approval of the Department Council shall notify the time table for session tests on the notice Board of the Department. The teacher shall set and evaluate the course paper. The evaluated course marks of all the tests, seminars and   field assignments shall be taken into account for the compilation. The marks list should be notified in the Department notice Board as feed back to students.

o   In case of affiliated M.Ed colleges of Rani Channamma University, the respective Principal of the College shall submit all the records (duly signed by the respective teachers) of internal assessment activities and the marks lists in duplicate conducted as per the calendar of events provided by the Chairman of the Department fifteen days before the commencement of the theory examination of each semester.

o   In case of candidates who wish to appear in improvement examinations, if any, the marks obtained in the Internal Assessment shall not be revised. There is no improvement in the internal assessment.

o   In case of a student who has failed to attend the tests , seminar and field based activities on a scheduled date due to genuine reason, such a candidate may appeal to the

Chairman of the Department/teacher and shall be decided by the Department council, and decide for conduct of the special test to such candidate on the date suitable to the concerned teacher but before commencement of the concerned semester - end -examination.

The consolidated Internal Assessment marks statement shall be submitted to the Chairperson at least 15 days prior to the commencement of the semester-end -examination.

o The details of continuous assessment are summarized in the following Table:

Component	Syllabus in a course	Weightage in Percentage points	Period of continuous assessment
Internal Assessment	First 50 %	5+5	First half of the semester, to be consolidated by 8th week
Internal Assessment	Remaining 50 %	5+5	Second half of the semester, to be consolidated by 16th week
Term-End-examination	Entire syllabus of the course (Semester end Examination)	80	To be completed during 1 8th – 20th week.
	Final grade to be announced latest by 24th week		

.

A candidate's performance from all 3 components shall be in terms of scores, and the sum of all three score shall be 100 percentage points.

The records of all the internal assessment activities shall be maintained for one year.

o   There shall be one semester end examination of 3 hours duration for 80 marks. Each answer scripts of the semester – end- examination (Theory) 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 that examiner's mark which is nearer to the third examiner's mark. In case, marks allotted in the third evaluation differ equally from the marks allotted in the first two valuations, the average of marks allotted in all the three valuations shall be considered.

Dissertation Assessment

o   The dissertation shall be evaluated by two examiners, one internal the concerned guide and an external examiner selected from the panel of examiners. In case the internal examiner is not in the panel of examiners the valuation will be by the two valuators decided by the chairperson (BOE).

   o   The Dissertation Viva-voce marks shall be allotted by the Board of Examiners ,

   constituted by the University after conducting viva-voce examination, and shall be attended by the student.

   o   The student shall pass in all the components of dissertation time to time.

   o   If a candidate passes in the dissertation, but fails in the paper/s, his/her results in the dissertation shall be carried over for the subsequent two years.

   o   If a candidate passes in the Paper/s but fails in the dissertation, only marks obtained by him/her in the papers shall be carried over the subsequent two years.

   o   If a candidate fails to prepare and submit dissertation proposal in the first semester, the Department Council may decide the genuinity of the candidate to avail the provision within the duration of the semester.

   o   If a candidate fails to present the draft report in the third semester on valid grounds, the Department Council may decide to avail this provision to complete the report within the duration of the fourth semester.

o If a candidate fails to submit the dissertation before the fourth semester – end – examination; he shall not be permitted to take the fourth semester – end – examination. However, in the next subsequent academic year he may submit the same by applying through the department/principal of the affiliated college along with the prescribed examination fee of the university and seeking the permission of the Registrar (Evaluation). Similarly, if a candidate fails to attend Viva-Voce he/she shall attend the Viva- Voce in the next year along with fourth semester the same procedure be followed.

o The grade and the grade point earned by the candidate in the subject will be as given below:

P	G	GP = V x G
90-100	9 (A++)	V X 9
80-89	8(A+)	V X 8
70-79	7(A)	V X 7
60-69	6(B+)	V X 6
50-59	5(B)	V X 5
0-49	0(C)	V X 0

Here, P is the percentage of marks secured by a candidate in a course which is rounded to nearest integer. V is the credit value of the course. G is the grade and GP is the grade point.

If G = 0 (C), (GP=O) then the course is automatically considered as PENDING. He/She is not said to have failed in the course.

Overall Cumulative Grade Point Average (hereafter CGPA) of a candidate after successful completion of the required number of credits as predetermined for the programs under various faculties is given by the ratio of the cumulative sum of the

Grade points earned by the candidate during all the semesters to the cumulative sum of the credits specified for the entire program.

CGPA = GPi/ Vi

Where, GPi denotes the grade points earned in the course;

Vi denotes the credit value specified for the course.

Final Grade Point (FGP) shall be awarded on the basis of CGPA of the candidate.

CGPA	FGP
8 > CGPA < 10	1
6 > CGPA < 8	2
5 > CGPA < 6	3

12.00   Issuance of Grade Certificate.

On successful completion of a given program, the University shall issue to the student consolidated marks statement, with details of CGPA score and the actual percentage of aggregate marks secured in all courses of the program on payment of the prescribed fees by the student.

13.00   Provisions of improvement of the result.

If a candidate is not satisfied with the evaluation of Internal Assessment activities, he/she can approach the grievance cell with written submission together with all facts, the assignments, and test papers etc, which were evaluated. He/ she can do so before the commencement of Semester end Examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if he/she submission is found to be baseless and unduly motivated. This cell may recommend taking corrective action on an evaluator if he/she found guilty. The decision taken by the grievance cell is final.

For every program there will be one grievance cell. The composition of the grievance cell is as follows.

- The Registrar (Evaluation) / Dean of the concerned faculty as Ex-officio Chairman/ convener
- One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the Department/discipline and or from the sister departments/sister discipline.
- One senior faculty member/ subject expert drawn from outside the University department.

-

14.00   The regulation not specified here and otherwise shall be followed from the University Uniform Regulations Governing Post Graduate Degree/P.G. Programmes under CBCS and Continuous Assessment Grading Pattern (CAGP),GUK, any other relevant sources.

15.00   Provision for Appeal:

16.00   Challenge valuation

After declaration of the results of the post graduation, if any candidate wishes to apply for challenge valuation, he/ she shall apply to the Registrar (Evaluation) for the said purpose by paying the prescribed fees   within 15 days. He can challenge the grade awarded to him/her by submitting an application along with the prescribed fees to the Registrar (Evaluation) through the proper channel. The challenge valuation shall be applicable only for C3 Component of Course (theory) only. The candidate has to surrender the grade card if issued earlier to him/her before announcement of the results of the challenge valuation.

After receipt of application for challenge valuation, the Registrar (Evaluation) either personally or through the coordinator appointed for the said purpose, with the approval of the Vice-Chancellor, ask a subject specialist from among the panel of examiners approved already to evaluate the concerned script. The marks awarded in the challenge valuation shall be final.

17.00   Pending Course/s:

In case a candidate, theory course, securing less than 32 percentage points out of 80 percentage points in C3 (i.e., 40% of total marks assigned for C3) secures more than 32 percentage points out of 80 percentage points in C3 but less than 50 percentage points out of 100 percentage points in C1, C2 and C3 put together, the candidate is said to have not completed the course and he/she has to utilize PENDING option. The candidate with pending option shall complete C3 component before the completion of three years from the date of admission

by reappearing only for C3 component of that course and he/she carries the same marks awarded in C1 and C2.

The candidate has to earn at least 50% of the total credits (courses) specified for First and Second Semester of the programme in order to proceed to the Third Semester.

The tentative/ provisional grade card will be issued by the Registrar (Evaluation) at the end of even Semester indicating the courses completed successfully. This statement will not contain the list of PENDING courses.

18.00   Discard policy of Answer Sheets:

Such of the answer scripts of tests, assignments etc., relating to component I and II are valued shall be maintained in the Department /College/ Institution by the Chairman/Principal/ Head of the Institution till completion of the one year duration and the commencement of the ensuing semester end examination and there after these valuated scripts of tests, assignments etc., be discarded immediately by the concerned Chairman/Principal/ Head of the Institution.

The answer scripts of C3 examination conducted by the University be maintained by the

Registrar (Evaluation)   for a period of one year after announcement of the results of the concerned semester and all the answer scripts be discarded soon after completion of the one year duration after announcement of the results and no complaints what so 'ever about the marks awarded to courses relating to these scripts be entertained.

19.00   Repeal and Saving Clause

Syllabus

RANI CHANNAMMA UNIVERSITY, BELAGAVI

SYLLABUS FOR TWO YEAR M.Ed. PROGRAMME

CHOICE BASED CREDIT SYSTEM (CBCS)

SEMESTER – I

COURSE – 1:   PHILOSOPHY OF EDUCATION

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

Understand the need and significance of philosophical framework of education.

Know the fields of philosophy and their relevance to education.

Understand the perspectives of Indian and Western schools of philosophy concerning education.

Acquire the knowledge of the concepts and principles of philosophy.

Understand the relationship between philosophy and education and the importance of philosophy on education.

Understand the philosophical origins of education.

Develop a philosophical outlook towards educational problems.

Appreciate the contributions of Western philosophy and Indian philosophy to education.

Unit- 1: Introduction to Educational Philosophy

Concept and Functions of Philosophy

Need and Importance of Philosophical Framework

Inter-relationship between Philosophy and Education

Nature and Scope of Educational Philosophy.

Philosophical Analysis of Educational Aspects.

Aims and Objectives

Methods of Teaching

Curriculum

Text Book

Teacher and- Pupil Relationship

Discipline

Unit – 2: Fields of Philosophical Inquiry and Education.

2.1 Metaphysics – Origin and Meaning & Theories.

2.2 Epistemology - Origin and Meaning & Theories. 2.2.1 Epistemological Analysis of Sources of Knowledge
-Ways of knowing   -Indian and Western

Axiology – Origin and Meaning & Theories.

Ethical Values of Science and Technology. 2.4.1 Intellectual Honesty.
2.4.2 Application of Technology for Human Welfare. 2.4.3 Scientific Temper.

Unit- 3: Indian Schools Thinkers of philosophy and Education.

3.1 Indian Schools of Philosophy

Sad Darsanas (Six Systems of Thought)-

Sankhya-Yoga,

Nyaya-Vaisesika,

Mimasa-Vedanta.

Charvaka Darsana

Buddhism and Jainism

Dwaita, Adwaita and Shaktivishistadwaita 3.2 Indian Thinkers
Sri Aurobindo Ghosh

Mahatma Gandhiji

Rabindranath Tagore.

Swami Vivekananda

J. Krishnamurthy

Unit- 4: Western Schools Thinkers of philosophy and Education.

Western Schools of Philosophy 4.1.1 Idealism
4.1.2 Naturalism 4.1.3 Pragmatism 4.1.4 Realism

Western Thinkers

John Dewey

Maria Montessori

Aristotle

Rousseau

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

presentations by students

Practicum :

The students may undertake anyone of the following activities :

 Reading of original texts of Swami Vivekananda/M.K.Gandhi/Rabindranath Tagore/Jonh Dewey/Froebel etc and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.

 Visit to a rural/urban school, observation of activities and preparation of a reflective diary and interaction in a group.

 Identifying the constitutional values prevailing in the school textbooks and report.

References

Broudy, S. H. (1962) , Building a Philosophy of Education, New York: Prentice Hall.

Brubacher, J. S. (1995) The challenge to philosophic about Education Modern Philosophic and Education Chicago: University of Chicago Press.

Brubacher, John S. (1947) History of the Problems of Education. New York : Mc Graw - Hill.

Christopher, (1969) What is Philosophy of Education, London : Collier Mc.Millan Ltd.

Company Conze, E. (1969) Buddhism. London : Faber and Faber time.

Curtis, S. J. (1966) An introduction to Philosophy of Education. London :Turoria press.

Dewey, J. (1916) Democracy and Education. New York: Mc. Millan.

Haviland W.A. (1978) Cultural Anthropology. New York : Holt, Rinehart and Winston.

Kneller, G.F. (1971) Foundations of Education. New York: John Wiley.

Moore, C.B. and Cole, E.W. Society in Education Practice. New York : Haughton Mifflin Moore, W.(1970).

Pragmatism and its Cristics. Chicago: University of Chicago Press.

Morril, F. E. (1961) Society and Culture. An Introduction to Sociology. New Jersey: Englewood Cliffs

O'Connor, (1957). An Introduction to the Philosophy of Education. New York :Philosophical Library

Perry, R.B. (1926). General theory of Value. New York: Longmans: Green Publication, Publishing Company.

Seetharamu, A.S. (1989). Philosophies of Education. New Delhi: Ashish Publication House

Shailaja H M and Gundale R P (2004) Bharateeya Tatwika Parampare Mattu Shikshana, Gadag;Vidyanidhi Prakashan

Singh, Y. (1986). Modernization of Indian Tradition . Jaipur: Rawat Publication.

Sodhi, Sandhu and Singh (1988). Philosophies of Education. Ambala Cantt: The Indian

Spencer, H. (1988). Education, Intellectual Moral and Physical. New York: Appleton

Srinivas, M.N. (1985). Caste in modern India. Bombay: Media Promoters and Publishers Pvt. Ltd

COURSE -2 : PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Essence of the Course

This course covers presentation on different School of Psychology and its implications for education, Detailed Coverage has been made on Learning and motivation theories and their educational implications. The course highlights the nature of individual differences, adjustments, personality and group dynamics.

Objectives:

1. The students will understand the general concepts in psychology and educational psychology in particular.

2. The students will understand the concepts of the theories of psychology and psychology of learning in particular.

3. The students will understand the role of motivation as is involved in learning,

4. The students will understand the concepts of adjustment and personality and how they are both interrelated

Unit 1. Psychology of Learning.

a) Basic, Nature, scope and methods of educational psychology – Schools of Psychology: Structuralism functionalism, behaviorism, Hormic psychology, Gestalt, Cognitivist, Psycho analytic – Methods of studying psychology: Introspection, Observation, Case Study and Experimental Method.

b) Learning: its meaning, types and nature, theories of learning and instruction with reference to classroom practice
   Various theoretical perspectives on human learning with educational implications: Behavourist (Pavlov and Skinner), Humanist (Rogers), Cognitivgist (Gagne, Ausubel, Burner, Piaget), Constructivist (Piaget,

Vygotsky)- Information processing theories- Evolutionary view of Psychology of learning – Neuroscience Perspective of Learning & development.

Unit 2 : Motivation

Meaning and importance –theories of Motivation – Maslow's hierarchy of needs, Atkinson's Achievement motivation, McCleland theory of Motivation – Implications of theories of motivation in the context of learning and instruction-Factors related to motivation such as : Information, Social Factors, Emotional Factors, Family Influence and Classroom Ethos- Strategies for motivating learner – Intrinsic and extrinsic motivation.

Un it 3 : Individual Differences,

Individual differences : Kinds & causes – Intelligence Theories : Two Factor theory, Multifactor theory, Group factor, Structure of Intellect (SOI) by Gluilford, Vernon's Hierarchy Theory, Multiple Intelligences, Emotional Intelligence – Measurement of Intelligence – Creativity :Nature, Process, Identification, fostering and guiding creative children and its importance, Measurement of creativity – concept and measurement of Aptitude, Attitude, Interests and Values – Exceptional children : Gifted, Slow learner, disabled – underachiever- strategies to deal with diversity among the learners.

Unit : 4 : Adjustment and personality

(a) **Adjustment** : Psychological Process – Maladjustment, factors responsible for maladjustment – conflicts and their resolution – Defence mechanisms – Juvenile Delinquency – Remedial programme at school and community – Mental Health – Understanding and management of learners with emotional and behavioural disorders – role of guidance services.

(b) **Personality:** Theories of Personality : Psycho analytic theory, Socio Psychological theory- Determinants of Personality – Concept of developing

the whole person – Measurement of Personality in Educational settings : Tools and Techniques.

Mode of Transaction :

Lecture, Discussion, Case Study, seminar presentation, Experiments, Problem solving, Film show

Practicum :

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)

2. Study of group dynamics of secondary school students and B.Ed. students using different techniques and tools

3. Administration of personality test, intelligence test, creativity test, socio-metric technique, its interpretation and report writing.

4. Visits to juvenile home, Special education centres and reporting on its structure and functioning.

5. Each student shall be required to critically appraise any two theories mentioned in the syllabus, This should be done on the basis of their observation of subjects selected from their surroundings.

Mode of assessment :

Assignments, Class test, Observing practical and assessment of reports

References :

1. Bany, M and Johnson, L. (1964). Classroom Group Behaviour : Group Dynamics in Education, New York : The Macmillan Company.

2. Berry, J.W. and Dasen, P.R. 1974 ;Culture and Cognition : Reading in Cross-cultural Psychology, London : Methuen and company limited, ISBN 416 751806

3. Bhatia, H.R. (S1973). Elements of Educational Psychology, 5th edition, Orient Longman.

4. Bigge, M.L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper ;and Row Publishers, P.P. 89-90.

5. Bollers, R.C. (1975) : Learning Theory. New York, Holt, Ranehart and Winston, P.P. 18-19

6. Buskist, W and Davis, S.F. 2006 Handbook of the teaching of Psychology, Australia, Victoria : Blackwell publishing, ISBN No. 101-4051-3801-7.

7. Chauhan, S.S. (1978) : Advanced Educational Psychology, Vikas Publishing house Pvt Ltd, New Delhi.

COURSE – 3: EDUCATIONAL TECHNOLOGY

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

- Understand the meaning, scope and concept of Educational Technology

- Compare the software approach with hardware approach to Educational Technology

- Develop necessary skills in the use of media utilization and applications in the teaching-learning process

- Develop awareness towards education and system analysis

- Develop skills regarding Cybernetics namely use of Internet and related services.

Unit 1- Nature and Scope

Educational technology-concept, product Vs process;

Forms of educational technology: teaching technology, instructional technology and behaviour technology;

Approaches of educational technology: Hardware and Software;

Transactional usage of educational technology: integrated, complementary, supplementary standalone (independent);

Historical development – programmed learning stage; media application stage and computer application stage;

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

Unit 2- Systems Approach to Education and Communication

Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;

Instructional Strategies and Media for Instruction.

Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.

Types of communication: Face-to-face, Distance and other alternative modes.

Unit 3- Audio Visual Media in Education

3.1   Audio-visual media – meaning, importance and various forms.

Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.

Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training.

Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.

Use of animation films for the development of children's imagination.

Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

Unit 4- New Horizons of Educational Technology

Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc.

Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.

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.

Transaction Mode:

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. Analysisng the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design. Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.

Practicum: The students may undertake any one of the following activities:

Identifying appropriate media and material for effective use in the transaction of a lesson.

Writing a simple script for media production.

Critical analysis of an instructional system based on components of systems approach

Critical analysis of the different instructional designs based on the various instructional design models.

Preparation of a trend report on researches on instructional design

Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.

Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.

Interventions of educational technology in the current practices of teacher training programmes in India.

References

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

Chauhan S S: A Text Book of Programmed Instruction. (2Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.

Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi.

Goldberg, Alvin and Carl E.;Larson: Group Communication, Prentice Hall, Inc. New Jersey.

Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.

Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.

Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.

Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.

Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.

Ruhela S P (2001): Some Aspects of Educational Technology.

Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York.

COURSE – 4 a: INTRODUCTION TO EDUCATIONAL RESEARCH

AND STATISTICS

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

- Explains the different Sources of Knowledge, types, paradigms of Research.

- Elucidates meaning, purpose & characteristics of Educational Research.

- Illustrates different types of research.

- Discusses different paradigms of research.

- Organizes the related literatures

- Formulates the research problems

- Explains variables, hypotheses and sampling.

- Prepares a research proposal

- Illustrates different types of measurement scales

- Calculates, measures of central tendency.

- Computes measures of variability.

- Explains the Characteristics and applications of Normal probability curve. - Explains different application of computes in research.

Unit 1 – Basics of Educational research

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

Research in Education – Meaning, Purpose, Characteristics and Scope of Educational Research. areas of Educational Research

Types of Educational Research – Classification based on purpose Fundamental or Basic, Applied and Action Research. Classification based on Method – Historical, Descriptive, Experiment. Paradigms of Research: Qualitative, Quantitative & Mixed research.

Unit 2 -Review of Related Literature & Formulation of Research Problem

Purpose of Review at Different Stages of Researc

Identifying the Related Literature - Sources & Types, Online & Off line References. Organizing the related literature – recording of various references, notes taking.

Formulation of a Research Problem – Sources, characteristics of a good research problem, Evaluation of Research Problem, Criteria for selecting the Research Problem. Defining & Stating the Research Problem, objectives & Research question in quantitative & qualitative research.

Unit 3 - Variables, Hypotheses, Sampling and Preparation of a Research Proposal

Steps of Educational research, Research Blueprint – Concept and Component.

Variables – Meaning and Characteristics, Types and Interrelationship among different Types of Variables.

Hypotheses – Meaning and Importance, Characteristics, Types and forms of hypothesis.

Sampling - Concept of Population & Sample – Sampling unit, sample size, sampling frame, concept of representative & based sample. Types of sampling – Probability sampling & Non probability sampling. Probability sampling – Random sampling, stratified sampling, stratified random sampling, systematic sampling, cluster & multistage sampling. Non probability sampling - Judgment or purposive sampling, quota sampling, Incidental sampling (Convenient).

Format of a research proposal

Unit 4 - Educational Statistics and Computer Applications

Nature of Data

Meaning and Nature, Measurement Scales, Classification and tabulation of data, Graphical representation of data.

Descriptive Statistics

Measures of Central Tendency and Variability

Relative position- quartiles, deciles, percentiles and percentile ranks

Normal probability curve –Its properties and applications, skewness and kurtosis- their computation and uses.

Standard scores, T scores and Stanine- computation and uses.

Criteria for selecting statistical softwares- in research.

Criteria for selecting software- SPSS, EXCEL and SYSTAT for data analysis in educational research work. Packages on statistics (meaning and applications)

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

Practicum

- Application of Scientific Method to solve classroom related problem

- Identification of ten Educational Research problems from current educational programmes and enumerate the research questions and objectives

- List ten Educational Problems related to Educational Management/ Educational Administration/ Educational Technology

- Collect 30 Educational Research studies and classify them based on method used.(Historical/Descriptive/Experimental)

- Collect 10 Qualitative, Quantitative and Mixed Research studies from survey reports classify and justify the method used.

- Make a Critical Analyses of review of related literature with respect to organization and note taking from dissertations/projects.

- Identify the criteria used for the selection of the problem and evaluate the selection from the given 10 Research Reports.

- Identify and classify the different types of variables from the given 10 research studies.

- Identify any 10 Research Problems and formulate the related Hypothesis

- Given 10 research studies, identify and justify the sampling method used by the researchers.

- Critically evaluate the given two research proposals.

- Collect 5 graphical representations (5 for each type) from Newspaper/ Journal/ magazines etc.

- Collect the Academic Achievement scores of any 2 sections of any/ class and calculate the Measures of central tendency and Interpret the results.

- Collect Mathematics achievement scores of any one class and plot the frequency polygon and interpret the nature of distribution.

- Collect 10 research studies from websites and identify the tool used and scale of measurement.

- Collect KSEB and PU Board data and use MS-EXCEL to classify and organize the data.

- Identify 10 research problems from any area of research from different websites and quota the source.

From the given 10 studies suggest the statistical software (SPSS/ SYSTAT and EXCEL) and justify.

- Selection of a problem and developing a research synopsis.

- Identify five qualitative research problem and prepare at least five research questions for each with clear research title.

- Make a research strategy. Decide the types of questions you will be asking. You might add your own, based on another source. Also ,you might use more than one in order to cover your topic.

- Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them.(use three perspectives i.e. Strategies, data collection/analysis, and approaches.)

- A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education /Secondary Education.

- Plan & preparation of Qualitative Research proposal.

- Review of research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.

References

- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.

- Best J.W. (1986) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. Borg, W.R. and Gall, M.D. (1983) Educational Research – An Introduction, New York, Longman, Inc.

- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.

Gupta, Santosh (1983) Research Methodology and Statistical Techniques, New Delhi : Deep and Deep Publisher.

- Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi : Vikas Publications.

Kerlinger, F.N. (1973) Foundations of Behavioural Research, New York : Holt, Rinehart and Winston.

Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall

Praveena K. B. & Srinivasa K. S (2011). Research Methodology – A Practical Approach. ISBN: 81-901-860-5-1. Bangalore. Esquire Publications.

Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall.

Sidhu, K.S. (1987) Methodology of Research in Education, New Delhi:

Sterling Publishers Pvt. Ltd.

Travers, R.M.W. (1969) An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd.

Van, Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction, New York: Mc Graw Hill Co.

INTER-SEMESTER BREAK (ISB) – I

COMMUNICATION AND EXPOSITORY WRITING

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

Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.

Use of ICT in effective communication.

Understand about writing skill and enhance their expository writing skill. Implement their knowledge of communication in classroom discussion and daily life.

Activity – 1

Analyzing verbal and non-verbal components of various personalities

Practicing Extempore Speech, Debate, Role Play, Pick and Act

Dramatization – Executing a play

Identifying and analyzing effectiveness of non-verbal components in cartoon films
Practicing electronic communication

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

Activity - 2

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

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

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

Practicum

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

References

🞣 http//gujarat-education gov.in/education-citizen act-rules. html

🞣 www.ugc.ac.in

🞣 www.education.nic.in

🞣 www.scribid.com

🞣 HNGU Handbook-I & II

<p style="text-align:center">**(INTER SEMESTER BREAK – ISB)**</p>

<p style="text-align:center">**Activity 1 (b) Self Development -Yoga Education**</p>

Objectives: After going through this paper, student will be able to:

⚓ Understand the concept of yoga.

⚓ Understand the concept of Personality development and yoga.

⚓ Manage the stress by yogic practices.

⚓ Try for self development through yoga ⚓ Practices Asanas, Pranayamas, Meditation.

Unit 1: Introduction to Yoga and Personality Development

Introduction

Yogic Concepts of Personality

Dimensions of Integrated Personality Development

Unit 2: Yoga and Stress Management

Introduction

Concept of Stress

Stress-a yogic Perspective

Yoga as a way of Life to cope with stress

Yogic Practices for stress management.

Cyclic Meditation for stress management.

Unit 3: Yoga and Self Development

Introduction

Concept and Nature of Self Development

The concept of value and value education.

Spirituality and its role in human self-development-Yamas and Niyamas.

Helping children develop values

Yoga and Human Excellence

Unit 4. Guidelines for Practicum

Intoduction

Asanas

Bandhas and Mudras

Pranayama

Meditation.

Books for Reference

American Psychological Association. 'Stress'. Available   at

http://apa.org/topics/stress/index.aspx.

Basavaraddi,I.V.(ed.)(2013).A Monograph on Yogasana. New Delhi: Morarji Desai National Institute of Yoga.

Basavaraddi,I.V.(ed.)(2010). Yoga Teacher's Manual for School Teachers. Delhi: Morarji Desai National Institute of Yoga.

Basavaraddi,I.V.(ed.)(2013).A Monograph on Pranayama. Delhi: Morarji Desai National Institute of Yoga.

Bhavanani, Ananda Bakayogi(2012). 'Yoga'. The Original Mind Body Medicine. Available at http://icyer.com/documents/Yoga_mind_body_2012.

Charlesworth, Edward A. & Nathan Ronald G.(1984). Stress Management A Comprehensive Guide to Wellness. New York: Ballantine Books.

Coleman.James C.(1984). Abnormal Psychology and Modern Life. Bombay: D.B.Taraporewala & Co. Private Limited.

Jataka tales and other Stories, Om Book Service, New Delhi.

Lonavala Yoga Institute(2011). Hathapradipika. Lonavala: LY Institute.

Muktibodhananda, Swami(1993).Hatha Yoga Pradipika: Light on Hatha Yoga. Munger: Yoga Publications Trust.

Parivrajaka, Swami Satyapati(2006).Yogadarshanam. Rojad(Gujarat): Darshana Yoga Mahavidyalaya.

Ramakrishna Mission(2013). Parents and Teachers in Value Education,Ramakrishna Mission, Belurmath.

Saraswati,Swami Niranjanananda(1997). Gheranda Samhita. Munger: Bihar Yoga Bharati.

Srivastava, Sumitra(1998)Understanding Stress: A Multi dimensional Approach. New Delhi: Regency Publications.

Udupa, K.N.(1985). Stress and Its Management by Yoga.Delhi: Motilal Banarasidass.

Vivekananda, De. Rishi(2005). Practical Yoga Psychology. Munger(Bihar): Yoga Publication Trust.